

Comparative Analysis Of The Methodology Of Organizing Physical Education Lessons In Grades I–Xi And Improving Teaching Methods

Associate Professor Q. Mamutov, Director of the Nukus branch of the Institute of Retraining and Advanced Training of Specialists in Physical Education and Sports

Annotation. This article considers the issue of increasing the physical health and movement activity of the younger generation in recent years in our Republic as one of the global problems. It will be mentioned about the reforms carried out in this direction, the scientific research work carried out by scientists on the issues of further improving the quality of physical education lessons and their comparative analysis.

Keywords. Exercise, program, loading, scientific, educational, classroom, analysis, advanced, method, textbook, pedagogy.

In recent years, various pedagogical approaches aimed at raising a healthy and harmonious generation and ensuring their physical and spiritual development have been widely used in our country. In particular, systematic measures are being taken to increase the popularity of such sports as "sports gymnastics", "rhythmic gymnastics", "trampoline" and "acrobatics" and to improve the system for selecting talented young athletes. These areas are defined as one of the main pedagogical tasks of physical education teachers.

The Resolution of the President of the Republic of Uzbekistan No. PQ-449 dated December 26, 2022, established the introduction of a special program for gymnastic sports for primary school students in general secondary schools starting from the 2023/2024 academic year[2]. In accordance with this resolution, a program called "Gymnastics for Children" was developed, and within the framework of its implementation, it was determined to focus on the following aspects: selecting secondary schools with students who have a high interest in gymnastics and sufficient sports infrastructure; organizing gymnastics classes in selected schools in the form of separate sports sections outside the classroom; conducting these classes with the participation of trainers from sports schools in the area where the school is located and implementing appropriate measures aimed at effectively organizing this process.

As part of our research work aimed at solving this problem,

"The annual calendar work plan for physical education for grades I–XI" was studied in detail and the possibilities of enriching the content of this subject with the health-improving elements of gymnastics were identified[3].

In particular, in accordance with the annual calendar work plan, a 66-hour workload was set for physical education classes in grades I of secondary schools. The lessons are designed for four quarters and are based on a six-section work plan. 4 hours are allocated for gymnastics classes in September, and 6 hours each in January and February, for a total of 16 hours.

The distribution of classes in "Physical Education" classes:

Quarter 1: gymnastics (4 hours) → movement games (4 hours) → athletics (7 hours) → movement games (3 hours);

Quarter 2: movement games (14 hours);

Quarter 3: gymnastics (12 hours) → movement games (6 hours);

Quarter 4: athletics (7 hours) → movement games (7 hours) → checkers (2 hours).

The distribution of time allocated for gymnastics in this plan, as well as the sequence of movement games and other classes, is aimed at ensuring the physical development of first-grade students.

In our opinion, physical education classes for first-grade students are mainly aimed at satisfying the natural movement needs of children and involving them in active physical activities. At this stage, the main focus is on the formation of students' balance, coordination, and basic motor skills. Through active games, children not only increase physical activity, but also develop communication, teamwork, and social adaptation skills. Gymnastics classes serve to increase body control and flexibility. Athletics helps to build endurance, and checkers serves to develop students' thinking skills, strengthen their concentration, and

problem-solving skills.

A 68-hour curriculum is set for physical education classes in second grade. Classes are designed for four quarters, and within the framework of a six-section work plan, 2 hours in September, 6 hours in January, and 8 hours in February are allocated for gymnastics classes, making a total of 16 hours.

The distribution of classes in "Physical Education":

Quarter 1: gymnastics (2 hours) → movement games (2 hours) → athletics (6 hours) → movement games (8 hours);

Quarter 2: gymnastics (14 hours);

Quarter 3: gymnastics (14 hours) → movement games (6 hours);

Quarter 4: athletics (8 hours) → movement games (6 hours) → checkers (2 hours).

The increase in the time allocated to gymnastics classes in January and February, as well as the systematic distribution of movement games and athletics classes, is aimed at supporting the physical development of second-grade students and increasing their interest in sports.

In our opinion, physical education classes for second-grade students are primarily aimed at satisfying their natural movement needs and increasing physical activity through active games. At this stage, the main emphasis is on maintaining balance, body control, and developing agility. Active games strengthen students' agility and coordination skills, while gymnastics helps increase their flexibility and physical endurance. Athletics, on the other hand, increases physical activity and allows them to develop endurance and general fitness. Checkers help students develop concentration, logical thinking, and problem-solving skills.

A 68-hour curriculum is set for a physical education class for third-grade students. The lesson is divided into 4 quarters and is based on a 7-part work plan. According to this plan, 2 hours in December, 6 hours in January, and 8 hours in February are allocated for gymnastics, making a total of 16 hours.

The distribution of the lesson "Physical Education":

1st quarter: active games (4 hours) → athletics (7 hours) → football (3 hours) → active games (4 hours);

2nd quarter: active games (12 hours) → gymnastics (2 hours);

3rd quarter: gymnastics (14 hours) → active games (6 hours);

4th quarter: active games (4 hours) → athletics (7 hours) → football (3 hours) → checkers (2 hours).

The gradual organization of these lessons is of great importance for the development of students' physical abilities and their orientation towards a healthy lifestyle. Through active games, gymnastics and athletics, students' motor skills are improved, a healthy competitive environment and social adaptation skills are formed in them.

In our opinion, physical education classes for third-grade students are aimed at developing their natural motor activity, creating an opportunity to acquire knowledge and skills based on game methods. At this stage, the main attention is paid to developing students' coordination, agility, balance, and quick reaction skills. Active games are important not only for increasing physical activity, but also for forming social adaptation and teamwork. Gymnastics and track and field exercises serve to teach body control, increase endurance, and maintain body balance. Through checkers, children develop thinking skills, acquire logical analysis, and strategic decision-making skills.

A 68-hour training load is set for a physical education lesson for fourth grade. The lesson is divided into 4 quarters and is based on a 7-part work plan. According to this plan, 2 hours are allocated to gymnastics in December, 6 hours in January, and 8 hours in February, totaling 16 hours.

The distribution of classes in the "Physical Education" lesson:

Quarter 1: athletics (8 hours) → football (4 hours) → movement games with sports elements (6 hours);

Quarter 2: movement games with sports elements (12 hours) → gymnastics (2 hours);

Quarter 3: gymnastics (14 hours) → movement games with sports elements (6 hours);

Quarter 4: movement games with sports elements (2 hours) → athletics (8 hours) → football (4 hours) → chess (2 hours).

This distribution of classes is important for increasing students' physical activity and supporting the formation and development of movement skills. As part of the curriculum, activities enriched with active games and sports elements not only serve the physical development of students, but are also aimed at

increasing their interest in a healthy lifestyle.

In our opinion, physical education classes for 4th grade students are aimed at satisfying their natural movement needs, developing activity and agility, and increasing their interest in sports. The main goal of students at this age level is to improve coordination of movements, form important physical characteristics such as speed and flexibility. Active games and sports activities contribute to the physical development of students, and gymnastics plays an important role in the formation of flexibility and body control.

A 68-hour training load is set for the physical education lesson for 5th grade. The lesson is divided into 4 quarters and is based on a work plan consisting of 8 parts. According to this plan, 4 hours are allocated to gymnastics in January, 8 hours in February, and 2 hours in March, totaling 14 hours.

The distribution of training sessions for the “Physical Education” lesson:

Quarter 1: athletics (8 hours) → football (6 hours) → sports games (4 hours);

2nd quarter: sports games (14 hours);

3rd quarter: sports games (2 hours) → gymnastics (14 hours) → wrestling (4 hours);

4th quarter: athletics (6 hours) → football (6 hours) → sports games (2 hours) → chess (2 hours).

This distribution is aimed at stimulating the physical development of students and increasing their interest in sports. The hours allocated to gymnastics serve not only to develop physical skills, but also to strengthen their discipline and coordination of movements. Wrestling and sports games play an important role in developing teamwork, forming strategic thinking, and strengthening coordination skills. These activities allow students not only to improve physically, but also to increase their experience of communication and cooperation.

In our opinion, physical education classes for 5th grade students are aimed at learning physical activity and developing their initial interest in sports. At this stage, the main goals are to develop coordination of movements, maintain balance, participate in team games and form skills of interaction. Gymnastics exercises serve to increase students' body control, flexibility and endurance.

A 68-hour training load is set for the physical education lesson for grade VI. The lesson is divided into 4 quarters and is based on a work plan consisting of 9 parts. According to this plan, 4 hours are allocated to gymnastics in January, 8 hours in February and 2 hours in March, making a total of 14 hours.

The distribution of training sessions for the “Physical Education” lesson:

Quarter 1: athletics (8 hours) → football (6 hours) → sports games (4 hours);

Quarter 2: sports games (14 hours);

Quarter 3: sports games (2 hours) → gymnastics (14 hours) → wrestling (4 hours);

Quarter 4: athletics (8 hours) → football (6 hours) → chess (2 hours).

This distribution is aimed at increasing the physical potential of students, involving them more widely in sports and forming a healthy lifestyle. In particular, the hours allocated for gymnastics are aimed at developing students' balance, agility and discipline. Football, sports games and wrestling classes create opportunities for students to form teamwork, quick decision-making and coordination of actions. Chess classes, on the other hand, serve to develop students' strategic thinking and concentration skills.

Physical education classes for 6th grade students serve to increase their physical activity, develop interest in sports and direct them towards an active lifestyle. At this stage, it is important to increase balance, agility and endurance. While gymnastics forms flexibility of body movements, sports games and wrestling classes develop quick thinking and team coordination. Football and athletics play an important role in increasing endurance and coordination of movements. Chess classes develop thinking and strengthen students' planning and decision-making skills. At this stage, various types of sports activities are adapted to arouse students' interests and ensure their balanced physical development.

The physical education lesson for grade VII has a 68-hour workload. The lesson is divided into 4 quarters and is based on a 9-part work plan. According to this plan, gymnastics is allocated 4 hours in January, 8 hours in February, and 2 hours in March, totaling 14 hours.

The distribution of training for the “Physical Education” lesson:

Quarter 1: athletics (8 hours) → sports games (4 hours) → football (6 hours);

Quarter 2: sports games (14 hours);

Quarter 3: sports games (2 hours) → gymnastics (14 hours) → wrestling (4 hours);

Quarter 4: athletics (8 hours) → football (6 hours) → chess (2 hours).

This distribution is aimed at teaching sports in accordance with seasonal conditions and developing students' motor activity.

In our opinion, the sequence of quarters is formed taking into account seasonal and physiological factors. Athletics and football are planned to increase the physical activity of students in the open air in the spring and autumn months. Sports games are added throughout the year to maintain balance and develop team actions. Gymnastics and wrestling serve as indoor training in the winter months to increase the level of physical fitness of students.

A 68-hour training load is set for the physical education lesson for grades VIII and IX. The lesson is divided into 4 quarters and is based on a work plan consisting of 8 parts. According to this plan, 4 hours are allocated to gymnastics in January and 8 hours in February, making a total of 12 hours.

The distribution of training in the lesson "Physical education":

Quarter 1: athletics (8 hours) → sports games (two sports are selected based on school conditions) (4 hours) → football (6 hours);

2nd quarter: sports games (two sports are selected based on the school conditions) (14 hours);

3rd quarter: sports games (two sports are selected based on the school conditions) (2 hours) → gymnastics (12 hours) → wrestling (6 hours);

4th quarter: athletics (8 hours) → football (6 hours) → chess (2 hours).

This distribution is aimed at teaching sports in accordance with seasonal conditions and developing students' motor activity.

Sports games are selected in accordance with the material and technical base and existing conditions of the school and serve to develop team action and strategic thinking. Gymnastics and wrestling are allocated in the winter months to develop students' coordination of movements and increase physical strength. This distribution allows students to study sports more widely and serves to increase their level of physical fitness.

A 68-hour training load is set for a physical education lesson for grade X. The lesson is divided into 4 quarters and is based on an 8-part work plan. According to this plan, gymnastics is allocated 4 hours in January, 6 hours in February and 2 hours in March, totaling 12 hours.

The distribution of training for the lesson "Physical Education" is as follows:

Quarter 1: athletics (8 hours) → sports games (two sports are selected based on the school's conditions) (4 hours) → football (6 hours);

Quarter 2: sports games (two sports are selected based on the school's conditions) (14 hours);

Quarter 3: sports games (two sports are selected based on the school's conditions) (2 hours) → gymnastics (12 hours) → wrestling (6 hours);

Quarter 4: athletics (8 hours) → football (6 hours) → chess (2 hours).

This distribution is aimed at teaching sports in accordance with seasonal conditions and developing students' motor activity.

In our opinion, at this stage, sports games and wrestling elements are more focused on developing independent training and tactical thinking. Students' experience in coordination of movements, teamwork and individual sports training is increased. Gymnastics and wrestling classes serve not only to form physical strength, but also endurance and psychological stability. The selection of sports games based on school conditions gives students the opportunity to try sports that suit their interests and capabilities. This approach helps to implement their physical development in a more complete and goal-oriented way. Chess classes help to develop students' thinking skills, strategic thinking and problem-solving skills. This type of sport allows you to combine physical training with mental activity.

The physical education lesson for grade 11 has a 68-hour workload. The lesson is divided into 4 quarters and is based on a work plan consisting of 8 parts. According to this plan, gymnastics is allocated 2 hours in January, 8 hours in February and 2 hours in March, totaling 12 hours.

The distribution of training for the "Physical Education" lesson:

Quarter 1: athletics (8 hours) → sports games (two sports are selected based on school conditions) (4 hours) → football (6 hours);

Quarter 2: sports games (two sports are selected based on school conditions) (14 hours);

Quarter 3: sports games (two sports are selected based on school conditions) (4 hours) → gymnastics

(12 hours) → wrestling (4 hours);

Quarter 4: athletics (8 hours) → football (6 hours) → chess (2 hours).

This distribution is aimed at teaching sports in accordance with seasonal conditions and developing students' motor activity.

Classes at this stage are aimed at developing students' ability to form independent sports activities, master the principles of physical education, and implement a healthy lifestyle. Chess plays an important role not only in developing strategic thinking, but also in strengthening the ability to make quick decisions and solve problems. The selection of sports games based on school conditions gives students the freedom to choose sports that suit their interests and capabilities. This approach serves to further develop the physical and mental development of students.

The analysis shows that a total of 746 hours of physical education lessons are planned for grades I-XI of secondary schools in the 2022/2023 academic year. This workload is distributed by quarters as follows:

1st quarter: 198 hours;

2nd quarter: 154 hours;

3rd quarter: 218 hours;

4th quarter: 176 hours.

In addition, 154 hours of the total 746-hour curriculum are allocated to teaching gymnastics and its elements. This distribution serves to develop students' coordination of movements, maintain balance, and increase physical activity. The hours allocated to gymnastics are aimed at forming students' body control, endurance, and agility skills.

Based on this distribution, the content of physical education lessons is organized taking into account seasonal conditions. In particular, the fact that 154 hours are allocated to gymnastics shows that special attention is paid to strengthening the musculoskeletal system of students. This approach is of great importance for ensuring their balanced physical development and increasing their interest in sports. This is certainly a priority aspect of the program.

However, the program has even more shortcomings. For example, let's look at this in the example of gymnastics.

First, if we analyze the “balance of hours” allocated to gymnastics, 154 hours of the total workload of 746 hours are allocated to gymnastics. This is approximately 20.6% of the total hours. However, due to regional conditions and insufficient material and technical base of schools, gymnastics classes may not be fully held in some schools.

As a result, the physical development and coordination of movements of students are not sufficiently formed, and in some regions gymnastics classes turn into theoretical exercises, which ultimately leads to a decrease in the level of physical activity.

Secondly, if we look at it from the point of view of “effectiveness of seasonal distribution”, although 218 hours are allocated in the 3rd quarter (winter season), it is precisely during this period that classes that should be held outdoors may encounter problems.

This situation replaces sports games and training sessions that should be held in open areas with theoretical or chess-checkers games, which leads to a significant decrease in the level of physical fitness.

In general, along with the positive aspects of the distribution, there are also some disadvantages. In particular, the high number of hours allocated to gymnastics without taking into account regional opportunities, the lack of outdoor training in the winter season, and the lack of a clear strategy for how to implement the curriculum in practice can pose problems. To eliminate these shortcomings, it is necessary to review the balance of hours allocated to each sport in physical education and introduce flexible lesson formats depending on regional opportunities.

Also, in primary grades (grades I–IV), 16 hours are allocated for each grade, and physical education classes are planned to be held in grades I–II in the 1st and 3rd quarters, and in grades III–IV in the 2nd and 3rd quarters. In grades V–VII, 14 hours are allocated for gymnastics, and in grades VIII–XI, 12 hours are allocated, and these classes are held only during the 3rd quarter.

A total of 154 hours are allocated, distributed as follows:

1st quarter: 6 hours (3.9 percent);

2nd quarter: 4 hours (2.6 percent);
3rd quarter: 144 hours (93.5 percent).

The majority of the allocated hours fall in February, which means that physical education classes are under the highest load during this period.

References

1. O'zbekiston Respublikasi Prezidentining 2024-yil 15-noyabrdagi PQ-392-son «Umumiy o'rta ta'lim maktablarida jismoniy tarbiya fani o'qitilishini tubdan takomillashtirish hamda ushbu fan o'qituvchilarining kasbiy faoliyatini rivojlantirish chora-tadbirlari to'g'risida» qarori // <https://www.lex.uz/docs/-7221716>
2. O'zbekiston Respublikasi Prezidentining 2022-yil 26-dekabrdagi PQ-449-son "Gimnastika sport turlarini yanada rivojlantirish chora-tadbirlari to'g'risida" qarori // <https://lex.uz/uz/docs/-6325917>.
3. 2022-2023 o'quv yili uchun milliy o'quv dasturi asosida tuzilgan yillik taqvimiy ish rejalari // Raximova Z.A., Islyamova D.A., Dehqonov G'.G'. , Xalikov A.A., Subbotina S.Yu., Kurochkina M.P. – Toshkent, 2022. – 123 b.
4. Mamatqulova N.Sh. Boshlang'ich sinflarda matematikani o'qitish metodlari hamda ulardan samarali foydalanish yo'llari. Zamonaviy ta'lim. 2017, 1. – 56-61-betlar.
5. Ajimov Ye.A. Jismoniy mashqlar mashg'ulotlarning asosiy vositasidir. International Scientific Journal "Internauka" // <https://www.inter-nauka.com/uploads/public/1487495436184.pdf>