



**GENERAL SECONDARY EDUCATION THE EVOLUTION OF
THE THEORETICAL FOUNDATIONS OF SCHOOL PHYSICAL
CULTURE LESSONS**

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ABSTRACT

The article substantiates the theory and methodology of teaching physical culture in a general education organization. It is established that the theoretical and methodological foundations of physical education training allow students to form the competencies of a healthy lifestyle and physical development. The general regularities of teaching motor exercises, the development of physical abilities, the education of strong-willed qualities of a person in the process of physical exercises are considered. It is proved that the subject "Physical culture" is mandatory for the implementation by educational organizations, for the improvement of physical, physical culture and health skills of students.

KEYWORDS

Theories and methodologies of teaching, physical culture, health-saving, motor activity In modern conditions, the professional activity of a physical education teacher in a general education organization is a process of solving complex, diverse and diverse tasks of ensuring health-saving aspects of teaching, physical development of students, rehabilitation.

INTRODUCTION

In modern conditions, the professional activity of a physical education teacher in a general education organization is a process of solving complex, diverse and diverse tasks of ensuring health-saving aspects of teaching, physical development of students, rehabilitation, development of psychophysical abilities, social adaptation through physical education. Let's try to determine the role and place of innovation in the learning process at the present time by the example of teaching physical culture at school. Conceptual for the content of the theory and methodology of teaching disciplines is the disclosure of methodology.

This is caused by modern requirements for the training of the younger generation in the field of physical culture. The educational process in the field of physical culture in the primary school is structured so that the following tasks are solved: – health promotion, development of physical qualities and improvement of the functional capabilities of the body; – formation of a culture of motor activity, enrichment of motor experience with physical exercises; – formation of motor activity with a general

developmental and corrective orientation, technical actions and techniques of basic sports; – mastering knowledge about physical culture and sports, their history and modern development, their role in the formation of a healthy lifestyle; – teaching skills and abilities in physical culture and health and sports activities, independent organization of physical exercises;

Physical culture is an academic subject provided for in the curriculum in all classes of secondary schools.

The content of the subject is regulated by the state program, and practical implementation is carried out in physical education lessons.

A physical education lesson is a form of study that is mandatory for all students of the school. Lessons are conducted with a certain permanent composition of students of this class. This makes it possible to better organize and conduct classes, taking into account the specific conditions and physical fitness of the students.

Physical education classes are held according to a fixed schedule, on certain days and hours of the week, for a certain amount of time (45 minutes). They collectively provide a systematic study of the minimum knowledge and skills provided by the program, and, therefore, form the basis for versatile physical education of students. At physical education lessons, the teacher creates conditions for solving all the tasks of physical education, directs the independent work of students. Lessons largely determine the content of other forms of physical education. All these circumstances lead the lesson to the rank of the main form of physical education of schoolchildren.

The content of a physical education lesson is a concept that deserves special attention and analysis. Based on the interrelationships of the learning process and the form of its organization (lesson), the content of the lesson should be considered as a set of essential aspects of the learning process, which include:

- 1) teacher and student activities;
- 2) the results aimed at achieving the interaction of the teacher and students, expressed in knowledge, skills (abilities), as well as morphological and functional changes in the body of students;
- 3) physical exercises and other actions, the performance of which ensures the achievement of the intended purpose of the lesson.

The teacher's activity is the most important component of the content of the physical education lesson. It precedes the active cognitive activity of students and directs it.

The most significant moments of the teacher 's activity should be considered:

- definition and specification of the purpose of the lesson;
- justification of the pedagogical tasks of the lesson, the solution of which ensures the achievement of the corresponding goal;
- preparation of the lesson venue;
- organization of students for active learning activities;
- setting an educational task for students;
- ensuring its perception;
- awareness of the learning task;
- psychophysiological preparation of students to solve the tasks of the main part of the lesson;
- organization of active educational activities;
- obtaining specific information about the quality of educational activities of schoolchildren;
- evaluation of the information received;

- analysis and discussion of the results of educational activities with students;
- correction of their own pedagogical influences on the collective of students of the class (groups of students or on individual of them);
- determination of the content of independent learning tasks for students;

This list of elements of the teacher's activity and their sequence may vary. The greatest difficulty is experienced by teachers when setting goals and objectives for the class team, i.e. translating their own goals and objectives into the goals and objectives of the class team. Otherwise, the dominant motivation of students cannot be formed and subsequently an afferent synthesis of the functional system corresponding to the upcoming behavioral act (the performance of the studied motor action). The activities of students, implemented in accordance with the activities of the teacher, have the following content:

- preparation for the lesson (purchase of sportswear, shoes, compliance with the norms of personal and public hygiene, homework, psychological adjustment to active activity in the classroom);
- attendance at the place of the lesson; - focusing on its pedagogical effects (verbal, visual, etc.);
- execution of commands, orders, tasks of the teacher;
- perception and awareness of learning tasks (tasks);
- designing your own actions;
- active intellectual and practical cognitive work;
- self- and mutual control over the results of practical work;

As a result of the joint activity of the teacher and students in the physical education lesson, the goal is achieved not only of this lesson, but also of their series (cycles) in the quarter, half-year, academic year: the goals of primary, basic and secondary general physical education of schoolchildren.

It takes into account the pedagogical, physiological and psychological patterns of the learning process in relation to the pre-planned didactic purpose of the lesson. The activity of students in the classroom in this discipline involves the performance of physical exercises (up to 90% of the total time).

The motor density of a physical education lesson is closely related to its type. The greatest motor density is distinguished by the lessons of repetition of the passed and mixed, the least lessons on the study of new material and control, taking up little space in the annual program. This indicates that physical exercises constitute the most important component of the content of a physical education lesson in terms of volume and significance.

The results of the interaction of students with the teacher, regulated by the tasks of the lesson and its subject content, depend on certain functional processes occurring in various systems of the body. Changes in psychophysiological processes and in the state of students cause subsequent changes in the development of functions of various body systems, the formation of specific knowledge, motor and instructional and methodological skills of schoolchildren. All the listed components of the lesson content are closely interrelated and interdependent, this relationship characterizes another significant feature of the physical education lesson — its structure.

A school physical education lesson includes the following basic structural elements: organization of attention, preparation of the body, learning new things, repetition, improvement, assessment of the degree of assimilation, organization of conditions, load correction, summing up the lesson, completing and processing homework.

Of these basic elements, one or another part of the school lesson of physical culture is formed, which reflect the features of the educational process on the subject of "Physical Culture". Parts of the physical

education lesson were formed in accordance with the logic of the educational process, i.e. the gradual involvement of students in cognitive activity, achieving the required level of psychophysical state of students; maintaining the level of student achievement during the lesson; a combination of collective types of class work in accordance with the school day regime.

A clear structure is required, and a strict transition from one part to another in accordance with the laws of the formation of motor skills, skills and the development of motor qualities.

It is also associated with compliance with the health and educational orientation of each lesson.

In the didactics of secondary school, there are elements — structural components of the lesson that are acceptable for a school physical education lesson. The following are the main elements of the lesson:

- organization of students' preparation for the lesson;
- setting the lesson goal and ensuring its perception by students;
- psychophysiological preparation of students for the assimilation of the lesson content and their active cognitive activity of students:
- training in motor actions;
- development of motor qualities;
- education of spiritual, moral and volitional qualities of a person;
- monitoring, evaluation and analysis of the results of students' educational activities;

These elements make up the preparatory, main and final parts of the physical education lesson, ensure the implementation of its pedagogical goals and objectives.

The preparatory part of the lesson creates the prerequisites for the main educational work.

The purpose of this part of the physical education lesson is to ensure the psychological and morphofunctional readiness of students to solve the tasks of the main part of the lesson and achieve its target setting.

The goal is achieved by solving the following pedagogical tasks:

- organize a team of class students, capture their attention;
- to give students an attitude to active cognitive activity;
- to create favorable mental and emotional conditions for the interaction of teaching and learning activities;
- to organize the gradual inclusion in the work of organs and systems, the general warming up of the musculoskeletal system of students;
- to form a readiness to perform academic work in the main part of the lesson. As necessary, some educational and educational tasks can be solved, but not to the detriment of a specific function — the introduction of students to work.

Means — a variety of physical exercises, the technique of which is already well mastered by the students or is amenable to rapid assimilation:

The main part of the lesson is designed to achieve the results provided for by the curriculum, documents of operational and current programming and plans of educational, educational, recreational, developmental activities.

The goal is to provide active educational work of class students to obtain specific knowledge, motor and instructional skills and abilities expressed by shifts in mental and morphofunctional indicators of the development of motor, spiritual, moral and volitional qualities of students.

The solution of the following set of pedagogical tasks contributes to the achievement of the goal of the main part:

- general and special development of the musculoskeletal system, cardiovascular and respiratory systems, as well as education and maintenance of good posture, hardening of the body;
- arming students with general and special knowledge;
- formation and improvement of motor skills and general education, applied and sports skills;

At the same time, the tasks of moral and aesthetic education are being solved. Means — various types of physical exercises that provide an effective solution to the listed tasks.

The main part may also include exercises characteristic of the introductory and final parts, if it is necessary to create any additional prerequisites for conducting the main exercises, restore temporarily decreased performance, etc

The final part of the lesson.

The goal is to bring the body into an optimal state for subsequent activities, as well as to create, if possible, an installation for the upcoming educational activity.

The most characteristic tasks of this part are:

- reduction of the activity of the cardiovascular, respiratory and nervous systems to normal;
- removal of excessive tension of individual muscle groups;
- reinforcement of the correct posture skill;
- regulation of emotional state;
- summing up the results of educational activities, a brief analysis, if necessary, of individual moments of student behavior;
- homework assignments.

Tools:

- options for walking and other natural movements aimed at gradually reducing the stress of the functions of the cardiovascular and respiratory systems;
- relaxation and posture exercises;

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- formation of a culture of motor activity, enrichment of motor experience with physical exercises;
- formation of motor activity with a general developmental and corrective orientation, technical actions and techniques of basic sports;
- mastering knowledge about physical culture and sports, their history and modern development, their role in the formation of a healthy lifestyle; – teaching skills and abilities in physical culture and sports and recreational activities, independent organization of physical exercises; - education of positive personality traits, norms of collective interaction and cooperation in educational and competitive activities. The methodology of teaching physical culture is the teaching of the structure, logical organization, methods and means of activity. The basis of the research methodology is the individual elements of a systematic approach that contribute to the development of an effective strategy for the study of objects of study in their interrelation and interdependence. The theory of teaching, i.e. didactics, is considered as a relatively independent part of pedagogical science.

The main tasks of modern didactics in the field of teaching physical culture are: – to describe and explain the learning process and the conditions of its course with a focus on the health group of students; – to improve the process of teaching physical culture; – to develop new educational wellness technologies. The general laws of physical education training, the development of motor abilities, the education of personality qualities in the process of physical exercises have been developed and described by many authors in the theory and methodology of physical education.

The theory and methodology of teaching the subject "Physical Culture" performs the functions of integrating theoretical knowledge and practical skills acquired by students while studying different academic subjects, i.e. interdisciplinary communication is carried out. Biology and physical culture (biochemistry of sports), mathematics and physical culture (analysis of speed, speed, dexterity), physics and physical culture (for example: to acquire stability on their feet, they take a leg stand apart, while increasing the support area and lowering the center of gravity), geography and physical culture

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