PHYSICAL EDUCATION IN THE SYSTEM OF RURAL SCHOOL EDUCATION

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Annotation: *Monitoring analysis of the results of the survey of physical education specialists allowed to expand the range of goals and objectives that affect the improvement of the content and methods of teaching secondary school students in the process of physical education lessons and organized sports and recreation activities in the daily routine of rural school educational institutions.*

Keywords: *The system of school physical education, the school system of education , state educational standards, the regime of the school day in rural schools, questioning the teaching staff working in rural educational institutions.*

The most important pedagogical problem of the system of school physical education in working with the female contingent of students of secondary school age is to improve the increase in physical abilities and strengthen the state of health, in accordance with a differentiated approach to young students with different levels of physical fitness.

An analytical review of literary sources revealed that, according to scientists and practitioners, the goal of school physical education is to increase the health potential of young students: for example, a group of authors indicate that health has an absolute ¬personal and social value (E.T. Zhilyakova ; M.F. Agashin; E.A. Seythalilov ; F.A. Kerimov ; S.T. Tazhibaev ; R.S. Salamov ; L.A. Alifanova and others).

It is known that the level ¬of motor abilities determines the state of health (L.E. Pakhomova; V.V. Ponomarev, O.V. Limarenko , A.A. Abdullaev , T.S. Usmankhodzhaev , Sh.M. Allamurodov , Sh.Kh .Khankeldiev) . In order to achieve the set tasks, two ways were theoretically ¬defined : direct - reduced to the direct solution of specific problems of physical education being an independent educational program (T.S. Usmankhodzhaev , E.A.) and indirect ¬, characterized by an accentuated focus on the formation of a scientifically based worldview in them, a system of theoretical knowledge, skills and abilities necessary for organizing and conducting independent physical exercises.

Monitoring analysis of the results of the survey of physical education specialists allowed to expand the range of goals and objectives that affect the improvement of the content and methods of teaching secondary school students in the process of physical education lessons and organized sports and recreation activities in the daily routine of rural school educational institutions. It was revealed that during the years of independence in the Republic of Uzbekistan there have been positive changes in the

school education system, which indicates the great attention of the state to the development of physical education and children's sports aimed at improving the health of the younger generation. (Talat , eden, shh , shukhrat , soyib, rustam, fikrat etc.)

In the process of sociological research conducted by the method of questioning, 28 physical education teachers working in rural general education schools with students of this age and gender group took part.

The analysis of the results of the conducted research allowed us to identify a qualitative assessment of the composition of physical education teachers working in rural general education schools, where all the respondents have higher physical education, while the experience of teaching in the school education system was as follows: up to 5 years - 40.3%, up to 10 years -28.8%, up to 15 years-12.6%, up to 20 years 10.7%, over 20 years -7.6%.

An analysis of the state of the material and sports base of rural schools for conducting basic physical education classes and physical culture and recreation activities with students of secondary school age determined that in - 67.4% of rural schools there were satisfactory conditions for conducting educational and physical culture and sports work, relatively good conditions were only 14.8%, and in 26.7% in rural schools, a weak material sports base was revealed that does not contribute to the improvement of student youth, there are no gymnastic equipment in all rural schools, there is no complete set of sports equipment for physical culture and recreation activities.

To the question “What is your assessment of the existing physical education curriculum and does it meet the modern requirements of state educational standards” - 68.8% of physical education teachers of rural general educational institutions indicated its positive compliance, although the program does not take into account the living conditions of students, organization options of the educational process with a weak material and sports base of rural schools, weak theoretical professional competence of physical education teachers, which does not contribute to the improvement of the motor fitness of young students - 24.6% and 6.6% found it difficult to answer.

To the question, “What kind of sports disciplines provided by the state program do girls in grades 8-9 prefer in the process of conducting physical education lessons?” - 58.9% of physical education teachers mainly pointed to team sports like football and volleyball due to the weak physical culture and sports base, 24.8% preferred national outdoor games and 12.3% pointed to athletics.

Another version of the histogram

Figure 2.1. Results of a questionnaire survey of physical education teachers in rural general education schools working with female students of secondary school age (%).

It was found that during the school day of rural schools there is no morning hygienic gymnastics before classes, physical education during the lesson as needed, national outdoor games at big breaks, aerobics and musical and rhythmic exercises with elements of gymnastics for girls, which significantly contributes to attracting them to regular participation in selected sports and, as a result, to improve their health.

The analysis of theoretical knowledge on physical education of teachers working with a contingent of female students of secondary school age revealed that the discovered factors of the unsatisfactory state of theoretical training significantly affect the effectiveness of the classes and require the existing progressive correction through advanced training courses.

Sociological research by the method of questioning, conducted on teachers of physical education of culture working in rural general education schools, made it possible to identify individual factors of this profession.

To the question, “ Why did you decide to choose the profession of a physical education teacher? Attracted by work with children - 16 %, at the direction of their parents - 4%, 34% - sought to get a higher education, 9% - convinced of their abilities for this profession, where they were mainly students with sports categories in their chosen sports during their studying at a university, 6% were attracted by the prestige of the profession, 2-9% were attracted by the desire to serve in the internal forces, and 2% had other motives.

We consider it not expedient to carry out sports and recreational work with schoolchildren in the system of educational institutions only by representatives of the sports profession and we recommend involving the entire teaching staff of the school in this work.

The analysis of personal data revealed that the majority of subject teachers have higher education (92%) and, of course, the theoretical knowledge and practical skills they received in physical education classes during their studies at the university allow them to take an active part in all physical culture and sports activities of the school.

In order to determine the ability of teachers to formulate an opinion on "physical culture and health work", they were reduced to the following formulations: physical education lessons, the introduction of health-saving technologies into the educational process, morning hygienic gymnastics, physical education minutes, rational nutrition, health lessons, sports sections, the formation of children's desire to take part in recreational activities, the implementation of educational, educational and recreational tasks of physical culture.

Of interest was the question of self-assessment by subject teachers of their knowledge of skills in physical culture and health-improving activities, allowing to determine their level of university training in physical education for this practical work at school. Only 7 % of young teachers noted high rates , as it turned out they were previously involved in their chosen sport, sufficient - 38%, satisfactory - 34%, insufficient - 21%.

To the question , what prevents your participation in physical culture and health work with students? Uncertainty in their sports abilities - 21%, poor material and sports base of the school - 19%, insufficient number of practical skills in physical culture and health work - 12%, dissatisfaction with wages - 17%, rejection of the rural adult population in relation to the participation of the female team of young teachers in sports and health work - 22% and 9% of teachers could not formulate the reason for their refusal.

Based on the results of an oral survey of subject teachers, it was revealed that only - 18% of them are able to compose a complex of morning hygienic gymnastics, 23% - spend physical culture minutes in the classroom during lessons, 6% - can determine the parameters of their health, 9% - conduct pedagogical testing of physical development and motor fitness with an analysis of the results obtained among schoolchildren, conduct physical education lessons at school - 8%, organize sports and recreational and sports events - 15%, conduct conversations about a healthy lifestyle - 21% . (Fig.1)

Rice. 1 Results of a questionnaire survey of subject teachers working in a rural general education school.

To the question, what is necessary for conducting physical culture and health work at school? Knowledge and ability to implement educational, educational and health-improving tasks of physical culture - 35%, knowledge of the theoretical and methodological foundations of physical culture - 26%, ability to organize and conduct physical exercises - 18%, ability to objectively assess the physical development and motor fitness of schoolchildren - 21% .

A survey of the teaching staff working in rural educational institutions made it possible to determine their attitude to their own health, where 84% of the male teachers surveyed indicated the absence of bad habits in the form of smoking, 37% of teachers sometimes perform physical exercises during the school day that bring them joy, desire lead an active lifestyle and educate students in the need for physical exercises, 19% expressed a desire to improve their theoretical knowledge in the field of physical culture and recreation, and 3% of teachers indicated that physical education does not affect their health.

On the basis of the research, it was recommended to include the subject of pedagogical valueology in the university educational process , which forms the readiness for sports and recreational activities of future subject teachers when working in a rural general education school - 87%.

Regular monitoring physical culture and health work in a rural general education school allowed, on the basis of a questionnaire survey of subject teachers, to obtain reliable results allowing to improve the work on physical education in the system of public education.

The foregoing gives grounds for conducting a comprehensive pedagogical study aimed at improving the system of physical education in rural educational institutions with the introduction of modern innovative pedagogical technologies into the educational process that contribute to the successful physical fitness of the female contingent of young students.

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