

IMPROVING THE THEORETICAL FOUNDATIONS OF CLASSES OF PHYSICAL CULTURE IN SCHOOLS OF GENERAL SECONDARY EDUCATION

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Annotation

The article discusses the improvement of the theoretical foundations of physical education in schools of general secondary education

Keywords: Improvement, physical culture, sports, physical qualities, outdoor games.

The state of health of children and adolescents, which determines the main trends in the health of the population of the country, is the most important indicator of the achievements of society in socio-economic, scientific and cultural aspects. A steady trend towards the deterioration of the health of schoolchildren, including primary classes, continues to the present. Therefore, the problem of preserving and strengthening the health of the younger generation remains one of the most urgent. Health, as a scientific problem, covers a complex of biomedical, psychological, physical fitness and social sciences. Human health depends not only on the development of medicine and healthcare, but also on the totality of personal capabilities and socio-economic conditions. Therefore, improving the effectiveness of physical education of students is considered as a key problem of the development of physical culture and the most important task of modern society.

The purpose of physical education and its predicted result are connected with the program of socio-economic development of society, which provides for the comprehensive and harmonious development of the individual, the fullest disclosure of her physical strength.

The purpose of physical education is comprehensive physical preparation of the younger generation for active creative work and protection of the Motherland.

Nowadays, the question of choosing the right priorities for the organization of the educational process is very important. Which should fully contribute to the training of motor actions, the education of physical qualities, as well as the acquisition of knowledge of the basics of the theory of physical culture.

To fulfill all educational tasks, the subject "Physical Culture" should become a basic educational discipline. Currently, this is complicated by a number of circumstances: the lack of traditions of such an attitude to this subject, along with deeply rooted ideas about it only as a form of organizing motor activity; overly simplified ideas about the content of theoretical material when it comes down to elementary information from the field of hygiene, safety, rules of conduct, techniques of individual exercises, judging competitions, etc.; the absence of theoretical lessons in which children are helped to form value orientations, needs, motives for

physical exercises; the lack of purposeful preparation for teaching theoretical material in the process of professional training of physical education teachers.

General secondary education in the field of physical culture currently does not perform one of the main functions – the formation of the foundations of physical culture knowledge, teaching ways of their creative application in the development and maintenance of a high level of performance, optimizing the state of one's body, strengthening health in the process of independent physical exercises throughout individual life.

Very often, for 11 years of schooling, the necessary level of education and interest in physical culture are not provided.

Despite such a significant role of the level of theoretical training in the field of physical culture and sports, the educational opportunities of a school physical education lesson are not actually used. There is a need to shift the emphasis in physical education from physical fitness towards greater intellectualization of this process.

The content of physical education in a comprehensive school is diverse and heterogeneous: educational work, physical culture and mass events, sports and mass work, recreational and recreational activities.

With the correct organization of the educational process, the tasks of health, educational, developmental orientation are always solved, which is a consequence of an effective, methodically competent organization of the educational process. By providing information about the effect of physical exercises on the body in theoretical classes or correctly dosing the load when mastering movements and developing physical qualities – in practical ones, we solve health-improving tasks and have a positive educational impact.

Currently, the most urgent, urgent and challenging task of scientists and specialists of physical culture is to develop and substantiate the structure and content of general physical education based on a balanced impact on both the motor and intellectual components of physical culture of the personality of students.

The strengthening of the general educational orientation of physical education at school should be aimed at establishing the necessary level of correlation between the intellectual and motor components of education in the field of physical culture, which is currently absent. The acquisition of physical culture knowledge, the formation of the intellectual component of physical culture is a powerful tool that promotes the outgrowth of compulsory educational activities in the process of physical education, the creation of conditions for successful self-determination, socialization of the individual in society.

The structure of the content of general education in the field of physical culture involves the allocation of at least two blocks: educational, which is the basic basis of the intellectual component of physical culture, and motor improvement, which is the basis of its motor component.

The educational block includes the formation of special physical culture knowledge, instructional and methodological skills, ways of knowing one's own body and the appropriate impact on its functions in order to optimize the process of their development.

The result of the implementation of this component of the content is an increase in the purposefulness of cognitive and practical activities, the formation of a conscious need for systematic physical exercises, a focus on a healthy lifestyle and physical perfection. This component of the content significantly activates, makes meaningful and purposeful, and therefore more effective the entire system of physical culture and sports activity of the individual. It is this block that characterizes the level of education in the field of physical culture.

In the process of implementing the educational component, the tasks of direct impact by means of physical culture on the body of students should also be solved in order to promote its development and improvement of motor function. Such an impact should be carried out in the process of conducting practical training sessions with physical exercises, which should be at least three per week (as well as in all possible forms of extracurricular and extracurricular work on physical education of schoolchildren)..

The block of motor improvement includes the direct formation of motor skills and abilities, the impact on the development of physical qualities, the formation of motor abilities. This will enrich the motor experience and improve the physiological functions, mechanisms of adaptation of the body, providing motor activity. These elements of the content of physical education are the basis of the motor component of physical culture.

When it comes to academic work, about the lesson as the leading form of physical education of schoolchildren, priority should undoubtedly be given to the formation of knowledge, methods of cognition, the intellectual component of physical culture.

In the process of implementing other forms of physical culture and sports work, the leading positions should be occupied by recreational, health-improving and training directions, assuming a direct impact on the physiological, adaptive systems of the body.

When carrying out physical education, it is necessary to systematically check, evaluate and take into account the state of health of those involved, the level of their physical development, the results of sports activities, diligence, behavior. The subject of verification and evaluation of academic performance in physical culture is the knowledge, skills and abilities of schoolchildren obtained in classroom classes.

When assessing the progress of students, it is necessary to move away from the normative method of assessment, when emphasis is placed on the implementation of mandatory educational standards for all, and move to the personal one, when the individual work of the child in the classroom is evaluated depending on his physiological and physical abilities.

Thus, the modernization of the content of the educational process in physical culture at school involves its reorientation from the simple reproduction of a certain number of samples of motor actions (motor "training") to the formation of the necessary level of education in this area. The restructuring of the content of the educational process in physical culture presupposes its intensification, which should consist in school not in the use of extensive technologies based on increasing the volume and intensity of loads, but in increasing the purposefulness of the educational process, the genuine implementation of its educational orientation and on this basis – strengthening motivation for classes, the development of skills of educational work and self-improvement.

Regulations on the collective of physical culture of a secondary school

The collective of physical culture of a comprehensive school is an organization designed to develop mass physical culture, sports and tourism among students worldwide.

The main goal of the physical culture team is to assist the school and the family in educating students in the spirit of moral requirements, in strengthening their health and comprehensive physical development, preparing for work and protecting the Motherland. The physical culture collective organizes its work on the basis of student self-government, broad creative initiative and amateur activity.

The general responsibility for the organization of the physical culture team at the school is borne by the director. Methodological assistance in the activities of the team is provided by a physical education teacher, an organizer of extracurricular and extracurricular activities. The direct management of the work of the team is carried out by its council.

The following tasks are assigned to the physical culture team:

- * to contribute in every possible way to the education of schoolchildren's devotion to the Motherland, social activity, hard work, the development of initiative, creativity and organizational skills;
- * involve all schoolchildren in systematic physical education, sports and tourism;
- * to carry out extracurricular activities to strengthen the health and improve the comprehensive physical development of students, skills and abilities in sports and tourism, to cultivate a persistent habit of systematic physical exercise, to observe the rules of personal and public hygiene;
- * participate in the systematic and systematic preparation of schoolchildren for passing the norms of the requirements of state tests, the standards of the Unified Sports Classification;
- * organize physical culture and wellness activities during the school day, assist in conducting daily physical education classes in the extended day, actively participate in mass competitions: children's sports games "Starts of Hopes", games for prizes of All-Union clubs in various sports, etc., in monthly health and sports days;
- * participate in the organization of mass sports and recreation activities among children and adolescents at the place of residence, in the nearby residential quarter and the school district;

- * take an active part in strengthening and improving the school's educational sports base;
- * prepare a physical education asset from among students to help teachers to conduct mass physical education and sports work at school;
- * to promote physical culture and sports among students as indispensable means of strengthening health and maintaining high performance.

Such documents include the curriculum for physical culture and sports, programs for extracurricular and extracurricular sports work with schoolchildren, a program of classes with students assigned to a special medical group for health reasons, regulations on the school team of physical culture and extracurricular institutions, as well as instructional and methodological letters on the organization of the process of physical education and development mass physical education and sports.

The system of mandatory forms of organization of physical education of schoolchildren consists of:

- * lessons in physical culture;
- * physical culture and recreation activities in the school mode;
- * compulsory forms of extracurricular sports and mass work for the school;
- * at the choice of students: extracurricular sports and mass work.

The effectiveness of the physical education system is ensured by the high efficiency of physical education lessons, their instructive orientation, rational content, the number and volume of mass physical culture and wellness activities during the day, the broad involvement of students in various forms of extracurricular and extracurricular work on physical culture, sports and tourism, regular medical and pedagogical monitoring of students' health, for educational and educational process. The main organizational and pedagogical principle of the implementation of physical education of secondary school students is the differentiated use of physical culture in classes with schoolchildren of different genders and ages, taking into account their state of health, degree of physical development and level of preparedness.

The physical education teacher is called upon to provide constant assistance in carrying out physical culture and recreation activities in the microdistrict, organizational and methodological assistance to teachers of extended-day groups, widely involving physical education assets at school for this purpose, to ensure that students pass the norms of state tests. He should direct the work of the school physical education team, as well as train public instructors and judges from among schoolchildren and involve them in accessible forms to conduct various classes and events at school and at the place of residence. His responsibilities also include the organization of sports events within school competitions according to the program of children's sports games "Starts of Hopes", etc.

Classroom teachers and teachers should strive more to ensure that students comply with the daily routine and rules of personal hygiene, and perform morning exercises.

The administration should exercise internal control over the state of physical education of schoolchildren . The control should be carried out according to the following parameters:

1. Does the FC teacher correctly understand the modern tasks of physical education? Does it take into account the age and gender characteristics of schoolchildren, differences in their physical fitness in the process of work?
2. Is the system of teachers' selection of means and methods of physical education used in lessons and extracurricular activities effective enough?
3. Availability and quality of sports equipment, equipment, visual aids.

With all the importance of physical culture and recreation activities in the mode of academic and extended days, the leading form of organization of extracurricular sports and mass work is the activity of the school physical culture team. It is an amateur organization designed to develop mass physical culture, sports, tourism among students in every possible way.

The most active students of the school are elected to the council of the physical culture collective.

Groups are created under the Council of the physical education collective:

- * on mass physical culture;
- * for conducting sports events;
- * for the preparation of a physical education asset;
- * on propaganda, etc.

The leadership is entrusted to the members of the council. Members of the physical education asset of the school are involved in the composition. The effectiveness of the work of the collective as a whole depends on the effectiveness of these groups, and especially in ensuring the mass of physical culture and sports at school.

It is necessary to use the following forms of extracurricular work in the physical culture and sports and mass areas:

recreational gymnastics before classes, physical education minutes in the classroom, mobile changes, daily physical education classes in groups extended day, monthly health and sports days, hiking trips,

The main direction in carrying out any physical culture, sports and other events should be the lively, interested participation, first of all, of the schoolchildren themselves. At the same time, this work should not be spontaneous, uncontrolled. It should be systematically directed by the administration, physical education teachers, and the entire teaching staff of the school.

All members of the teaching staff are responsible for the physical education of schoolchildren in accordance with their functional responsibilities.

The director of the school is responsible for the organization of physical education in the school. He is charged with: creating a material and technical base, purchasing inventory and equipment for conducting all forms of physical education at school, monitoring the effective

use of the existing base; organizing regular medical examinations of students in accordance with established deadlines; facilitating the work of the school's physical education staff.

Deputy Director of the School for Educational Work:

is responsible for the quality of the implementation of educational programs and the effective conduct of physical education lessons; supervises classes with schoolchildren assigned to a special medical group for health reasons, as well as the organization of physical education classes in the school day mode, extended day groups; coordinates the activities of the school's teachers on the formation of hygienic and other health-related knowledge among students.

Organizer of extracurricular educational work:

participates in the work of the physical culture collective, coordinates and directs the efforts of the collective and public organizations of the school to conduct extracurricular forms of physical education; attracts patronage organizations, parents and physical culture assets to conduct mass sports and recreational work at school and at the place of residence; organizes agitation and promotion of physical culture and sports among students, parents and teachers.

The teacher of the extended day group: monitors the implementation of the daily routine and rules of personal hygiene by students; organizes physical education and during the preparation of lessons; promotes games during walks; organizes physical education classes daily for an hour; promotes the implementation of physical education homework by students.

Subject teacher: carries out interdisciplinary communication; conducts physical education in his lessons, monitors the posture of students during lessons; personally participates in physical education and recreation activities and competitions, performs the duties assigned to him by the pedagogical council.

Physical education teacher: plans work on physical education of schoolchildren and develops, together with the director, prospects and directions for the development of physical culture and sports at school at each stage; directs the work of the school physical education team; is responsible for the implementation of the curriculum; provides sanitary and hygienic conditions and safety measures for all types of physical exercises; carries out measures to introduction of physical culture in the life of students and the pedagogical collective; organizes extracurricular physical culture and recreation and mass sports work at school, strives to involve all students in various forms of classes and competitions;

conducts classes with students assigned to a special medical group;

provides organizational and methodological assistance to teachers of extended-day groups, classroom teachers, subject teachers; participates in physical education activities at the place of residence, prepares students to meet the norms and requirements of state tests; prepares public physical education assets from among students, teachers, parents to work at school and at the place of residence; organizes intra-school competitions and ensures the participation of

school teams in district (city) competitions; maintains contact with sports societies and extracurricular institutions engaged in physical education of schoolchildren; provides career guidance and professional preparatory work with students.

Practice shows that achieving genuine mass physical education and sports is unthinkable without creating, regular education, strengthening and improving the educational and sports base. It is necessary to create modern sports complexes in every school. Having a good sports base, teachers can conduct a creative search for reserves for improving the quality of the educational process, introducing all children to physical education and sports.

An important place in the activities of the entire teaching staff and teachers of physical culture is occupied by the organization of preparation and delivery by students of the standards of the TRP complex. To do this, a special commission should be created at the school, which includes the organizer of extracurricular and extracurricular educational work, the head of primary military training, physical education teachers, a nurse, the chairman of the council of the physical education team, the chiefs and the parent committee. All the most significant issues should be resolved at meetings of the school's sports council. At them, class teachers are heard about the progress of passing the standards, the council informs the pedagogical council about the state of sports and mass work.

The school regularly hosts "Weeks of Physical Culture and Sports". They are attended by all students from the first to the tenth grades with their class teachers.

Among the mandatory and interesting activities during the day are outdoor games and physical exercises during big breaks. At such moments, the school resembles a large disturbed anthill: everyone is running, jumping, playing.

Physical education teachers see their main task not in the preparation of single champions, but in the physical development of all their pupils. Therefore, the center of physical culture and mass work has been moved to the classroom. A class team participates in all intra-school competitions. The winner is determined by the sum of the average results shown by boys and girls. With this method of summing up the results of the competition, the class can no longer come out victorious at the expense of several strong athletes. And most importantly, every student takes part in 10-11 competitions throughout the year, which are usually held on Sundays. The winners are awarded with diplomas and memorable gifts.

The skillful use of a sports complex, a sports hall, the use of modern teaching and training methods bring positive results. Every second student is engaged in sports sections, There are almost no children at school who are assigned to a special medical group for health reasons. Students do not stop playing sports even when they become adults. For some, it has become a profession: our students work as teachers in schools, coaches of youth sports schools. Physical education of the younger generation is an organic part of the system of upbringing and education of children and serves the purposes of comprehensive development of

personality and spiritual forces of schoolchildren, their preparation for life, work and protection of the Motherland.

In the process of physical education of secondary schools, the tasks of strengthening the health of schoolchildren, developing their physical abilities, expanding the functional capabilities of the body, forming motor skills, educating their morality and strong-willed qualities: patriotism, collectivism, courage, determination, perseverance, purposefulness are solved.

Based on this, the school director, physical education teachers, as well as the sports council, with the active help of the entire teaching staff, need to carry out extracurricular mass sports and wellness work.

Physical education teachers should, first of all, direct efforts to develop students' independence, in every possible way to achieve the active work of the council of the physical culture collective on the mass involvement of all children in various physical culture and recreation activities and sports.

For the successful work of the physical culture team, it is important that it is headed by a council consisting of the most active students, good athletes representing various groups of classes, which will ensure the necessary continuity, accumulation of experience, gradual mastery of organizational skills and skills.

The impact of the children's collective on the personality of the student in this direction will be an effective means of educational work.

Numerous studies have proved that the traditional lesson of physical education in terms of content, volume and intensity of loads does not fully meet the needs of the growing Our study of the needs of educational institutions in the organization of recreational work revealed the following problems:

- firstly, the identified deviations in the state of children's health are often only stated, without finding their logical conclusion in the form of methodological, organizational and other recommendations.
- Secondly, at present, from our point of view, unreasonably little attention is paid to the development of physical culture programs with a correctional and health-improving orientation. The available author's developments are focused on individual sports.
- Thirdly, educational institutions are not responsible for the health of their students. As a result, there was a contradiction between the need for a correctional and health-improving orientation of the organization of physical education at school and the lack of developed theoretical and methodological support for solving these issues.

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