



MODELING THE PHYSICAL EDUCATION PROCESS USING HEALTH-IMPROVING TOOLS

Behzod Bakhtiyorovich Atavullaev
Teacher at Qarshi State University

ABSTRACT	KEYWORDS
<p>This work is devoted to the study of the problem of modeling the educational process in physical education using means of health promotion. During the study, two groups were formed: an experimental group (training was conducted on the basis of a program that provided for the acquisition of in-depth knowledge of health preservation and strengthening methods and the use of various health promotion tools in the structure of the annual cycle) and a control group (training was conducted on the basis of a generally accepted program). As a result of the work carried out, the effectiveness of the experimental program was proven.</p>	<p>Program, health, physical education lesson, control group</p>

INTRODUCTION

At present, the process of deterioration in children's health is continuing in Uzbekistan. One of the main tasks of managing the education system is to adapt the educational process to the health condition of students.

In this regard, the content of physical education lessons plays an important role in ensuring the harmonious development of students in general secondary schools. During these lessons, students acquire knowledge and skills concerning the forms, principles, and rules of independent engagement in health-oriented physical exercises.

Although concepts related to the health-promoting orientation of physical education have been studied by many researchers over different periods, most of them have not been fully implemented on a wide scale in practice. This is due to the lack of a unified viewpoint among scholars regarding the goals and objectives of physical education, as well as the priority given not to physical perfection, but to the formation of physical culture.

We see the solution to the above-mentioned problems in the development, justification, and implementation of a physical education, health preservation, and health promotion program. Such a program serves to preserve and strengthen students' health in various types of educational institutions by shaping value-based and motivational attitudes toward a healthy lifestyle, developing interest in regular participation in physical exercises, and acquiring knowledge and skills related to health-promoting activities. This, in turn, enables students to independently maintain and strengthen their health throughout their lives.

The research was conducted with the participation of 70 fifth-grade students of School No. 8 in the city of Qarshi. In the control group (35 students), physical education classes were carried out based on the comprehensive program designed for grades 1–11 (V. I. Lyakh, 2004), whereas in the experimental group (35 students), classes were conducted according to a physical education, health preservation, and health promotion program developed by the author.

The program was developed based on the following conceptual principles:

“Health Promotion”—The program places special emphasis on shaping value-based and motivational attitudes toward a healthy lifestyle among students, as well as on strengthening health through the introduction of health-promoting systems into the educational process.

“Innovation” – The program is based on the development of modern types of physical activity and the application of innovative teaching methods.

“Interest”—The program establishes a student-centered approach as its main conceptual principle. Physical education classes are organized taking into account students’ interests, individual inclinations, and attitudes toward different types of physical activity. This contributes to improving their overall condition, as well as their mental and physical health.

“Assessment” – “The physical education process for school students is carried out based on regularly monitoring their physical development, health status, and level of physical fitness”.

“The effectiveness of this program was evaluated twice a year (in December and May) through the results of the ‘Five Initiatives Olympiad’ competitions, tests, students’ physical health levels, and the dynamics of grades in physical education”.

According to the experimental results, the following changes were observed in the experimental group:

The overall level of physical fitness increased by 12 points; physical health improved by 4 points. Interest in independent physical exercises rose to 95%, and the number of students satisfied with their results increased to 82%. In the control group, however, no changes were observed. When this program is implemented in educational institutions, it significantly enhances the effectiveness of students’ physical education and health improvement, strengthening their motivation for physical education classes at school and for their own physical development. Moreover, the program increases teachers’ and parents’ interest in quantitatively assessing students’ physical health.

The rapid assessment (express-assessment) method of school students’ physical health allows for timely and objective monitoring of students’ physical condition, adjusting educational and health-improving processes, individualizing physical education, analyzing and evaluating results, assigning timely grades in the subject of Physical Education, and tracking the individual and group dynamics of students’ motor skill development.

Giving priority to health-improving tasks in the educational process does not mean neglecting the educational and upbringing components. On the contrary, the developed program ensures the organic unity and mutual complementarity of these two directions. Without the intellectual component — that is, knowledge, value-oriented approaches, and socially significant motives — it is impossible to fully implement all elements of physical culture (health-improving, educational, upbringing, and motor components).

This conceptual approach in organizing the physical education process at school aims to eliminate any imbalance in each direction, reconsider the content, and review the main tools used. Within the set of

tasks, it is possible to consider all directions that provide a balanced impact on the health-improving and intellectual components of physical culture. Successful implementation of these tasks creates a foundational basis necessary for strengthening health, improving physical abilities, and self-realization, which in turn encourages a person to engage in regular physical activity throughout their life.

In conclusion, the conducted research made it possible to identify the pedagogical conditions for developing a model of the educational environment in physical education. This model is aimed at fostering students' careful attitude toward their health, creative use of physical culture tools, and the need to maintain a healthy lifestyle.

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