



METHODS OF TEACHING CHILDREN FOR MOVEMENT ACTIVITIES IN THE PROCESS OF PHYSICAL EDUCATION

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Annotation

The article discusses the methodological methods of teaching children physical activity in the process of physical education and the methodological methods used in teaching children physical activity.

Keywords: Physical education, education, upbringing, method, child, exercise, movement, method.

Introduction

Each individual method is a whole complex of different methods that combine in terms of the task and the same approach to solving it. A part of a method, a detail that complements and concretizes it. The complex, creative application of different methods of the teacher in accordance with the tasks enriches the educational process, individualizes it, eliminates the homogeneity. In the process of teaching children movement activities, methodological methods are selected in each case according to the tasks and content of the movement material, the level of its mastery by students, their general development, physical condition, age and typological characteristics of each child.

In this sense, teaching methods are combined in various combinations that, on the one hand, have a comprehensive impact on all analyzers when students perceive tasks, and on the other hand, ensure that the student performs movement tasks consciously and independently. The combination of methods in teaching students to move is determined by their interaction. The use of more demonstrative methods by the teacher, such as demonstrating a movement pattern at all stages of learning and in different age groups (which is common in some practices) can lead to imitation. In this case, exposure to more cognitive organs enriches his perception, at the same time weakens the necessary mental process, does not help to consciously remember all the elements of a particular exercise in a logical sequence, sometimes depriving the student of the opportunity to perform the exercise voluntarily reaches However, the use of only the verbal method, regardless of the age of the student, deprives him of figurative perception of actions, the reliability of perceptions, the process of concrete





figurative thinking. Therefore, the teacher uses a variety of teaching methods: visual, oral and practical, in an effort to achieve a high level of learning in teaching students the right actions. In this way, it helps children to develop in all directions, to consciously master the exercises, to use them independently and creatively in certain situations. Different methods of demonstration are used to teach students actions. Visual acuity is the ability of an educator to accurately and clearly demonstrate movement or individual movement elements; from imitating the life around them; use of distance targeting; use of visual aids - movies, screenplays, TV shows, pictures, etc. Tactile-muscle demonstrations are provided by incorporating physical education guides into students' movement activities.

For example, in order to develop the ability to run with the knees high, a series of arched gates are used. Raising the foot over these obstacles while running will help the student develop the ability to lift the knee high. In addition, the subjects allow the student to feel and understand the mistakes made. The retention of the teacher's "do not touch the gate" task in the student's mind is associated with skin-muscle sensation when he makes a mistake, and the child is able to determine for himself whether his movement is wrong. Tactile-muscular display is also expressed with the direct help of the teacher, who controls certain parts of the student's body (for example, adjusting the posture by touching the hand, which evokes a sense of correct muscle tone). However, such teacher support should be short-term. Otherwise, the signal in the system of constant exciters, which serves to create a certain dynamic stereotype, may become significant. The skill is then reinforced through verbal instruction. Clear auditory methods are based on sound control of movements. Instrumental music and singing are the best auditions. They evoke aesthetic feelings and emotional uplift in students, determine the nature of the movement, and control its speed and rhythm. Thus, visual methods allow the student to correctly perceive and imagine actions, to expand emotional consciousness, to establish self-control in the performance of actions, to control the speed and rhythm of movements by hearing, serves the development of sensory abilities. Verbal methods of teaching actions are characterized by: the ability to articulate and explain new actions to students in a clear, concise manner, based on their existing life experience and imagination; in the commentary when specifying the actions or identifying some of its elements; instructions for re-performing the actions indicated by the teacher or for students to perform the exercises independently; in a pre-interview when required to introduce new exercises and movement games or to explain them in action training, to clarify the plot of an action game, etc.; in the questions the teacher asks the students in order to determine the level of understanding of the sequence of actions before the exercise





or to check the perception of the images of the plot action games, to determine the rules, game actions, etc. In addition, these methods are used to convey various commands, commands and signals in a clear, emotional and effective way. The musicality and rhythm of the rhyming texts evoke an emotional spirit in the students, as a result of which the rhymes are easily assimilated by them and then used in independent play. Research by psychologists and educators has shown that children aged 4.5 and especially 6 years of age are adequately prepared to understand the tasks and conditions of the various movement activities that are appropriate for them. This allows for the widespread use of verbal methods in the formation of motor skills. They not only increase the speed of acquisition of skills, but also their quality.

“In the later stages of a child’s development, traces of previous impressions are revived in new combinations and combinations using a system of verbal exposure. This is the first time that pure verbal instruction and explanations provide an opportunity for new successful communication, new knowledge and skills”. The formation of motor skills at school age depends in many respects on the content and structure of the child's exercise, that is, the degree to which he understands all the elements in what sequence and how to perform them. Therefore, it is not allowed to imitate the example given by the teacher. In this case, the process of acquiring motor skills by students is often mechanical. In such cases, students do the exercises correctly on the surface. However, when a student is asked how to act after an exercise, in most cases he or she will not be able to give a clear answer. Rather, the student begins to repeat the action instead of answering. P.F. Lesgaft wrote, "If a student learns a mechanical method without fully understanding the meaning of some of its methods, he acts mechanically — he cannot apply this method to a particular situation." According to P.F. Lesgaft, the “concept of motion” comes from the idea of moving parts of the body, the amplitude, direction, speed, tension, and other components of motion. Therefore, in such cases, the student has an image of the moving parts of the body, combined with all the components that he feels. Once the students have completed the exercises based on the oral task, the teacher determines whether the individual elements have been performed correctly by any of the methods required, such as instruction, demonstration, or explanation. This serves to identify the task perceived by the children through practical examination. (For example, when walking, running, and jumping, the following tasks are given: invent a signal form to change movements, suggest a sequence of alternating them, and give reasons for doing so, and so on).

Experience has shown that students are taught such exercises (elements and exercises that are easy to perform), as well as the knowledge and movement skills they have





acquired (movement techniques and methods of performing them, spatial targeting, rotation of movements in the classroom, etc.). Show that they show activity and enthusiasm when an interesting solution is proposed. These tasks contribute to the development of intellectual and creative activity, organizational skills, purposeful action, ingenuity and the ability to target the environment.

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