

ORGANIZATION OF PHYSICAL EDUCATION LESSONS FOR SECONDARY SCHOOL CHILDREN WITH STATURE CHANGES

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Annotation

In this article, Today, in our country, which is moving along the path of development, the fundamental reform and improvement of the education system, the introduction of advanced pedagogical and modern information technologies, and increasing the effectiveness of education have risen to the level of state policy.

A person's health is above and more precious than anything else. Especially raising a person to be healthy from a young age, and raising him as a comprehensively mature person is even more expensive.

Physical education and sports are of great importance for the comprehensive mental, moral, and physical development of the younger generation.

Therefore, ensuring student health, physical development, and improving physical fitness have always been topical issues for implementing an important principle in the physical education system.

Introduction

In recent years, leading specialists of the Republic of Uzbekistan, experienced foreign educators, and many scientists (V.K. Balsevich, 1987; Yu.V. Verkhoshansky, 1988; Gujalovsky A.A., 1990; Matveev L.P., 1990;

Kerimov F.A., 1990; Sh.Kh.Khankeldiyev, 1991; L.R.Ayrapetyanst, 1992; R. Salamov, 1994; Usmonkhodjaev T.S., 1995; K. Makhkamjonov, 1996; F. Khodjaev, 1996; K.D.Yarashev 1997 et al.) theoretically studied.

In recent years, research by V.V. Petrovsky and T.Yu. Kryushevich has shown that the height, weight, functional fitness, psychological development, and motor abilities of students of the same age are not the same.

Therefore, the authors emphasized that these characteristics and norms, established only for high school students, do not sufficiently correspond to the physical fitness of the students.

As a result, shortcomings and errors in the physical development of schoolchildren, physical fitness, and the growth of motor qualities are clearly visible in the curriculum of general secondary schools. One of the important problems of physical education is the creation of new methods and forms of training in motor activity.

Based on the above, the relevance of this work indicates the existence of a problem, the essence of which lies in the insufficient development of the theoretical, methodological, and organizational foundations of the physical education educational process.

Purpose of the research. To develop and substantiate new methods, forms, and means for improving the physical development and fitness of 12–13-year-old schoolgirls.

Research objectives. Studying the work experience of physical education teachers in ensuring the physical fitness of high school girls;

- determining the level of physical fitness of students;

The object of the research. The educational activity process of social physical education for secondary school students.

Subject of the research. Means and methods for ensuring the physical fitness of students in physical education classes at general secondary schools.

Organization of physical education for childrens.

They proved that it is necessary to take into account the development of theoretical foundations and ways to implement them in practice, taking into account the lag in the level of students' physical fitness and their varying level of preparation.

Sports practice shows that the problem of the stratified approach to the development of motor and physical qualities of high-class athletes has not been fully developed and its scientific foundations are insufficient.

Students performing physical exercises are stimulated only when the growth and development of their body, as well as the pace and direction of their individual physical development, are correctly selected, and such children require more attention to students when choosing exercises and regulating them compared to others.

According to scientists and specialists, it has been established that the physical fitness indicators of urban and rural students located in different regions are not the same.

Thus, firstly, indicators of students' physical development and physical fitness differ from similar indicators of the student population in the geographical regions of the CIS countries.

These characteristics of physical development and physical fitness largely depend on the specific climate and social conditions of this region.

Secondly, the readiness of children living in the conditions of Uzbekistan in performing speed-strength exercises showed that they lag significantly behind their peers from the central regions of the CIS countries—up to 18% in the 30-meter run, 14% in the throw, 37% in the running long jump, and 90% in the standing jump—which indicates sufficient development of movement speed and coordination capabilities.

Physical education plays an important role in the set of various means of physical training for high school girls. Unfortunately, the conduct of physical education classes does not meet the current requirements everywhere. They do not always contribute to the necessary activation of the movement regime or the development of necessary physical qualities.

Sh.Kh. Khankeldiev, T.S. Usmonkhodjaev, F. Nasriddinov, R.S. Salamov, F. Khodjaev emphasizes that one of the important issues in improving physical education is the search for effective means and methods that help students develop motor functions quickly and maintain a strong interest in physical exercise classes.

For a long time, active games and play exercises remain the most popular activities for children. This makes it possible to conduct the lesson in the form of interesting and unusual games.

Characteristics of the age characteristics of secondary school students.

Age periodization is somewhat conventional and allows for the establishment of approximate boundaries between its growth phases, as physical education has its own distinctive features in each age period.

The age characteristics of the organism largely determine the content and methodology of physical education, where age-appropriate means are selected, and permissible loads and requirements are determined.

To achieve high performance in lessons, it is very important for a teacher to know the age characteristics of schoolchildren's development.

First of all, it should be noted that a child's development is directly dependent on the environment, the organization of life, and upbringing, including physical education. Rapid growth in height is characteristic of young schoolchildren. The foundation of children's physical education is the strengthening of health and proper physical development.

The system of age periods for children and adolescents existing in physiology, as well as individual periods of development, serves as the foundation for school-age children. In pedagogy,

it is customary to divide primary school age into 7–10 years, adolescence into 11–14 years, and youth into 15–17 years [11, 17, 22, 24].

When selecting physical exercises, the anatomical, physiological, and psychological characteristics of primary school children are taken into account.

Table 1.

Study group Simple training regimen (24 pcs.)	Training regimen with special DJT exercises (36 pr.)			Study group Simple training regimen (24 pcs.)		
Preliminary data After >0.05 Preliminary data After	Preliminary data After >0.05 Preliminary data After	>0.05		Preliminary data Then	Then	>0.05
>0.05	>0.05			3,3±0.1	3,4±0.1	
Boys, experimental group, p= 5.	Boys, experimental group, p= 5.	<0.05			<0.05	
3 ±0.1;	3 ±0.1;			~x ±8 3,2 ±0.1	X ±8 3.3 ±0.1	
3 ±0.1;	3 ±0.1;	<0.05		P	<0.05	P
		<0.05		Preliminary data Then	Then	>0.05
3.3±0.1	3.3±0.1			"x ±8 2,3 ±0.3	"x ±8 2.9 ±0.3	
3.4 ± 0.1;	3.4 ± 0.1;	<0.05			<0.05	
				2,4±0.3	2,7 ± 0.3	
P < 0.05.	P < 0.05.	<0.05		P	<0.05	P

The quality of motor coordination in students is one of the important foundations of physical fitness, which determines the level of development of the individual's basic physical qualities .

As shown in Table 1, when comparing the initial results in the experimental and control classes, there was no statistical difference ($t=0.96$ $P>0.05$).

Among the results of tests for the development of motor coordination in boys and girls aged 11–12 ($t=0.96$; 2.19, $p>0.05$) there is no difference.

The results of 11–12-year-old boys and girls in agility were statistically significant ($t=1.72$; 1.87; $p>0.05$) does not differ.

Statistically significant differences were observed between the results of boys and girls in the experimental and control classes of this school ($t=3.84$; 9.0; $p>0.05$).

During the experiment, a comparative analysis of the dynamics of various principles of student preparation in the experimental and control classes was conducted, the reliability of the obtained data was assessed, and a correlation between preparation indicators was established.

In the process of conducting the main pedagogical experiment, developed programs for teaching physical exercises in the program and increasing the intensity of each lesson and developing physical fitness were used in the experimental group (by us).

In the control group, classes were conducted according to the program developed for educational institutions, i.e., traditional teaching methods.

During the main pedagogical experiment, a comparative assessment of students' readiness was conducted.

In the process of physical education, the cultivation of physical qualities and the formation of motor skills and abilities, as well as individual influence through a complex of tools and methods, particularly a stratified approach, led to positive results.

Especially at this age, it is necessary to know the direction of development for various motor qualities in boys and girls, and when more intensive growth is manifested. At the same time, due to the fact that the influence of physical exertion on the development of motor functions during the period of sexual maturation of children is poorly studied, taking the above into account in the experiment, we divided boys and girls into 3 groups based on physical development and the development of physical qualities (high, medium, low). 2.8 of Chapter Two

- As shown in the section, the means given to each group were given depending on how much the physical qualities grew.

Summary

The main result of the research work is the improvement of the educational process and the solution of the pedagogical problem of preparing students for physical culture and sports. Scientific and practical results were obtained to solve the aforementioned problem:

1. An analysis of literary sources and advanced practical experience shows that due to the diversity of the physical fitness of high school girls, this issue has not been sufficiently studied and requires a solution.

2. A comprehensive-systematic approach is necessary for the positive implementation of the stratified-individual approach to students in physical education lessons. This determines the need to account for and study the individual characteristics of students, and to activate students' independent activities during physical education classes and extracurricular activities.

3. The developed and experimentally tested comprehensive methods are aimed at determining the relationship between the nature and content of educational activities, as well as the individual characteristics of students and various levels of preparation. This: - provides a comprehensive assessment of the physical fitness of students, taking into account their health status, gender, and age;

- when dividing high school girls into groups (sections), their readiness and the difference in functional readiness between groups when performing loads of varying intensity were determined;

During the experiment, the physical development and physical fitness of the students were determined. In the pedagogical experiment, a high level of physical fitness was identified ($p < 0.05$).

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