



A LAYERED APPROACH AS A METHOD OF STUDENT ACTIVATION

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ABSTRACT

This article talks about differentiated physical education and researches that the success of differentiated education, the differentiation of the educational process that directs students to active and effective physical education is a process that regularly develops and improves.

KEYWORDS

Junior high school students, physical fitness, differentiation and individualization, differentiated physical education, levels of mastery, levels of differentiation.

INTRODUCTION

In new Uzbekistan, by developing a new methodology for teaching elementary and junior high school students, implementing many educational reforms to apply the experience of developed countries, "physical, spiritual" in traditional education - there is a need to radically revise approaches to protecting intellectual health and strengthening physical health"[1]. It is becoming urgent to improve the modern pedagogical system of differentiated physical education, aimed at reducing the mental stress, fatigue and exhaustion of the students of the junior class through physical education, and increasing the effectiveness of their education. Therefore, based on the cluster approach, through the development of the

differentiated physical education of the students of the junior class, there is an opportunity to sufficiently stabilize their exhaustion, fatigue and weakness in the first period of continuous education.

In the concept of the development of physical education and mass sports in the Republic of Uzbekistan in the period of 2019-2023, "training programs of educational institutions should include the formation of healthy lifestyle skills that encourage physical activity of students and healthy nutrition organization of events and tasks of introducing special courses" [2].

Classification and individualization of the process of physical education, of course, includes the orientation to increase the efficiency of the process and is widely used in the field of physical education. Because the need to change the physical load of students of junior school age with different levels of physical fitness has been determined in experiments.

Differentiated physical education means goal-oriented physical formation of students through the development of their individual characteristics. In this case, the content of the pedagogical technology of differentiated physical education is the unity of pedagogical technologies of differentiated teaching of movement actions, the development of physical qualities, the formation of knowledge, methodological skills and technologies for managing the educational process.

Without developing the necessary theoretical justification, the practice of using differentiated teaching technologies of physical education in a general education school, only the first unsystematic attempts to implement them are being made. That is, an attempt is being made to integrate the health-giving, developmental, and educational tasks of physical education.

Many authors have proposed the following as criteria for grouping students when implementing a differentiated approach based on the level of physical fitness of students. For example, Sh.Kh. Khankeldiyev, together with his students, in his many years of experience in the student youth contingent, in various physical exercises in the physical education program, concretely divided students into "strong", "medium" and "weak" groups. proposed criteria and made recommendations for easing students who could not perform these exercises under standard conditions[3;7;8;9].

Another researcher, S.R. Uraimov, presented a large-scale rating scale for tasks and the results in it to separate specialized lyceum students according to the level of physical fitness. This rating scale was developed for a specific contingent of students, and students effects on the organism may vary depending on regional factors, places of residence and other factors [6].

A number of other authors also suggested the classification of the content of physical education depending on the level of physical and functional training. For example, P. Khodzhayev expressed his opinions about starting the classification of the content of physical education in secondary schools depending on the age and gender characteristics of students from the level of normative documents on physical education[10].

Research scientist A. Gujalovsky proposed to divide students into the following groups according to the level of mastery:

1. Excellent and quick learners of movement actions. Pupils of this group are usually distinguished by good physical development, good or excellent learning in other subjects.
2. Good and average learners of movement actions. The physical development of students of this group is usually average, their mastery of other subjects is average, less satisfactory [5].

The information presented above allows physical education teachers to approach the process of teaching young students, taking into account their movement abilities, physical development and functional readiness levels.

Classification is the classification of students into groups based on some characteristics for their

education, taking into account their individual characteristics. Also, classification is a form of organizing the educational process, in which the teacher works with students based on the educational content determined according to the qualities they have and become important for the educational process.

The success of differentiated education depends to a large extent on how well it is related to individualized education. In this case, step-by-step plans and educational programs are applied to the educational process. Separate individual training sessions will be organized for gifted students. The topics of such training sessions should be reflected in the training programs. Gifted education can have a positive impact on the development of the abilities of all classmates.

The classification of the educational process, which directs students to active and effective physical education, is a regularly developing and improving process. During this process, the factors and conditions affecting the improvement of the effectiveness of educational differentiation are determined. Studying the issues of differentiation approach to the educational process of physical education in general education schools allows to identify new solutions to the problem under investigation.

There are the following classification levels (types) in physical education at school:

- general school classification; it is related to the orientation of the educational process in the framework of one school, more in the upper classes, as well as in the middle classes, to the appropriate specialty. The following types of specialization can be chosen: sports, physical education, physical education - sports and wellness.

- differentiation within the school. In this case, the educational process does not take place in this school, but only in some classes: the sports class, the class of students who need attention to their health, and so on.

- differentiation within the classroom. As part of this classification, students are divided into several groups according to one or another criteria. In these studies, the level within the class was used to classify the educational process of physical education.

Classification was carried out according to the following criteria:

- a) state of physical fitness;
- b) level of formation of movement actions.

In accordance with these criteria, students were divided into the following 2-3 groups during physical education:

- students with high physical fitness;
- students with average physical fitness;
- students with lower physical fitness.

A multidisciplinary approach to education is very important in working with students of each group. In the implementation of one factor, it is required to divide schoolchildren of the same age into groups. The implementation of the stratified approach helps to educate physical qualities, creates a basis for increasing the efficiency of the educational process, increases the interest of students in physical education classes, and serves to improve the physical condition of students.

In addition to the formation of skills and competencies in physical education, the multifaceted approach is also a way to activate students. Therefore, it should be used

regularly, sufficient, perfect and concise in order to fulfill its task, that is, to strengthen the health of students, to remain a factor of action that increases the level of physical fitness. The growth and development of the students' body, the pace and direction of their individual physical development are encouraged only if they are selected correctly. Such children require more attention to students when choosing exercises and grading them compared to others. Thus, educational technology is a way of implementing education. In the theory of physical education, the following pedagogic concepts can be defined:

- Physical education is goal-oriented physical formation of a person;
- Physical education is the formation of a person's ability to achieve a goal in terms of achieving physical fitness;
- Teaching physical education is the formation of goal-oriented knowledge, skills and abilities in order to master the social experience of achieving physical fitness;
- The result of physical education is the level of achieving physical fitness expressed as the purpose of physical education;
- Physical perfection (this concept in a broad sense) is the goal-oriented essence of physical education, which consists in forming a harmoniously developed human organism.

Differentiated physical education is goal-oriented physical formation of a person through the development of individual abilities.

The technology of differentiated physical education is a method of implementing the content of differentiated physical education through a system of tools, methods and organizational forms to effectively achieve the goal of education.

The key to understanding the technological structure of the learning process is to operate with clearly defined goals in a row. For this reason, first of all, it is appropriate to dwell on the problem of goal setting and the problem of goal orientation in education, which is a central problem for the pedagogical technology of education.

- Clarifying the goals and objectives of the differentiated physical education technology aimed at the process of public sports health improvement of students is closely related to the content of education, therefore, if:
 - adequate means, methods of training and development of physical qualities are selected;
 - there is a method - "instrument" for single-value determination of assessed qualifications and skills;
 - if there are evaluation criteria based on the results of measuring skills and physical qualities, the issue is considered diagnostic.

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