

Methodical Principles of Physical Education

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Abstract

The article discusses the methodological principles of physical education, which play a key role in teaching and developing the physical qualities of students. Principles such as accessibility, systematicity, consistency and individualization are described. Their application in pedagogical practice and their impact on the effectiveness of physical education are also analyzed.

Keywords : Physical education, pedagogical practice, methodological principles, accessibility, systematicity, consistency, individualization.

Introduction

The methodological principles of physical education are the main provisions that must be adhered to when solving problems in the process of physical education. The general methodological principles include: the principles of consciousness and activity, visibility, accessibility and individuality, systematicity, progression.

Principles of consciousness and activity. This principle means a conscious understanding of the goals and objectives of training, conscious and active use of the means of the educational and training process. Understanding the benefits of physical exercises, active and thoughtful implementation of exercise techniques that increase the depth and speed of assimilation of educational material, as well as the level of physical fitness. Each student needs to be able to train independently, having a good idea of the basic patterns of the training process and the possible effect of these classes.

The principle of visibility. In the process of physical education classes or sports training, the teacher or coach, explaining how to correctly perform a particular motor action, movement or technique, uses his own technique or the technique of a qualified athlete as an example. Demonstration of exercises is carried out both as a whole and in parts. The use of video and photo materials, posters and drawings contributes to improving the quality and speed of learning. In the system of physical education, in all forms of its manifestation, visualization is used at any stage of mastering a skill.

The principle of accessibility. Education and upbringing should be carried out in accordance with the capabilities of the students, taking into account the characteristics of age, sex, training, as well as individual differences in physical and mental abilities. The accessibility of perception and

mastery of movement is manifested in the actions of students. A competent mentor sensitively monitors this and adjusts the degree of novelty in the lesson and the intensity of the load in time.

The principle of individualization. Individualization is understood as such a structure of the entire process of physical education, in which an individual approach to each student is carried out and conditions are created for the highest development of his abilities. As you know, the functional capabilities of the body are always individually different in some way. Even in a group of the same age, sex and fitness, no two persons with exactly the same capabilities can be found. There are individual differences in the way the development of movements proceeds, and in the nature of the body's reaction to physical activity, and in the dynamics of its adaptive (adaptive) rearrangements. All this obliges us to strictly individualize the process of physical education.

The principle of systematicity. It provides for the consolidation and development of the acquired knowledge in the process of regular training. At the same time, classes should be conducted according to the following system: "from easy to difficult", "from simple to complex", "from known to unknown". Taking a break from training has a negative impact on athletic performance. Performance decreases and acquired skills are lost. The functional state of the body after a training session can be divided into three phases. The first is fatigue, the second is the restoration of the body's performance to the initial level. The third is to increase the level of performance beyond the initial level. The greatest effect in the third phase is given by repeated training. Based on the results of pedagogical observations and physiological research, specialists give recommendations on the optimal regime of classes and rest for various types of activities, and this is usually at least 2-3 classes per week with the duration of each from 1.5 to 2.5 hours.

The principle of progression. This principle expresses the general tendency of the demands placed on students in the process of physical education, which consists in setting and performing more and more difficult new tasks, in a gradual increase in the volume and intensity of the loads associated with them.

In conclusion, the article "Methodological principles of physical education" is a detailed analysis of the basic principles and methods of physical education. The author emphasizes the importance of a comprehensive and individual approach, as well as taking into account the age, gender and personal characteristics of those involved. It is also pointed out that it is necessary to improve methods and take into account current trends in order to increase the effectiveness of the learning process and strengthen the health of students.

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