

PROBLEMS OF PHYSICAL AND HEALTH WORK IN THE SCHOOL

EDUCATION SYSTEM

Usmonov Zohidzhon Normatovich

Senior Lecturer of the Department of Theory and
Methods of Physical Culture

Yusupov Jasur, 2nd year master

Ferghana State University

ANNOTATION

The article discusses the results of sociological research of subject teachers on the organization of physical culture and health-improving work of the teaching staff in the system of public education

KEYWORDS: Sociology, physical culture and health work, pedagogical testing, subject teachers, physical inactivity.

The introduction of health-saving technologies into the school educational process in the theoretical part of physical education classes is an urgent problem of the public education system, due to the progressive trend of scientific and technological progress, as a factor leading to a decrease in the motor activity of the younger generation.

valueology, introduced in the system of higher humanitarian educational institutions, determined the main direction of the educational process for the training of teachers in physical culture, who are called upon to have in-depth knowledge in the field of pedagogical health-saving technology aimed at improving the school education system.

In the modern theory and practice of physical education, the problem of forming a healthy lifestyle occupies a priority position and causes a wide range of unexplored problems.

The conducted experimental studies on this issue give grounds to believe that attempts to revive physical culture, recreation and mass sports work in the school system of education by old organizational methods do not give positive results.

Monitoring of the state of this problem revealed significant shortcomings in the pedagogical process, where physical education classes for school contingents had the main focus on solving problems associated with obtaining positive grades based on the results of attending classes and the results of pedagogical testing of motor fitness, assessed by the estimated gradation of the provided school curriculum.

With all the importance of the lesson of physical culture, as the main means of physical education at school, the leading role in introducing daily physical exercises belongs to extra-curricular physical culture and health-improving and sports-mass work.

taken as a basis based on the results of checking the level of physical development and motor fitness does not have a long-term stimulating factor for their physical improvement and does not form in them a constant need for a conscious attitude towards their health.

In the sociological surveys conducted by the method of questioning among students in grades 5-9 of secondary schools in the Fergana region, they revealed a lack of purposeful attitudes towards a healthy lifestyle, while more than 80% of the students surveyed expressed the opinion that they needed to restructure their lifestyle and only 14% believed your health condition is good.

Analysis of the results of the survey conducted with teachers of physical culture of secondary schools made it possible to identify individual factors of this profession.

Thus, the age limit of physical education teachers working in the system of school educational institutions was revealed, where 17% of the teachers surveyed were in the age range from 22 to 30 years old, from 30 to 40 years old - 26%, from 40 to 50 years old - 35%, and 50 and above - 22%. Objective information was obtained about the pedagogical experience of the work of physical education teachers of the surveyed schools, where the fact was revealed that they first started teaching after graduating from a higher educational institution - 7%, 24% had an experience of up to 5 years, 26% had from 5-10 years %, from 10 to 20 years - 17%, from 20 to 30 years - 14% and over 30 years -12%.

It aroused a certain interest to reveal the opinion of students of the Faculty of Physical Education about his future professional activity as a teacher of physical culture in the system of public education.

When communicating with students, you often ask them the question “Why did you decide to choose the profession of a physical education teacher?” The survey provided the following answers. Attracted by working with children - 16 %, at the direction of their parents - 4%, sought to get a higher education - 34%, 9% - had sports success in their chosen sport and are convinced of their abilities in this profession, 6% - indicated that they attracted prestige coaching profession, 29% would like to serve in the internal forces and 2% had other motives.

In order to increase the attractiveness of physical education and health work, as a factor increasing the sociability of a teacher in communicating with schoolchildren, not only with representatives of the physical education profession, we consider it expedient to involve the entire teaching staff of the school in this work.

The monitoring of the results of the survey of subject teachers revealed that the majority of young subject teachers have a higher specialized pedagogical education (92%) and, naturally,

<https://conferencea.org>

the theoretical knowledge and practical skills they received in physical education classes during their studies at the university allow them to take an active part in all physical culture and sports activities of the school.

The issue of self-assessment by subject teachers of their theoretical knowledge and skills in physical culture and health-improving activities was studied, allowing them to determine. It was revealed that only 7% of teachers rated their level of training as high, sufficient - 38%, satisfactory - 34%, insufficient - 21%.

To the question, "What prevents your participation in physical culture and health work with students?" Uncertainty in their sports abilities - 21%, weak material and sports base of the school - 19%, insufficient number of practical skills in physical culture and health work - 12%, financial dissatisfaction associated with additional work - 17% and 9% of teachers could not formulate the reason for their failure.

Based on the results of an oral survey of subject teachers, it was revealed that only 18% of them are able to compose a complex of morning hygienic gymnastics, 23% - to conduct physical education minutes in the classroom, 6% - can determine the parameters of their health, 9% - to conduct pedagogical testing of physical development and motor fitness with the analysis of the results obtained among schoolchildren, conduct physical education lessons at school - 8%, organize sports and recreational and sports events - 15%, conduct conversations about a healthy lifestyle - 21%.

To the question, "What is necessary for conducting physical culture and health work at school?" Knowledge and ability to implement the upbringing, educational and health-improving tasks of physical culture - 35%, knowledge of the theoretical and methodological foundations of physical culture - 26%, the ability to organize and conduct physical exercises - 18%, to objectively assess the physical development and motor fitness of schoolchildren - 21%.

The question aroused interest among teachers about their attitude to their own health, where 84% of the male teachers surveyed indicated the absence of bad habits in the form of smoking, 37% indicated that they sometimes perform physical exercises during the school day that bring them joy, a desire to lead active lifestyle and to educate students in the need for physical exercises, 19% of subject teachers expressed a desire to improve their theoretical knowledge in the field of physical culture and recreation, and 3% indicated that physical education does not affect their health.

For the first time in our region, sociological research to identify the interest of subject teachers in physical education and health work with schoolchildren aroused great interest in this urgent problem and was recommended for implementation in all parts of the school education system.

Literature

1. RRITORIAL PECULIARITIES OF DIFFIRENTIAL ASSESSMENT OF PHYSICAL FITNESS OF RURAL SCHOOLCHILDREN. American Journal of Interdisciplinary Research and Development, 9, 58-66.
2. Усманов, З. Н., & Убайдуллаев, Р. М. ПРОБЛЕМЫ ФИЗКУЛЬТУРНО-ОЗДОРОВИТЕЛЬНОЙ РАБОТЫ В СИСТЕМЕ ШКОЛЬНОГО ОБРАЗОВАНИЯ. 11. Usmanov, ZN, & Ubaidullaev, R.(2020, December). PROBLEMS OF PHYSICAL AND HEALTHY WORK IN SCHOOL EDUCATION SYSTEM. In Конференции (Vol. 12, pp. 114-119).
3. Mamirzhon, Y. (2023, January). METHODOLOGY FOR THE DEVELOPMENT OF THE PHYSICAL QUALITIES OF A VOLLEYBALL PLAYER. In E Conference Zone (pp. 28-40).
4. Ishmuxamedov, R., & Yuldashev, M. (2016). Ta'lim va tarbiyada innovatsion texnologiyalar. T.: Nihol.
5. Mamirjan, Y. (2022). DEVELOPMENT OF VALELOGIC PHYSICAL CULTURE OF FUTURE TEACHERS OF PHYSICAL CULTURE. Spectrum Journal of Innovation, Reforms and Development, 8, 57-62.
6. Yuldashev, M., & Yakubova, G. (2022, October). ADAPTIV JISMONIY TARBIYADA QAYTA TIKLANISH (REABILITATSIYA). In E Conference Zone (pp. 14-17).
7. Ishmukhamedov, R. J., & Yuldashev, M. (2013). Innovative pedagogical technologies in education and upbringing. T.:“Nihol” publishing house, 2016.
8. Yuldashev, M., & Qobuljonova, M. (2022). Goals and objectives of choreographic training in gymnastics. Academicia Globe: Inderscience Research, 3(5), 1-6.
9. Hamrakulov, R. (2021). PEDAGOGICAL BASES OF FORMATION OF PHYSICAL EDUCATION AND SPORTS TRAINING IN HIGHER EDUCATION SYSTEM. 47. Yuldashev, M, 102-107.
- 10.Хамроқулов, Р., & Мамажонов, З. (2022). АКРОБАТИКА МАШҚЛАРИНИ ЎРГАТИШ УСУЛЛАРИ.
- 11.Rasuljon, X., & Qurvonoy, A. (2022, October). 5-6 SINF O 'QUVCHILARINING JISMONIY TAYYORGARLIKLARINI TAKOMILLASHTIRISHDA JISMONIY MASHQLARNING O 'RNI. In E Conference Zone (pp. 18-29).
- 12.Khamroqulov, R. (2022, June). INCREASE GIRLS'PHYSICAL STATUS THROUGH ACTION GAMES. In E Conference Zone (pp. 234-237).
- 13.Rasuljon, K., & Mukhtasarkhon, R. (2022). ACTION GAMES ARE A FACTOR THAT INCREASES THE PHYSICAL FITNESS AND HEALTH OF GIRLS. American Journal of Interdisciplinary Research and Development, 9, 11-20.

14. Rasul, H., & Shuhtrat, N. (2022). CHANGES THAT OCCUR IN THE ORGANISM OF YOUNG PLAYERS UNDER THE INFLUENCE OF AGE CHARACTERISTICS AND THEIR PHYSICAL FITNESS. American Journal of Interdisciplinary Research and Development, 9, 1-10.
15. ABDUSATTAROVICH, K. R., & ALISHER, K. (2022, May). PLANNING OF THE EDUCATIONAL AND TRAINING PROCESS OF YOUNG ATHLETES DURING EXTRACURRICULAR ACTIVITIES. In E Conference Zone (pp. 27-31).
16. Rasul, H., & Zulfiyakhon, M. (2022). FEATURES AND IMPORTANCE OF ACROBATIC EXERCISES. Spectrum Journal of Innovation, Reforms and Development, 8, 31-39.
17. Rasuljon, K., & Nomozbek, M. (2022, November). EDUCATION AND DEVELOPMENT OF PHYSICAL QUALITIES OF YOUNG VOLLEYBALL PLAYERS THROUGH ACTIVE GAMES. In E Conference Zone (pp. 14-23).
18. Hamroqulov, R., & Nishonov, S. (2022). Methods of increasing physical faiths during the training of football players. Texas Journal of Multidisciplinary Studies, 8, 130-132.
19. Хамроқулов, Р., & Мухаммадов, Н. (2022). ВОЛЕЙБОЛЧИЛАРНИНГ ЖИСМОНИЙ СИФАТЛАРИНИ ВА ҲАРАКАТЛИ ЎЙИНЛАР РИВОЖЛАНТИРИШ. World Scientific Research Journal, 2(2), 185-192.