



INNOVATIVE METHODS OF PHYSICAL CULTURE EDUCATION FOR STUDENTS

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Annotation

Over the past decades, criticism of modern physical education, especially its organization and results in educational institutions, has been increasingly observed in our country and abroad. The opinion is expressed that "many school physical education programs around the world are in a deep crisis" and even speaks of a "global crisis of physical education in schools" and other educational institutions.

Keywords: foreign publications, logic and methodology of science, activity and lungs
This situation puts on the agenda the problem of modernization of the modern system of physical education and the theory of this education.

The main purpose of the research is to analyze the modern system of physical education of domestic and foreign publications, to identify the main conceptual approaches to the modernization of the theory of physical education, to search for new ideas and approaches to its organization.

Over the past period, many concepts and various approaches to physical education have appeared abroad.

But these materials touch only on certain aspects, directions of modern physical education and, as a rule, in relation to certain groups of the population (for example, schoolchildren or students) or countries. There is no general theoretical assessment of the proposed concepts, their compliance with the basic principles and provisions of modern logic and methodology of science is not revealed. All this makes it difficult to fully assess the current state of the development of a new theory of physical education. Recently, both in European countries and in the United States, a conceptual approach to physical education, which provides for the widespread use of fitness technologies, methods, and techniques, has become very popular. Recently, the orientation of physical education to fitness has been gaining an increasing number of supporters. Active attempts are being made to introduce appropriate fitness programs and technologies into the system of physical education, including in schools, universities and other educational institutions.

The word "fitness" (from the English. "to be fit for" something, cheerful, healthy) in English means "fitness". This term was introduced in the United States to denote physical fitness. Sometimes it is also understood in a narrower physical sense – as the





efficiency of heart activity and lungs, the ability of joints to move freely, well-developed muscles, strength, flexibility, aerobic endurance, the absence of excess weight.

In the implementation of this direction of physical education, great importance is attached to the development of new simulators and other technical means of influencing the human body, automated control systems, etc.

In the physical education of students of educational institutions, a complex of other forms of motor activity, sports, games is used – aerobics, dancing, gymnastics, badminton, tennis, ping-pong, skating and skateboarding, archery, bowling, swimming, wrestling, yoga, various team games.

According to many experts, the organization of pedagogical activity on the principles of personality-oriented, personality-developing pedagogy determines the increase in attention to the "aesthetic direction» of physical education, the orientation of physical culture and sports activity to solve aesthetic problems, the education of aesthetic culture and the culture of personal movements.

To implement this approach, aesthetically oriented technologies, forms, methods, and techniques have been developed and are being introduced into the practice of the organization of physical education:

- Art pedagogy, artistic (expressive) movement, plastic-rhythmic, anti-stress plastic, rhythmic gymnastics, dance-rhythmic gymnastics, plot-role rhythmic gymnastics, "rhythmic-motor health-improving physical culture", etc.;
- Dance and game exercises;
- Eurhythmic exercises;
- The "body ballet «exercise system;
- Organization of the work of the theater of physical education, sports, movements, pantomime, etc.;
- Development of plasticity, rhythm and other aesthetic abilities;
- "Spontaneous dance;
- Aestheticisms.

Many researchers focused on the modernization of the physical education system emphasize the need for "game rationalization" of this pedagogical activity, the widespread use of game forms of organizing physical culture and sports activities and such simplest of these forms as outdoor games.

However, the semantic meaning of the word "fitness" has gradually evolved: from "the physical health of a person, expressed in his fitness for physical work" to the desire for an optimal quality of life, including social, mental, spiritual and physical components.





The importance of folk and national outdoor games and sports is particularly important. They increase interest in physical culture and sports activities, as well as promote spiritual and moral, including patriotic education.

Other types of outdoor games are also offered for introduction into the practice of physical education: story games, improvisational and creative outdoor games, reflexive and metaphorical motor games, games based on the "integration of intellectual and motor components", etc.

The developers of the program for the development of Russian gaming culture "Our Olympus", aimed at reviving undeservedly forgotten and creating new educational, intellectually and physically developing domestic games, offer a set of such games, which are conditionally divided into four independent groups:

- Board sports games (small sports forms,)
- Dynamic ball games on playgrounds and water;
- Intellectual games – logical and at the chessboard;
- Psychological and correctional games.

These include, for example, sports and dynamic games (simple-a team game with special rackets, a light "bouncy" ball and triangular gates; football – a team game on a volleyball court with a volleyball ball with elements of football and volleyball; health and entertainment simulators, which allow you to revive computer games for children, adding physical activity to them in an exciting form) and such intellectual games as modern dynamic "royal" chess (king chess), "Moscow" and "presidential" checkers.

Thus, the analysis of the main conceptual approaches of domestic and foreign researchers to modern physical education shows that, in general, significant work has been done to determine important directions, target settings, "guiding ideas", innovative forms and methods of the new theory of physical education.

The authors of innovative approaches and programs are based on the well – known concept of physical education, according to which physical education is the training of movements (motor actions) and the education of physical qualities.

In contrast to this concept, as a rule, the position is put forward (including in official documents) that the main goal of physical education should be the formation of physical culture of the individual. However, this provision is specified in different ways. Secondly, in the proposed innovations, out of the whole variety of different aspects of this complex socio-cultural phenomenon, one or another aspect of it, certain goals, which are given the status of "the main, guiding idea", are put forward to the fore. However, as most scientists and practitioners recognize, the modern system of physical education is insufficiently effective.





A popular approach is that according to which the educational orientation of physical education should be a priority. The article substantiates the position that in physical education, first of all, it is necessary to increase the level of physical education of students – the formation of a complex of relevant knowledge, interests, needs, etc.

In recent years, such an understanding of physical education has become widespread, which is based on a "cultural approach" to the interpretation of education as a process of introducing a person into the world of culture, mastering cultural values. In accordance with this, physical education is understood as an activity for the use of various means (physical exercises, hygiene products, etc.) for the formation of the human body (his physique, motor abilities, certain components of health) in accordance with the cultural patterns and ideals accepted in society.

Another approach, especially actively promoted in recent years in our country, emphasizes the importance of sports activities (especially sports training) in physical education and therefore focuses on the sports orientation of this pedagogical activity, introducing students to sports, to the values of sports culture. This approach is most clearly presented in the concept of the so-called "sportization" of physical education, which provides for the involvement of all students in active and regular sports instead of physical education lessons (similar classes at a university).

There is also a widespread approach in scientific publications, according to which physical education is understood not as introducing students to physical culture or sports activities, but as education (physical, aesthetic, moral, environmental, etc.) through physical culture and sports. In foreign publications, physical education in this regard is often briefly described as "education through physical education".

Thus, domestic and foreign researchers have done a lot of work not only to criticize, but also to identify important areas, "guiding ideas", innovative forms and methods of modern physical education. However, despite certain achievements, it is legitimate to speak not only about the presence of some unresolved problems, but in a certain sense even about the crisis situation in the development of the fundamental conceptual foundations of modern physical education. Indicators of this situation are: often allowed reduction of the system of physical education to separate areas, goals, tasks, forms and methods, or arbitrary recognition of only some of them; different meaningful interpretation of even the basic and initial concepts of the theory of physical education (such as, for example, "physical education", "physical culture", "physical culture", etc.) and the corresponding ambiguity of the terms used; violation of even elementary logical rules when introducing concepts; the confusion of various concepts of physical education, etc., allowed on the basis of this uncertainty and ambiguity of the conceptual apparatus.





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