

Methodological Support for a Special Education Program for Future Physical Education Teachers

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Abstract:

This article addresses the need for physical education teachers to focus on children's activity levels and health in light of the increasing emotional, psychological, and functional burdens experienced by many students. It discusses how these burdens, combined with a sedentary educational environment, can lead to physical issues and illnesses, emphasizing the importance of preventive measures. Furthermore, the article examines key aspects that need attention in the training process for future physical education teachers.

Keywords: physical activity, educational and training process, healthy lifestyle, general developmental exercises, primary school students.

One of the primary tasks in managing global education systems is to align the educational process with students' health. It is well-known that many innovative educational institutions are struggling with increased emotional, psychological, and functional loads. Concurrently, the physical activity of school students remains low, leading to a form of physical limitation. This situation negatively impacts the functioning and development of the child's body.

The most effective way to achieve the desired outcomes in the educational and training process is through collaboration between the teacher and the student. Among the principal methods, the use of games plays a significant role. Therefore, it is advisable for teachers to organize many exercises within general developmental exercise systems in an interesting, game-like format. By implementing a physical education system, didactic methods were employed to develop students' skills for independently performing physical education tasks.

Specifically:

- Verbal methods: explanation, speaking, criticism, issuing commands, and warning;
- Visual methods: using drawings, images, charts, films, and demonstrating individual elements of the URM (Unified Regional Model) on slides and showing how to perform them.

Each exercise within the system incorporates elements of physical activity, imitation, and specialized training. To achieve mastery of the rational technique of exercise, students are taught imitation exercises. When specialized exercises are available, they are designed to minimize errors in execution technique [1].

The tools and equipment used for independent exercises in physical education include: balls—large balls, small balls, jump ropes, gymnastics benches, and hoops.

Pedagogical experimentation encompasses various types of classes:

- Class Types: These include classroom, group, and individual sessions; in terms of content, these classes are theoretical, practical, or mixed.
- Special Classes: Aimed at promoting a healthy lifestyle.
- Physical Education Activities: Related to sports competitions or festive events.
- Homework Assignments: For reinforcing lesson content.

The methodology for teaching primary school students to perform general developmental exercises independently focuses on enhancing students' health and reinforcing the necessity of a healthy lifestyle. Additionally, this system of classes supports the development of physical abilities such as agility, flexibility, strength, speed, and endurance.

By systematically mastering the exercise system and ensuring its continuity, students will be capable of performing exercises independently. This will result in an increased enthusiasm for physical education, sports participation, and the enhancement of physical culture among students. Such well-developed skills at the primary school level are foundational. As students progress to higher levels, these skills will facilitate further development, a deeper understanding of sports, and advancement in physical culture.

The expected outcomes and evaluation criteria for implementing the program have been systematized as follows.

During the implementation of the "Program" developed for pedagogical experimentation, students will experience several advancements and learning outcomes. These outcomes are detailed as follows:

- Improved Physical Preparation: Students will demonstrate an increased level of physical readiness.
- Development of Exercise Techniques: Students will learn the techniques of general development exercises, improve their execution, and achieve proficiency in performing hand, foot, and body movements correctly.
- Independent Exercise Practice: Students will learn to independently apply the physical education system during physical education classes, extracurricular activities, at home, during nature excursions, and in various settings by organizing their leisure time effectively.
- Teaching and Application of URM: Students will be able to teach the URM system to their friends and younger children and will be capable of performing it independently.

- **Designing Physical Activity Routines:** Students will learn to develop individual physical activity routines according to their daily schedules. They will be able to independently select the most effective types of physical activity, and organize them from simple to complex stages.
- **Self-Care and Efficiency:** Students will develop habits of self-care and learn to avoid wasting their energy unnecessarily.
- **Understanding the Need for Physical Activity:** Students will understand the necessity of participating in physical activities to strengthen their health and enhance their physical condition. They will become accustomed to devising physical activities in consultation with teachers and parents.
- **Role Modeling Healthy Lifestyle:** By adopting a healthy lifestyle, students will serve as role models for their family members, friends, and others in their social and community environments.
- **Patriotism and Leadership:** A student who develops a healthy lifestyle in primary school will cultivate a sense of patriotism and an understanding of their potential to become a respected leader and a pride of their country in the future.

Upon mastering the program, primary school students will acquire and understand the following:

- **Conditions for General Development Exercises:** Knowledge about the requirements and conditions for performing general development exercises.
- **Importance of General Development Exercises:** Understanding that general development exercises are an essential part of physical culture and recognizing their historical context and evolution.
- **Role in Physical Development:** General development exercises play a crucial role in the growth and development of the human body, including bones, muscles, and the entire movement system.
- **Movement Methods and Characteristics:** Understanding different methods and characteristics of movement is essential.
- **Importance of Personal Hygiene:** The significance of personal hygiene in overall health and physical condition.
- **Maintaining Health and Physical Condition:** The importance of preserving one's health and physical condition and the student's role and responsibility in this endeavor.
- **Injury Prevention:** Identifying the causes of injuries or damages resulting from various activities and, if possible, methods to prevent them.
- **Students will be able to:**
 - **Coordinate Independent Activities:** Properly organize and execute a set of educational activities necessary for maintaining and improving flexibility and strength, as outlined in a daily schedule.
 - **Perform URM Independently:** Carry out the URM (Unified Regional Model) both independently and in collaboration with other children.

To facilitate the independent practice of physical education by primary school students, physical education teachers are provided with methodological guidelines and recommendations. These guidelines have been updated to meet contemporary requirements and are directed towards an innovative approach.

The sources and updated content-structural nature of the methodology based on the established concepts and its implementation process are detailed in the following model.

In training primary school students to independently perform general development exercises, research highlights the following aspects:

1. Consider the social-pedagogical importance of developing students' independence and activity in their educational pursuits.
2. Identify the didactic and psychophysiological theoretical bases underlying psychological skills and competencies.
3. There is a critical need to develop didactic tools aimed at organizing the formation of independent learning skills in primary school students.
4. The core of fostering independent working skills in primary school students lies in the teachers' engagement with and comprehensive understanding of new methodological recommendations.

Based on the proposed concept, the research focuses on establishing a methodology for developing independent learning skills in primary school students, specifically within the context of physical education. This methodology is supported by a specialized EMS system, which has been analyzed from both theoretical and practical perspectives.

In contemporary physical education methodology, the ability of primary school students to independently perform general development exercises holds substantial importance. Teachers allocate significant time during lessons for students to practice these exercises independently after class, and assign simple exercise elements as homework.

Encouraging students to take responsibility for their physical education activities fosters increased engagement and improved health. Regular independent practice enhances digestive and muscular functions, and helps students maintain motivation and a positive attitude towards their activities. Students should perform general development exercises individually or in small groups of three or slightly more. This approach is supported by research and experienced educators, emphasizing that group activities enhance collaborative learning and the effectiveness of the exercises. In summary, the development of didactic tools and the implementation of a new EMS system are essential for promoting independent learning skills among primary school students in physical education. By adopting these strategies, teachers can significantly improve students' physical development, engagement, and overall well-being.

Primary school students should perform general development exercises either individually or in small groups consisting of three or slightly more members. Researchers and seasoned educators agree that group exercises are generally more effective than individual practice in enhancing students' overall performance.

As a conclusion, it is evident that providing opportunities for primary school students to perform general development exercises is crucial. Regular exercise helps prevent fatigue, boosts the speed of learning and cognitive tasks, and is beneficial when conducted in clean air environments. Performing these exercises in fresh air or in well-ventilated classrooms for 5-8 minutes after each lesson is more advantageous than simple stretching or comfortable sitting. Teaching primary school students to gather with themselves and their peers after lessons fosters the development of orderly and systematic study, rest, and work habits. This approach provides students with the opportunity to build essential qualities for effective learning and personal growth. The effectiveness of a student's learning, knowledge acquisition, and other activities is closely related to their health. This approach to physical education serves as a solid foundation for preparing students to become responsible and devoted individuals.

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