

DEVELOPMENT OF TECHNOLOGICAL TECHNIQUES DURING PHYSICAL EDUCATION

Berdimuratova Altinay Konisbay qizi

*3rd year undergraduate student, Nukus State Pedagogical Institute named after Ajinyaz
(Nukus, Republic of Karakalpakstan)*

Abstract:

This article is about a technological approach to physical education lessons.

Keywords: *School, education, physical education, teaching technology, learning criteria.*

Currently, the school is in the process of updating the content of education. How accurately and scientifically its components are selected will determine the fate of the younger generation.

This is not the first time that the paradigm of the content of education has changed, which entails the creation of special organizational conditions and the search for effective ways of renewal. The general education school is aimed at the formation of an integral system of universal educational activities, as well as the experience of independent activity and personal responsibility of students, which in turn will determine the modern quality of educational content

It should be noted that the process of improving the quality of education should be based not on the additional workload of students, but on improving the forms and methods of teaching, on selecting the content of education, through the introduction of educational technologies, aimed for the most part not so much at the transfer of ready-made knowledge, but at the formation and development of a complex of personal qualities of students.

Therefore, a shift in emphasis towards increasing educational focus today is a distinctive feature of the modern concept of physical education, as a determining factor in the successful and effective formation of the physical culture of a student's personality.

Teaching technology is a way of implementing the learning content provided for by the curriculum, including a set of forms, methods and means of teaching, aimed at the most optimal and effective achievement of the goals.

There is no clearly fixed classification of teaching technologies today, but there are two gradations - traditional and innovative - teaching technologies. AND I. Savelyev developed the following typology of educational technologies, where the following classification criteria are distinguished:

✓ direction of action;

- ✓ learning objectives;
- ✓ subject environment;
- ✓ the technical means used;
- ✓ organization of the educational process;
- ✓ methodological tasks.

There is also a classification of learning technologies according to the following four criteria:

- ✓ novelty;
- ✓ training concept;
- ✓ use of computers;
- ✓ authorship.

There are three main functions of educational technology:

- the descriptive function is aimed at revealing the essential aspects of the practical learning process;
- the explanatory function is aimed at determining the effectiveness of various components of training and determines their optimal combinations;
- the design function is aimed at implementation when describing the learning process at all levels, including the level of pedagogical implementation. At the same time, the realism of the pedagogical system is manifested in its manufacturability, that is, reproducibility in practice.

Pedagogical technologies represent consistent and continuous movements of interconnected components, stages, states of the pedagogical process and the actions of its participants. The process of developing a specific pedagogical technology can be called the process of pedagogical design.

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