



Methodological Methods Of Teaching Children For Movement Activities In The Process Of Physical Education Classes

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ABSTRACT

The article discusses the methodological methods of teaching children physical activity in the process of physical education and the methodological methods used in teaching children physical activity.

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Introduction

Each individual method is a whole complex of different methods that combine in terms of the task and the same approach to solving it.

A part of a method, a detail that complements and concretizes it. The complex, creative application of different methods of the teacher in accordance with the tasks enriches the educational process, individualizes it, eliminates the homogeneity.

In the process of teaching children to move, methodological methods are selected in each case according to the tasks and content of the movement material, the level of mastery by students, their general development, physical condition, age and typological characteristics of each child.

Main Part

In this sense, teaching methods are combined in various combinations that, on the one hand, have a comprehensive impact on all analyzers when students perceive tasks, and on the other hand, ensure that the student performs movement tasks consciously and independently. The combination of methods in

teaching students to move is determined by their interaction. The teacher's use of more visual methods, such as demonstrating a movement pattern at all stages of learning and in different age groups (which is common in some practices), can be done mechanically by students without understanding them. can lead to imitation. In this case, exposure to more cognitive organs enriches his perception, at the same time weakens the necessary mental process, does not help to consciously remember all the elements of a particular exercise in a logical sequence, sometimes depriving the student of the opportunity to perform the exercise voluntarily reaches

However, using only the verbal method, regardless of the age of the student, deprives him of figurative perception of actions, the reliability of perceptions, the process of concrete figurative thinking. Therefore, the teacher uses a variety of teaching methods: visual, oral and practical, in an effort to achieve a high level of education in teaching students the right actions. In this way, it helps children to develop in all respects, to master the exercises consciously, to use them independently and creatively in certain situations. A variety of visual aids are used to teach students actions. Visual acuity depends on the educator's accurate and clear demonstration of an action or individual movement elements; imitating the life around them; use of distance targeting; visual aids — movies, screenplays, TV shows, pictures, and so on. Tactile-muscular demonstration is provided by the introduction of physical education manuals into students' movement activities.

For example, in order to develop the ability to run with the knees high, a series of arched gates are used. Raising the foot over these obstacles while running will help the student develop the ability to lift the knee high. In addition, the subjects allow the student to feel and understand the mistakes made. The retention of the teacher's task of "not touching the gate" in the student's mind is associated with skin-muscle sensation when he makes a mistake, and the child is able to determine for himself whether his movement is wrong.

Tactile-muscular visualization is also expressed with the direct help of the teacher, who controls certain parts of the student's body (for example, adjusting the posture by touching the hand, which evokes a sense of correct muscle tone). However, such teacher support should be short-lived. Otherwise, the signal in the system of constant exciters, which serves to create a certain dynamic stereotype, may become important. The skill is then reinforced through verbal instruction. Clear auditory methods are based on sound control of movements. Instrumental music and singing are the best auditions. They evoke aesthetic feelings and emotional uplift in students, determine the nature of movement, control its speed and rhythm.

Thus, visual methods allow the student to correctly perceive and imagine actions, to expand emotional consciousness, to establish self-control in the performance of actions, to control the speed and rhythm of movements by hearing, serves to develop sensory ability.

Verbal methods of teaching actions are characterized by: the ability to describe and explain new actions to students in a clear, concise manner, based on their existing life experience and imagination; in the commentary when specifying the actions or identifying some of its elements; instructions for re-performing the actions indicated by the teacher or for students to perform the exercises independently; in a pre-interview when required to introduce new exercises and movement games or to explain them in action training, to clarify the plot of an action game, etc .; in the questions the teacher asks students in

order to determine the level of understanding of the sequence of actions before the exercise or to check the perception of the images of the plot action games, to determine the rules, game actions, etc. These methods are also used to convey various commands, commands, and signals in a clear, emotional, and effective way. The musicality and rhythm of the rhyming texts evoke an emotional spirit in the students, as a result of which the rhymes are easily mastered by them and then used in independent games.

Research by psychologists and educators has shown that children as young as 4.5 and especially 6 years old are adequately prepared to understand the tasks and conditions of the various behavioral activities that are appropriate for them. This allows for the widespread use of verbal methods in the formation of motor skills. They not only increase the speed of acquisition of skills, but also their quality.

“In the later stages of a child’s development, with the help of the verbal system, the traces of previous impressions are revived in new combinations and combinations. This is the first time that pure verbal instructions and explanations provide an opportunity for new success, communication, and the acquisition of new knowledge and skills.”

The formation of motor skills at school age largely depends on the child's understanding of the content and structure of the exercise, that is, the sequence and how to perform all its elements. Therefore, it is not allowed to dryly imitate the example given by the teacher. At the same time, the process of acquiring motor skills by students is often mechanical. In such cases, students do the exercises correctly on the surface. However, when a student is asked how to act after an exercise, in most cases he or she will not be able to answer the question clearly. Rather, the student repeats the action instead of answering.

P.F. Lesgaft wrote, "If a student learns a mechanical method without fully understanding the meaning of some of its methods, he is acting mechanically — he cannot apply that method to a particular situation." According to P.F. Lesgaft, the “perception of motion” is derived from the perception of the moving parts of the body, the amplitude, direction, speed, tension, and other components of motion. Therefore, in such cases, the student has an image of the moving parts of the body, which is integrated with all the components that he feels. Once the students have completed the exercises based on the oral task, the teacher will determine if the individual elements have been performed correctly using any of the methods required, such as instruction, demonstration, or explanation. This serves to determine the task perceived by the children through practical examination. The above method of teaching movement activity is based on the research of Professor AI Puni. It explores the role of imagination in the formation of motor skills and the training effect of movement. This is expressed in a specific process in psychology called the "ideomotor reaction."

Ideomotor reactions are based on the famous law of IP Pavlov: "If you think of a certain action, you do it involuntarily, without realizing it." When a person imagines movement on his own, a central excitation process of kinesthetic cells takes place in the cerebral cortex. This indicates that there is a revitalization of the temporal nervous system, which is formed and strengthened during the performance of this action.

A word that plays the role of an external stimulus can be the cause of a central stimulus. The word spoken during the action task helps to visualize the content and structure of the action. At other times,

the word may be irrelevant if the person expresses his or her opinion about the action. It also stimulates the kinesthetic cells. That is the consequence of an interconnected world. "

Relationships are formed during the acquisition of exercises, and these connections are refined even when imagining any, including repetitive exercises, resulting in improved performance of the exercises (A.TS.Puni).

With all this in mind, the teacher uses a variety of movement activities in the process of developing students' skills.

For example, when the formation of skills in the process of teaching students to move reaches a stable level and the children have to perform different actions independently, the teacher suggests to one of them to recall its sequence without performing the action at the same time.

As the student recalls the sequence of movements, for example, he says, "First raise the wand and look at it, then lower it to the raised right knee, then raise it again and lower it." At first, children usually tell their stories with certain actions. In such cases, the word and the simultaneous action are expressions of the visual-motor imagination of the memory and facilitate the student's response to that imagination. Sometimes the teacher asks all the students to remember the actions, that is, to imagine what they will do. These methods of teaching help to develop an idea of action. This imagination is reinforced by the correct performance of the actions by the students, their enthusiasm, emotional state, concentration and stability.

When these methods are used regularly, children do not expect the teacher to perform the actions: they focus on explaining the task, and then perform the exercise correctly and confidently independently.

The teacher can then use oral methods to learn new exercises. Every new movement has elements that children are already familiar with, so it is essentially just a new combination of familiar elements. As a result of continuous practice, all students successfully master the requirements of the teacher, which allows students to respond correctly and consciously with practical actions. Children have a good understanding of oral tasks and are able to apply them clearly in action. Children can then suggest a simpler version of an action and create a new combination of familiar action elements.

The response of students always has different individual characteristics, which depend on the overall development of the student, the characteristics of his nervous system, the level of concentration. The described process of developing motor skills in students corresponds to the mental and physical preparation of the student.

In the early stages of developing motor skills in students, the very clear, concise nature of the oral assignments given by the teacher plays a crucial role.

In the process of forming an idea of movement, it is necessary to monitor the accuracy of these ideas. This can be described orally and in terms of concrete actions. The training effect of the imagination is reflected in the child's ability to independently control their actions and improve the quality of their performance. Understanding the content of the action (the whole movement activity) by the students helps to form his motor skills correctly and more quickly, to develop creative activity, to successfully apply the action in new situations.

The purposeful combination of visual and verbal methods in teaching students, their

interdependence, on the one hand, the concreteness and imagery of the perception and repetition of actions, on the other hand, the action tasks performed by children - their content and ensures a conscious understanding of the consistency of all elements of each movement activity. "It simply came to our notice then. What is heard plays a key role in this," Sechenov said.

Uses a set of different practical methods that interact with visual and verbal methods to teach children to move. She performs exercises, some roles in action games, a managerial role, encourages students to take part in competitions by engaging them in assignments and setting an example: for example, who is more likely to complete an action task faster, better, more accurately? does; he plays the role of tournament referee, team captain, and shows the decisions they make about the players, how to behave, and how to act. Organizes practical activities and plans the whole educational process in accordance with the objectives, content and structure of the training. It provides students with frontal education; divides them into groups in order to improve familiar movements, suggests independent action; repeats it several times while teaching students the exercises and changes the whole exercise process in a planned way; encourages children to be creative, and gives them tasks such as exercises, modifying action games, creating their own options, and inventing new ones.

The student acquires great knowledge and practical skills at each stage of the educational process. As a result, independence of action, ingenuity in the application of acquired skills in play and life will increase. As the teacher guides the students' practical activities, he or she also remembers to perform educational tasks in the child's mental development. She takes care of the formation and maintenance of a very stable interest and emotional response in students to the active tasks assigned to them. These tasks require active thinking to find the solution needed to complete the task. (For example, when walking, running, and jumping, the following tasks are given: invent a signal form to change movements, suggest a sequence of alternating them, and give reasons for doing so, and so on).

Conclusion

Experience has shown that students are taught such exercises (elements and easy-to-perform exercises), as well as the knowledge and movement skills they have acquired (movement techniques and methods of performing them, targeting in space, alternating movements in lessons, etc.).) show that they show activity and enthusiasm when an interesting solution is proposed based on. These tasks contribute to the development of intellectual and creative activity, organizational skills, purposeful action, ingenuity and the ability to focus on the environment.

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