



INDIVIDUAL, STRUCTURED AND ORIENTED PERSONALITY APPROACH TO STUDENT PHYSICAL TRAINING

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Annotation

This article explains the multifaceted nature and direction of science, not just physical training and sports, but also the relationship between coach and student, the relationship between coach and student, physical exercise in this way.

Keywords: consciousness; the principle of individualization; functional capabilities; regressive changes.

Introduction

The success of teaching health depends on the correct definition of its goals and content, as well as the means to achieve these goals, ie teaching methods. Teaching methods are a system of orderly, purposeful relationships between teacher and student, which ensure the implementation of the pedagogical goals of teaching health. The process of physical education is multifaceted. In this process, both education and upbringing are given. In the process of physical education, education is aimed at developing and improving motor skills. At the same time, it affects the physical development of trainees. The unity of all types of education, their interaction is one of the fundamental pedagogical laws. Certain aspects of mental, moral and aesthetic education are integral to the process of physical education. The general principles of physical education are the principles of physical training, labor and military training, health and all-round development. At the same time, the principles of education and training of the physical education process have been adopted. In physical education, there are cases of combining movements and applying them in an integrated manner with the methods of exercise.

The most important basic rules that express the laws of education and upbringing are called the principles of upbringing. General pedagogical principles can be applied in the process of physical education, as this process is a special phenomenon of education and upbringing. It is of special importance in the field of physical education, reflecting its nature.

The principle of awareness and activism The success of any educational process depends on how conscious and active students are in this work. Proper understanding of the tasks of the process of physical education, their active performance with interest





accelerates the process of education, allows you to deeply improve the acquired knowledge, skills and abilities and use them creatively in life. These laws are first and foremost the basis of the principle of consciousness and activism.

The principle of consciousness and activity in the process of physical education is applied in the following main areas. Develop an understanding of the overall purpose and specific objectives of the lesson and an important interest. The principle of awareness and activity is characterized by an understanding of the purpose of physical education and the goal of understanding and achieving the prospects of physical fitness.

Tasks given in the process of physical education are performed in the form of certain physical exercises. It is obvious that the degree of understanding of the goals and objectives depends on the age and level of readiness of the trainees. Teachers and coaches monitor, evaluate and correct mistakes in the performance of students. Nevertheless, it is important for trainees to develop the ability to evaluate and control their own actions. It uses pre-sensing and testing actions. Regularly evaluating and rewarding the achievements of trainees plays an important role in increasing the activity of trainees.

Principle of Demonstration In the practice of pedagogy, demonstration is understood as the implementation of educational tasks by influencing the senses of sight, hearing and perception of pupils. Demonstration plays an important role in the process of physical education, because the activity of the trainee is mainly practical and has one of its special functions, as the comprehensive development of the senses. In the process of physical education, direct demonstration is the demonstration of physical exercises, as well as the "feeling" of these exercises in personal experience. Direct demonstrations can include physical exercises and demonstrations. Indirect instruction is, firstly, the use of pictures, diagrams, models, movies, videos and other visual aids, as well as various special technical means that show some aspects of the action and make them easier to understand, and secondly, figurative speech. enters. The following methodology should be followed in the study of physical activity. To do this, you need to have a complete understanding of the exercise and feel it in practice. Therefore, many visual aids can be used to gain an understanding of the exercise. In practice, the actions should be performed with the advice and assistance of a coach. and errors must be corrected in a timely manner.

The principle of demonstration in the process of physical education is one of the general conditions of education. The use of various forms of demonstration increases the interest in the lessons, helps to build solid knowledge, skills and competencies.





The principle of performance and individualization means taking into account the characteristics of students and how difficult or easy the task is given to them. It means that the process of education and upbringing in physical education should be organized taking into account the capabilities of the trainees, the level of training, age and gender characteristics, as well as individual differences in physical and mental abilities.

The ability to perform exercises depends, on the one hand, on the capabilities of the trainees, and, on the other hand, on their own characteristics, on the objective difficulties encountered during the performance of an exercise. When determining the standard of performance of the teacher, it is based primarily on the programs and normative requirements established for a contingent of trainees on the basis of scientific knowledge and generalized practical experience. The capacity of the trainees is determined by the criteria of physical fitness through testing, medical supervision and pedagogical observations.

The principle of accomplishment is often expressed in terms of simple to complex, easy to difficult. The process of individualizing lessons or teaching exercises according to the age, gender and physical fitness and capabilities of the trainees requires specific tools and methods. The functional capabilities of the body are not always the same. Therefore, differences in the acquisition of movement All these differences require the formation of motor skills and abilities in physical education, strict adaptation of the process of training to exercise, ie individualization.

The principle of regularity The principle of regularity is reflected in the regularity of physical education and sports, as well as the regularity of alternating rest with physical activity. The benefits of regular exercise are enormous. The regularity of the process of physical training is mainly due to the fact that it depends on the optimal sequence of rest with exercise. Continuity-physical training is a process that continues uninterrupted from all stages of human life.

Exercise causes a conflict between functional and structural changes in the body, the resulting conditioned reflex connections begin to fade, the level of functional capacity decreases, and even some regressive changes It becomes noticeable when not exercised for 5-7 days.

Specialized training plays an important role in the process of physical education. Initially, the necessary movements, especially hand movements, skills and abilities are formed, and then the basic skills of leg and torso movements are improved. This leads to specialization in the chosen sport. In the process of physical education, it is necessary to make the most of the positive migration of movement skills and abilities, and to eliminate the negative migration as much as possible. Effective exercise is a key





factor in the principle of regularity. It is also necessary to organize active and passive rest after such training. The sequence of exercises and exercises depends on the personal characteristics of the participants, the direction of training, as well as the amount and composition of physical activity, as well as the strength of the impact.

Principle of development This principle reflects the general direction of the requirements for participants in the process of physical education and the ability to set and perform new and increasingly difficult tasks, gradually increasing the volume and intensity of related workload. includes. Physical training is also in constant motion, growth, through continuous change from training to training, step by step. At the same time, a characteristic feature is an increase in the complexity of the exercises and a decrease in the force of impact.

The main conditions for increasing the requirements in the process of physical education are the analysis of the principles of lightness, individualization, systematization, which show their compatibility. Increasing the requirements will lead to positive results if the readiness of the participants to perform new tasks and tasks is appropriate, if the tasks and tasks are appropriate to the functional capabilities of the organism, age, gender, individual characteristics. Consistency associated with the exchange and interaction of exercises, the regularity of training, the optimal exchange of load and rest are also key conditions. The body does not get used to the load all at once, it takes different periods. It always takes a certain amount of time to adapt to the effects of new downloads. Weekly, monthly, annual wave oscillations of loads depend on the specific task and conditions of the forms. The linear increase in loads is used when their overall level is not high. In the gradual increase of loads, the task is to increase physical fitness or exercise.

The problem of maintaining and strengthening health in our country is becoming more acute, and the leading role in solving this problem belongs to physical education, which is the most important element of a healthy lifestyle. According to the priority areas, state policy and national projects are aimed at strengthening the health of the nation and the formation of a healthy lifestyle, the role of improving the process is to maintain and strengthen physical and mental health through physical education and sports creating conditions that help shape a person's physical culture, taking into account their individual abilities, health and motivation. The health-improving direction of physical education requires mandatory medical examination of persons engaged in physical culture and sports, special attention to students. special group ... One of the reasons for the deterioration of the health of the younger generation is that after entering school, physical activity is reduced by 50% in younger schoolchildren (compared to preschoolers) and 75% in older schoolchildren and students. and this is





the development of physical inactivity. And physical inactivity reduces the functionality of the growing organism. Our students do not spend much time in the fresh air (norm 3-3.5 hours), many schools have poor ventilation, insufficient assessment of natural and artificial lighting, no hot meals. All this leads to a number of deviations in the state of functional and organic (neuroses, cardiovascular system, musculoskeletal system, allergic conditions, visual disturbances, metabolism, etc.).

Teaching the correct position is one of the main tasks of a physical education program. Children need to be taught to walk, stand and sit properly. Classes should include at least 10-12 exercises for the shoulder girdle, back, and abdominal muscles, which contribute to the formation of a strong “muscle corset” by applying the principle of “ignoring” the load on different muscle groups. The teacher should pay attention to the position of the head, the work of the hands, torso, legs, encourage the correct position and help to correct mistakes. Proper posture ensures the proper functioning of the musculoskeletal system and internal organs.

An individualized approach to those engaged in taking into account the state of health, the body's response to general exercise and individual exercise; mental characteristics nervous activity. There may be students of different ages with different deviations in the harmonic health of the individual and different levels of physical fitness. In this case, it is very difficult to find exercises that are suitable for all students at the same time. The teacher should solve this problem by building the listeners in the most appropriate way, stratified selection of starting positions, range of motion, dosage, complicating or simplifying the exercises, and so on.

For example, in such classes, construction is done not by height, but by the level of physical fitness: on the right wing - more prepared children, on the left - less. This allows you to load according to individual characteristics (e.g., students on the right wing continue to sink and rest on the left wing). A pulse is determined before each lesson, and students with a heart rate above 90 beats per minute are placed on the left wing. When moving our relay, a more prepared stand at the beginning of the line (they start and end the relay). The outcome of the lessons depends in many ways on the teacher's tact, observation, his ability to identify the load, and the development process of the lesson load curve. The effect of physical activity on the body of each lesson is determined by pulse data, the presence of subjective data, and sometimes blood pressure. It is advisable to increase physical activity carefully and gradually, both in each session and throughout the entire period of treatment. This is achieved through a gradual transition from simple to complex, from familiar to unfamiliar.





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