

## THE PROBLEM AND IMPROVEMENT OF THE THEORETICAL FOUNDATIONS OF PHYSICAL EDUCATION 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.

**Key words:** Physical culture, sports, physical qualities, outdoor games.

The article substantiates the theory and methodology of teaching physical culture in a general education organization. It is established that the theoretical and methodological foundations of physical education training allow students to form the competencies of a healthy lifestyle and physical development. The general patterns of teaching motor exercises, the development of physical abilities, the education of strong-willed qualities of a person in the process of physical exercises are considered. It is proved that the subject "Physical culture" is mandatory for the implementation by educational organizations, for the improvement of physical, physical culture and health skills of students. Keywords: theories and teaching methodologies, physical culture, health care, motor activity In modern conditions, the professional activity of a physical education teacher in a general education organization is a process of solving complex, diverse and diverse tasks of providing health-saving aspects of teaching, physical development of students, rehabilitation, development of psychophysical abilities, social adaptation through physical education. Let's try to determine the role and place of innovation in the learning process at the present time by the example of teaching physical culture at school. Conceptual for the content of the theory and methodology of teaching disciplines is the disclosure of methodology. This is caused by modern requirements for the training of the younger generation in the field of physical culture. The educational process in the field of physical culture in the primary school is structured in such a way that the following tasks are solved: – health promotion, development of physical qualities and improvement of the functional capabilities of the body; – formation of a culture of motor activity, enrichment of motor experience with physical exercises; – formation of motor activity with a general developmental and corrective orientation, technical actions and techniques of basic sports; – mastering knowledge about physical culture and sports, their history and modern development, their role in the formation of a healthy lifestyle; – teaching skills and abilities in

physical culture and health and sports activities, independent organization of physical exercises;

– education of positive personality traits, norms of collective interaction and cooperation in educational and competitive activities.

The methodology of teaching physical culture is the teaching of the structure, logical organization, methods and means of activity. The basis of the research methodology is the individual elements of a systematic approach that contribute to the development of an effective strategy for the study of objects of study in their interrelation and interdependence. The theory of teaching, i.e. didactics, is considered as a relatively independent part of pedagogical science. The main tasks of modern didactics in the field of teaching physical culture are: – to describe and explain the learning process and the conditions of its course with a focus on the health group of students; – to improve the process of teaching physical culture; – to develop new educational wellness technologies. The general laws of physical education, the development of motor abilities, the education of personality qualities in the process of physical exercises have been developed and described by many authors in the theory and methodology of physical education.

The theory and methodology of teaching the subject "Physical Culture" performs the functions of integrating theoretical knowledge and practical skills acquired by students while studying different academic subjects, i.e. interdisciplinary communication is carried out. Biology and physical culture (biochemistry of sports), mathematics and physical culture (analysis of speed, speed, dexterity), physics and physical culture (for example: to acquire stability on their feet, they take a leg stand apart, while increasing the support area and lowering the center of gravity), geography and physical culture (orienteering)

According to the results of the study, it was revealed that lessons with an educational and cognitive orientation provide solid knowledge. The average score is 44.2 points. This is a good result, because there are children who require a special approach in teaching and upbringing. Lessons with an educational and training orientation are used to teach practical material, help to master educational knowledge, and students rated such lessons at 45.1 points. The result is high. The teacher provides a differentiated and individual approach to students, taking into account their state of health, gender, physical development, motor readiness and peculiarities of the development of mental properties and qualities. The students' score is 46.7 points. It also indicates a high level of students' perception of differentiated lessons. Lessons with an educational and training orientation, based on which the organization of a physical education lesson is carried out on the basis of the principles of sports training, which takes into account the biological laws of the development of the body in school students. The content of physical education lessons of an educational and training orientation allows you to increase the load and motor density of classes (for individual students) and increase the training effect for all students who are preparing to pass the TRP standards. The students' score is 42.3 points.

The result is lower than desired, however, taking into account the possibilities of training, the result can be considered positive. The students noted that the teacher provides a differentiated and individual approach to students, taking into account their state of health, gender, physical development, motor readiness and the peculiarities of the development of mental properties and qualities.

Physical education lessons are often held outdoors — this indicator is quite low, it is 35.6 points. This result is related to the weather conditions of the study period. The study took place in winter and early spring, when the conditions for conducting classes at the stadium could not always be carried out. The analysis of different points of view on the tasks set during FC training is carried out — the lowest result is 34.2 points. Not all students understood the question, as it was revealed later.

The highest indicator is the column "The teacher uses game methods to develop the physical qualities of students" — 49.3 points. The most important result of a physical fitness game is joy and emotional uplift. Outdoor games in FC lessons, especially with elements of competition, are adequate to the needs of middle-level children and contribute to versatile, physical and mental development, education of strong-willed qualities. In addition, outdoor games contribute to the improvement, hardening, strengthening of the body of students. Conclusion. The theory and methodology of teaching physical culture in a general education organization reveals the ideological foundations of physical culture as a social phenomenon, it is able to contribute to the formation of a value-normative sphere of people's consciousness regarding its significance for a person.

The educational process in the field of physical culture in the primary school is structured so that the following tasks are solved:

- health promotion, development of basic physical qualities and improvement of the functional capabilities of the body;
- formation of a culture of movements, enrichment of motor experience with physical exercises with a general developmental and corrective orientation, technical actions and techniques of basic sports;
- mastering knowledge about physical culture and sports, their history and modern development, the role in the formation of a healthy lifestyle;
- training in skills and abilities in physical culture and health and sports activities, independent organization of classes
- education of positive personality traits, norms of collective interaction and cooperation in educational and competitive activities.

Healthy, educated, comprehensively developed people should come out of school, who will have to solve complex tasks and they will need both developed intelligence, and a large amount of knowledge and, of course, health. An important role in maintaining health, in introducing a

healthy lifestyle should be played not only by the family, but also by the school. After all, a child spends 6-7 hours a day (almost an adult's working day!) within the walls of an educational institution.

However, the modern system of general and secondary physical education is currently experiencing a serious crisis, which manifests itself in the following:

- insufficient education of the population in the field of physical culture;
- the low level of health and physical fitness of students;
- in a small number of people systematically engaged in physical culture and sports (10-15%).

The main causes of the crisis in physical education are the following:

1. Substitution of the educational content of physical education classes with content from other forms of physical education: general physical training, training, wellness, physical therapy, turning the lesson into one of the forms of active recreation.

2. Obvious underestimation and insufficient attention to the formation of special physical education knowledge among schoolchildren.

3. Insufficient attention to the creation of conditions for the development of the educational process into the processes of self-education and self-improvement.

4. The lack of a clearly formulated and universally recognized goal for physical education at school.

5. Clearly insufficient amount of study time allocated for mandatory training sessions.

6. Insufficient use of scientific achievements in the sports field, means and methods of sports training adapted to the conditions of mass forms of physical education.

7. Poor knowledge of physical education teachers of modern pedagogical and health-saving technologies.

The crisis of the system of general and secondary physical education causes an urgent need to modernize the system.

Currently, the following basic concepts of improving physical culture at school have been developed:

This system assumes the creation of conditions to meet the natural needs of schoolchildren in motion:

- conducting physical training and pauses in lessons;
- carrying out dynamic changes;
- conducting morning exercises before the start of lessons;
- selection of effective wellness technologies, tools and methods for the prevention and correction of "school diseases" - improvement of physical culture and recreation work at school and, above all, in extended-day groups.

2. The system of sportization of physical culture at school (author V.K. Balsevich).

This system assumes that physical education lessons should be based on classes in certain sports (preferably taking into account the wishes of students), if there are conditions, you can switch from one sport to another after 2-3 months of classes.

- taking lessons out of the schedule grid;
- classes are held in the form of training for 1.5-2 lessons;
- groups are formed according to the age and physical fitness of students;

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