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## **THE USE OF RHYTHMIC GYMNASTICS IN THE PRACTICE OF SCHOOL PHYSICAL EDUCATION TEACHERS ON THE EXAMPLE OF THE CITY OF FERGANA**

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### **ABSTRACT**

In this article, it is known that rhythmic gymnastics has a favorable role in the improvement of those involved, contributes to the maximum harmonic physical development, and ensures the formation of vital physical qualities. From this point of view, rhythmic gymnastics can serve as a powerful means of physical education for schoolchildren.

### **KEYWORDS**

Rhythmic gymnastics, physical education, higher education, upbringing, development, health improvement.

### **INTRODUCTION**

The actual problem of the modern school has become the ability of the teacher to conduct interesting, exciting, emotional and effective physical education lessons that would bring up the steady need of students for physical exercises [1]. The use of rhythmic gymnastics would meet those needs, causing positive

emotions, strengthening discipline and unobtrusively regulating the spatial and speed-strength qualities of the students, where music takes on part of the managerial duties of the teacher [2].



The analysis of scientific and scientific-methodical literature made it possible to state that rhythmic gymnastics is a means for the physical and mental development of the body, and due to the relatively recent appearance of this type of recreational gymnastics, it is in the center of attention of teachers and specialists in the field of physical education. At the moment, the existing general methodological recommendations for the use of rhythmic gymnastics in physical education lessons at school are not always acceptable when working with children.

At this stage of the study, a particular task was set - to determine the level of use of rhythmic gymnastics by physical education teachers in the classroom and in extracurricular activities. Starting pedagogical research, we decided to conduct a survey of the state of physical education of schoolchildren in our region. To do this, we conducted preliminary studies to identify the use of rhythmic gymnastics. This included the following activities: questioning physical education teachers, interviewing students of various courses of the Faculty of Physical Education, as well as analyzing the work of rhythmic gymnastics clubs, where work is carried out with school-age children [3,4].

In order to clarify the issue of the use of rhythmic gymnastics in the physical education curriculum, we conducted a survey in which one hundred and four physical education teachers from the city and Kolomna region took part. The average age of teachers who participated in the survey was forty-six years old. All had secondary and higher specialized education and various pedagogical experiences in school (2-5 years on

average). The questionnaire (see appendix) included thirty-one questions, of which fourteen were general and seventeen were specialized, relating to rhythmic gymnastics [5,6].

A survey of physical education teachers (in schools and in teacher training courses for two years) on the study of the use of rhythmic gymnastics at school showed that (61.5%) physical education teachers would like to use rhythmic gymnastics in the classroom, but experience difficulties with practical training in various areas of rhythmic gymnastics. Based on the analysis of the survey results, we found that 32.5% of teachers use the means of rhythmic gymnastics in various forms of physical education of students [7]. At the same time, 13.5% of teachers use the means of rhythmic gymnastics in the preparatory part of the lesson, and 12.5% in the final part of the lesson. And only 9.7% of teachers conduct rhythmic gymnastics lessons during the whole lesson or in extracurricular form of classes. While 3, To the question, “Do you consider it possible to include rhythmic gymnastics in the physical education curriculum?”, 97% of teachers answered positively, of which 29.2% consider the inclusion of this type in grades 10-11, 23.9% - in 5- 9 and 10-11 grades, 44% - in primary school.

Respondents who answered negatively, the main reasons are the lack of knowledge, skills and abilities to use the means of rhythmic gymnastics among the teaching staff - 64.6%, the lack of opportunities for musical accompaniment - 27.7%, the negative attitude of the school staff - 3%, the lack of interest in children - 7.7%.



style of work 3.1% (three people out of one hundred and four respondents).

As a result of the survey, it can be concluded that the current state of professional training of physical education teachers requires the search for new forms of work organization aimed at high-quality training of students of FFK pedagogical institutes in new sports and health-improving areas of physical culture, which, ultimately, will favorably affect the quality of training specialists and their professional activities. In addition, it is necessary to organize effective training of already working teachers for conducting emotional, intense and interesting physical education lessons.

## CONCLUSIONS

Thus, today the insufficient level of teachers' knowledge is directly related to the lack of their motor training, special literature, insufficient material and technical equipment of schools, as well as the low level of teachers' activity in learning new technologies through information sources of knowledge.

The study of scientific and pedagogical literature on physical education made it possible to establish that rhythmic gymnastics, as a physical activity, has important educational, health-improving, educational functions that are especially necessary for children and adolescents. At the same time, it was revealed that in the practice of work at school on physical education, rhythmic gymnastics receives insufficient attention. It has been established that 33.7% of physical education teachers pay periodic attention to the means of rhythmic gymnastics, 22.4% - episodic, 32.1% - in extracurricular activities and only 11.7% in general school events.

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