



**IMPROVEMENT OF MECHANISMS FOR ORGANIZING
PHYSICAL EDUCATION CLASSES OF GENERAL SECONDARY
SCHOOLS ON THE BASIS OF A PROJECT APPROACH**

I. Q. Shamsieva

NavDPI, p.f.b.f.D.(PhD) Dosent, Professor

| ABSTRACT | KEYWORDS |
|--|--|
| <p>This graduation work is about physical education lessons in high sport school is to teach students about the physical attributes to the introduction of innovative technologies aimed at the development of modern methods of teaching movement, the general classification of the essence, the concept of vision. Physical education theory and methodology of noise that can be used in educational technology in teaching students how to study the concept. Final work of students in the physical qualities of positive effects on the body.</p> | <p>Competitions, standard of exercises, load, quality, general development, cyclic, acyclic, practical, oral, indicative, methods.</p> |

Introduction

Pedagogical design today is a colorful variety of approaches to its study, new concepts are the separation of the various foundations of the introduction of the apparatus, the design process itself it is distinguished by its emphasis on various aspects. This is reflected in theoretical models, in various research situations.

Currently, the methodology intended for the " average reader " has been divided using batamom. Unification of schoolchildren (by gender, age, level of physical training) into the same groups and individualization of methodologies and methods of the educational process; search for impressive tools for the formation of skills; setting the optimal loading regime of a school, family, extracurricular institution; development of tools and methods of physical education; to increase the tolerance of the body to unfavorable environmental factors; it is advisable to develop methods and means of restoration that stimulate motor activity.

Technologically, the problem of educational material itself and its structuring in relation to the task are of fundamental importance. When solving it, it is proposed to distinguish between the concepts of " didactic material "and" educational material". Didactic material, g. A. According to ball, – is a system of objects, each of which serves as a means of solving some kind of didactic issue that is distinguished in terms of social knowledge and experience in the process of teaching, intended for use as a material or materialized model of this or that system.

The teaching material, on the other hand, is a system of models provided by the didactic material presented in material or materialized models and intended for use in educational activities.

As long as the educational activity is evaluated as a solution to the system of educational tasks, then, undoubtedly, the educational task is part of the educational material. In this regard, regarding knowledge of educational material it can be viewed as a pedagogically acceptable system of tasks. In this case, the teacher is the basis of the actions of the structure of the system of educational tasks for the design of educational material and the development of didactic material.

The specifics of the construction of the reading process for the first time M. A. Substantiated by Danilov. It offers to consider the problem of the logic of the educational process in three aspects: in general, as the main focus of the spread of the course teaching process; as the logic of the teaching process, bounded by a particular topic; as a unit scale of mastering the logic of the educational process. M. A. The parallel between the types of pedagogical tasks, separated by the interrelated logic and time-related signs of Danilov, can be carried out in the same way as between the pedagogical task and the "branch" of the educational process.

Lesson technology is a system that, both by the teacher and by the students, guarantees the achievement of deeply realized and well-thought-out goals and objectives, consistently embodies the design learning process in practice. Such lesson technology accurately reflects the activity of all subjects with a low expenditure of systematicity, structuralism, planned result, time and effort.

Pedagogical design of the lesson is the activity of the teacher and students in mutual action, aimed at mastering (mastering) the educational material, the intended purpose for which it is placed. The essence of this activity is to implement theoretical ideas into practice, to create projects capable of implementation. Thus, the development of a certain pedagogical technology can be called the process of pedagogical design. In turn, pedagogical design can be assessed as a procedure for creating pedagogical technologies, ready for use without additional explanations.

The consistency of its steps will be as follows:

- selection of teaching content provided by the curriculum and curriculum;
- setting the following priority goals for which the teacher should be orientated on them: it should mean which professional and personal qualities are formed in students in the process of teaching the projected subject;
- selection of technology aimed at a set of goals or one priority goal;
- development of training technology.

The use of pedagogical design technology contributes to the optimization of the educational process. Because, it not only serves to increase the efficiency of the activities of teachers, but also to save their time. This technology is characterized by being deterministic and algorithmized.

It is necessary that the teacher's design activities meet the following requirements:

- didacticism: technology is based on the didactic aspect, taking into account its features as a pedagogical system in the construction of a lesson, the acceptability of designing a system of lessons on its topic with the separation of the place and type of each lesson;
- independence: the teacher, regardless of the technical equipment of the classes, was given the opportunity to design classes ("paper-specific" and "computer" variants of technology);
- to standardization: there is a content and objectives of teaching that are consistent with and recorded in the state educational standard;
- to the fullness of content: the presence in the database of ready-made systems of classes on certain topics of the course;

- to trainability: there is an opportunity to construct their own lessons and store them in a single database of information;
- to intelligibility: there is an opportunity to exchange pedagogical information, since it contributes to electronic document management among teachers;
- to creative realization: despite the presence of specific technological stages, there is an opportunity to realize the creative-professional potential of the teacher when building a system of lessons, describing reading goals, choosing the content of the lesson, sorting out teaching methods and tools. As a method of designing a lesson graphically, it is a technological map–table that allows you to structure the lesson according to the parameters selected by the teacher. As such parameters, the stages of the lesson can be, its goals, the content of the educational material, methods and methods of organizing educational activities, the activities of the teacher and students. Design-specific teaching technology helps to create pedagogical conditions for the student in the future for the development of creative abilities and qualities necessary for him to work creatively, regardless of his particular profession.

REFERENCES

1. Mirziyoev Sh. M. "We will build our great future together with our brave and Noble ring" – T.: Uzbekistan, 2017.
2. Mirziyoev Sh. M. "The rule of law and the provision of human interests is a guarantee of the development and prosperity of the country" – T.: Uzbekistan, 2017.
3. Mirziyoev Sh. M. "Free and prosperous Democrat ik will build the state of Uzbekistan together" – T.: Uzbekistan, 2017
4. Bolotov V.A., Isaev E.I., Slobodchikov V.I., Shaydenko N.A. Proektirovanie professionalnogo pedagogicheskogo obrazovaniya // pedagogy. 1997. - № 4. S.68-72.
5. Bolshoy tolkovy sosiologichesky slovar (Sollins). Tom 1 (A - O) / D. Djeri, Dj. Djeri: Per. s angle. – M.: Veche, ast, 2001. – 544 P.
6. Borisova N.V. Educational technologies as an object of pedagogical choice. Studies.manual. - M., 2000. – 162s.
7. Botirov H.A. Zhismony tarbia va sport tarihi / Shkuvkyllanma. – Toshkent: Ibn Sino, 1993. – 112b.
8. "Sports of preschool and primary education" Work program (Comp. Shamsieva I.K.). - Navoi, Navoi State Pedagogical Institute, 2014-2015 – 30s.