

The Organization and Methodology In The Educational Process Of Physical Education

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Abstract: Health, by its very nature, is a person's primary need. The satisfaction of this need, bringing it to an optimal result, is complex, peculiar, often contradictory, indirect in nature and does not always lead to the desired result. This situation is due to a number of circumstances, and first of all, the fact that in our country the population has not yet formed a sufficiently positive motivation to take care of their health.

Keywords: Health, Methodology, Complex, Education Process, Pedagogic Skill, Motivation.

Introduction

In the current situation, the education of the younger generation in order to preserve and strengthen health acquires the importance of an important pedagogical, social and medical problem.

The organization and methodology of the educational process in the field of physical education for students with disabilities has its own characteristics and deserves great attention. Due to the need to solve the problems of youth health promotion, the development of programs for recreational physical education using its most rational and accessible forms is of particular relevance. We believe that one of the main goals of modern physical education is to develop methodological foundations for youth education in the field of physical culture, as a process that most fully reflects social and personal needs in the targeted use of physical culture values to solve the problems of forming a healthy lifestyle.

Methodology

Systematic teaching of the basics of a healthy lifestyle helps to increase students' valueological education and motivation for a healthy lifestyle. Therefore, it is necessary at the university to ensure a conscious choice of personality, social values of a healthy lifestyle and

to form on their basis a stable individual system of value orientations capable of ensuring self-regulation of personality, motivation of its behavior and activity.

Every year, a certain number of students with health problems enter the country's universities. In this regard, the importance of the modern direction of physical culture, adaptive physical culture, is increasing. The adaptive means of physical culture used contribute to the formation of a value attitude towards regular physical exercise; optimize the process of mastering the values of physical culture; increase interest in the formation of needs for physical culture self-improvement. It is well known that the greatest health-improving effect of physical education and sports in higher education is possible only with the use of a wide range of means (physical exercises, rational alternation of physical, mental stress and rest, the use of hardening procedures, the nature and diet).

The dominant role of physical exercises is due to the complexity of their impact on the system of motor abilities of students, their targeted use for the education of physical qualities, the formation of motor skills. In addition, purposeful physical exercises contribute to the formation of many personal qualities, properties, functions and constitute the main content of physical rehabilitation, recreation, and provide a restorative effect. The natural forces of nature and hygienic factors in the process of physical education have the main focus of strengthening and supplementing the effect of physical exercise in relation to the formation of individual health: physical, social, mental.

Many years of experience and personal observations have shown that systematic physical exercises combined with hardening procedures have a diverse and beneficial effect on the health and physical development of students, especially in organized forms of their implementation. In addition to specific effects, outdoor exercise has a pronounced non-specific effect on individual body functions and systems, generally increasing resistance to various adverse environmental influences, such as temperature fluctuations, barometric pressure, lack of oxygen, and infectious diseases. It is important to emphasize the importance of targeted physical exercises for the education of endurance, muscular strength, dexterity and strong-willed personality traits necessary for students with disabilities in physical development and health, and, initially, with a low level of psychophysical development.

The implementation of practical measures for the formation of a healthy lifestyle was carried out in the following main areas: organization of the educational process, education of students, interaction with medical professionals, creation of hygienic conditions that guarantee the strengthening and protection of health, a system of monitoring and evaluation of effectiveness. In the course of experimental work, the degree of development of the problem of health-saving education of students in the system of higher educational institutions was determined. Such education, organized at the university in the process of physical education, contributes to the formation of students' persistent motivation for health and a healthy lifestyle based on their knowledge of the priority of health and the mechanisms of vital activity of the body. As a result of regular, individually selected physical exercise systems in the process of adaptive physical education, students' well-being and general health improved, their working capacity increased, and their resistance to colds increased.

The content-based activity model of the educational process of forming a healthy lifestyle of students using adaptive physical culture, developed by us, including diagnostic, educational, valeometric and practical sections, allowed students to acquire a sufficient level of knowledge about the values of physical culture, about the use of physical culture in everyday life, about health-saving technologies for maintaining and promoting health, it helped to increase the motivation and value attitude towards leading a healthy lifestyle. An experimental verification of the pedagogical conditions for the formation of a healthy lifestyle of students based on the developed program using adaptive physical culture tools confirmed the effectiveness of the proven process.

Result and Discussion

Highlighting the main results of the study, we note the main indicators that are presented in the experimental work, the purpose of which was to form a healthy lifestyle of students by means of adaptive physical culture; the students of the experimental group have a high level of knowledge in the field of physical culture.; increasing interest in systematic physical education activities. The dynamics of changes in students' physical activity during the experiment shows that at the end of the study, the majority of students spent time on physical education and recreation activities increased to the optimal level - about 6-7 hours per week.

Professional physical education is the process and result of educational work carried out by educational institutions, with a focus on training teachers in the field of physical education. It is differentiated into secondary, higher and postgraduate education and is carried out in Olympic reserve schools, pedagogical colleges (department of physical culture), technical schools and colleges of physical culture, institutes, academies and universities of physical culture, faculties of physical culture, classical and branch (for example, pedagogical) universities.

Physical education is based on appropriate pedagogical technology. The functioning of the pedagogical system of an educational subject is directed by the teacher, taking into account the conditions of a particular institution of general education. The development, substantiation and implementation of the pedagogical system of the subject "Physical culture" constitutes the technology of the educational process in this discipline. In secondary schools, physical education, being an integral process, is differentiated into four main types according to its orientation, content, forms of organization, methods of implementation and some other characteristics:

1. the academic subject "Physical culture";
2. physical culture and recreation activities in the educational mode;
3. extracurricular sports activities;
4. physical culture and sports events. The educational process of physical culture is associated with a complex impact on the morphofunctional sphere, the state of health and the psyche of students. The content and means of teaching, the nature of the didactic interaction between the teacher and the students are very specific.

The general patterns of learning motor actions, developing motor abilities, and nurturing personality traits in the process of physical exercise have been developed and

described in the theory and methodology of physical education. Basic (general and secondary school didactics; theory of physical culture or physical education; psychology of general, pedagogical, physical education; human physiology: general, age, physical exercises; hygiene: general, school, physical exercises; biomechanics; sports metrology; computer science, etc.) and related (methods of physical education, theories and methods of sports and pedagogical disciplines, theories and methods of extracurricular forms of organization of physical education in the sciences with the theory and methodology of teaching the subject "Physical culture" have received significant development.

Alternative conceptual approaches to updating this area of general education have been developed. The factual material on the problem of theory and methods of physical education lesson has been accumulated. As a result of training and education, students should know: the history of the formation of the theory and methods of teaching physical culture, its integrative role and place in the disciplines of the direction "Physical culture"; the conceptual framework of the theory and methods of teaching physical culture; the methodology of generalizing theoretical research on the problems of physical culture and sports; scientific, methodological, programmatic and normative fundamentals of the physical education system; means, methods and forms of physical culture and sports; theory and technology of teaching motor actions and the impact of physical exercise on personality development. Be able to: organize and conduct physical education classes; promote the development of professional, extreme, and technical sports; effectively apply the principles, methods, and means of sports training; implement recreational and recreational forms of physical education; cultivate psychological qualities through the means and methods of physical education and sports; improve the professional skills of physical education and sports educators; to organize and conduct scientific activities in the field of physical culture and sports.

Conclusion

In the process of studying the discipline "Theory and methods of physical education teaching", students deepen their knowledge in the field of theory and methods of physical education teaching and learn to creatively use the acquired knowledge in the course of their lives and professional activities.

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