



PHYSICAL EDUCATION AS A COMPULSORY SUBJECT IN SCHOOL

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ABOUT ARTICLE

Key words: Physical education, compulsory subject, school, teacher, pedagogical work, extraneous superstructure, entire organization, children's life.

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Abstract: This article discusses Physical education as a compulsory subject in school. It turns out that the teacher has not yet been conquered, that the issues of physical education are not considered by him/her as his/her own, necessary, organically connected with the entire organization of children's life, that physical education in the eyes of many workers is an extraneous superstructure, imposed from the outside, often interfering, taking time away from pedagogical work.

JISMONIY TARBIYA MAKTABDA MAJBURIY FAN SIFATIDA

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MAQOLA HAQIDA

Kalit so'zlar: Jismoniy tarbiya, majburiy fan, maktab, o'qituvchi, pedagogik ish, begona ustki tuzilma, butun tashkilot, bolalar hayoti.

Annotatsiya: Ushbu maqolada jismoniy tarbiya maktabda majburiy fan sifatida muhokama qilinadi. Ma'lum bo'lishicha, o'qituvchi hali zabt etmagan, jismoniy tarbiya masalalari u tomonidan o'ziniki, zaruriy, bolalar hayotini butun tashkil etish bilan uzviy bog'liq deb hisoblanmaydi, jismoniy tarbiya ko'p ishchilar tashqi ustki tuzilma bo'lib, tashqaridan yuklangan, ko'pincha aralashib, pedagogik ishdan vaqt ajratadi.

ФИЗИЧЕСКОЕ ВОСПИТАНИЕ КАК ОБЯЗАТЕЛЬНЫЙ ПРЕДМЕТ В ШКОЛЕ

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О СТАТЬЕ

Ключевые слова: Физкультура, обязательный предмет, школа, учитель, педагогическая работа, посторонняя надстройка, вся организация, детская жизнь.

Аннотация: В данной статье рассматривается физическая культура как обязательный предмет в школе. Получается, что учитель еще не побежден, что вопросы физического воспитания не рассматриваются им как свои, необходимые, органически связанные со всей организацией жизни детей, что физическое воспитание в глазах много рабочих есть навязываемая извне надстройка, часто мешающая, отнимающая время от педагогической работы.

INTRODUCTION

It would seem that the question of the vitality and expediency of physical education is so clear and everyone realized that it no longer needs to be set. We have already gone through the period of organizational plans and agitation; proletarian physical culture in our union has already won its place among the working youth, in the factories, in the trade unions, in the army. Like mushrooms, sports circles of working youth are growing. The slogan - through physical education to fight against tuberculosis and early disability, through physical education to increase labor productivity - is well understood and implemented. True, there are many mistakes in this work, the shortcomings of the old bourgeois systems have not yet been eliminated, a lot of inexpedient expenditure of energy on football, on sometimes exhausting competitions, record holders have not yet been left in some places, but all these mistakes will disappear in the process of further experience, the main thing has already been done, working youth firmly embarked on the path of physical recovery.

THE MAIN FINDINGS AND RESULTS

The situation with the physical education of children is not at all so prosperous, to say the least, here before us is still almost untouched virgin land, we are still in the period of organizational plans, in the period of hesitation in assessing the need and expediency of certain means of physical education and up to still have not found a proper place for physical education in pedagogical work with children. Meanwhile, the position is absolutely undoubted that the physical improvement of the population is possible only with the correct physical education of childhood. Only through the systematic physical education of children can we reduce the

percentage of tuberculosis and give the country healthy workers who are sufficiently hardened for industrial work and easily adapt to the conditions of production.

If in 1921-1922 we deliberately put aside the question of the systematic physical education of children, because in the conditions of life in children's institutions it was possible to think only about saving the lives of children, and not about additional motor load, then in 1924-1925 the school can no longer brush aside the issues of physical education and must actively follow the path of carrying out this work in life. It may be objected to us that we are breaking through an open door, that physical education has already been introduced in 60% of urban schools in Uzbekistan, but if we are critical of the quality of this work, determine the place that it occupies in school life, take into account the interest of teachers in the issue of physical education, the situation will not be entirely successful. It turns out that the teacher has not yet been conquered, that the issues of physical education are not considered by him as his own, necessary, organically connected with the entire organization of children's life, that physical education in the eyes of many workers is an extraneous superstructure, imposed from the outside, often interfering, taking time away from pedagogical work. With such a view of physical education, the most energetic struggle must be waged, it is necessary to firmly grasp the position that physical education is an organic part of all educational work, that the tasks of the school will be fulfilled only if children enter life healthy, tempered, easily orientated in the environment.

Reasons, of a purely objective nature, for this state of affairs were, however, more than enough. All the previous, post-revolutionary years of breaking up the old school and building a new one did not give the workers the opportunity to pay much attention to the issues of physical education. There were too many hardships of a material nature, too much breakdown not only of a material nature, but also organizational and educational methodological. It was necessary to radically restructure one's worldview, it was necessary to give all the work of the school a new materialistic base, to lay a dialectical foundation under the planning of educational work. New programs, new methods of work, the need to hastily replenish one's knowledge with a number of social disciplines, covering the current pedagogical literature, pushed the issues of physical education into the background.

This branch was the least familiar to the teacher, the most obscure in the process of pre-revolutionary work, and there were no leaders or literature in the field to direct and give impetus to its development. Work on physical education, carried out among the adult population and the Red Army, was not linked to school work, those exhibition and figure classes that were conducted with children who were far from the tasks of physical education, instructors of physical development, were also alien to the school.

But if the lack of attention to physical education in schools in the past can be explained and justified to a certain extent, then in the present it is necessary to take all measures to eliminate defects and put into practice broad measures for the physical improvement of childhood. After all, the issues of improving the health and physical strengthening of the working people have now become the combat task of the day of a political and socio-economic nature. The Red Army needs healthy, selected material; cadres of healthy, seasoned, technically adapted workers are needed by our factories and plants. And to achieve this, to create a healthy shift is possible only through physical education. And to begin this recovery, as has been repeatedly said, is possible only from childhood, and the main center for physical education should be the school. With the implementation of universal education, the school will be primarily responsible for the state of health of those 8-9 year olds who will already be fully covered by the school, for the fact that by the time they transition to the real construction of life, they will be adapted to work, hardy and resilient.

The school bears and is responsible for ensuring that the children who are already at school are not left behind board during the call, so that the percentage of those not accepted due to morbidity and physical underdevelopment falls to a minimum.

The physical culture of childhood consists of three main points:

1. Organization of a healthy environment and the regime of a children's institution and the protection of child labor, rationalization of the load of children in educational and social work.
2. Education in children of hygiene skills in the field of personal and public hygiene and informing them of the hygiene knowledge necessary for the construction of a new life and the organization of the production of hygiene knowledge (health education, teaching hygiene in schools).
3. Systematic physical exercises.

In the field of organizing a healthy environment and regime, the main slogan should be bringing any mass school closer to an open-air school. This means that all school work should be done in winter with open windows, from early spring to late autumn with open windows, and in the warm season in the fresh air.

Each school, with sufficient desire and activation of teachers and doctors, can be turned into an open-air school. The costs here are minimal, it is only necessary to overcome old prejudices, fear of fresh air, drafts. An open-air school, especially in our conditions of crowding and two-shift classes, is a powerful means of combating tuberculosis, but the objectives of this article do not allow us to dwell on this issue, a special article should be devoted to it, here we must touch on the issue of physical exercise that is most painful for us.

Systematic physical exercises, correctly built according to a specific program, based on natural movements and games, are of great hygienic and pedagogical importance. Physical exercise strengthens and develops the joints, the muscular system, develops the chest, strengthens the heart and increases resistance to tuberculosis. Through physical exercises, we fight stoop, with curvature of the spine and chest. In pedagogical work, physical exercises help to develop movements. Physical exercises, expediently built on the necessary movements, contribute to the automation of natural movements, develop dexterity, correct orientation, give children skills for elementary labor movements; physical exercises carried out in a team give skills for collective actions, develop collective discipline.

Physical exercises are included in the network of recreational activities of physical education as a powerful means (not a goal, but a means) of strengthening health, developing productive forces and raising the combat effectiveness of the army. Through physical exercises, we develop and strengthen the body, harden it, develop the neuromuscular apparatus, prevent possible irregularities in the structure and function of the body caused by harmful production. Physical exercises should give the guys the right technical skills in the field of natural movements. It is no secret to anyone that both adults and children often walk incorrectly, cannot run long and fast, cannot jump and overcome obstacles, are poorly oriented in space, not to mention sports skills in the form of swimming, rowing, ice skating, skiing. It is well known how difficult it is for a rural teenager to grasp bearing and drill in the army, how difficult it is to adapt him, engaged in agriculture with coarse, large movements, to delicate work that requires the work of the hand and fingers. Technical skills to correct, economical, coordinated natural movements and should give systematic physical exercises.

Children engaged in physical exercises will be much more adapted to research work on excursions, to long marches, to dig up and obtain samples, to help the working population in their work. After graduating from school, such a teenager will go through a shorter period of preparation and installation for work both in the army and in production. Of course, in order for physical exercises to achieve their goal, the best adaptation to work, they must be carried out according to a program that excludes everything artificial, ostentatious, not related to the tasks of the school and future activities.

In many schools, as already mentioned, physical exercises are carried out, but this work has a number of disadvantages. Firstly, there are no special hours for physical exercises, they are not included in the curriculum, but are an additional burden. Secondly, if there are hours in the curriculum, then in most cases these are the hours that teachers consider not necessary for themselves, in most cases the last lessons. This distribution of time is built on the deeply

mistaken view that physical exercise is entertainment or recreation, while it is work with a high nervous and physical load. Thirdly, and finally, the conduct of physical education classes is divorced from the entire work of the school. The physical education instructor is independent in its system and methods. Quite often there is no necessary medical supervision. As a result, exercise does not bring benefits, but irreparable harm.

The curative measure should be pedantic cleanliness in the school. Wet cleaning, dust control, dirt caused by children's feet, dustbins, cleanliness of latrines, etc. With regard to the regime and work of children, the distribution of time during the day should be strictly regulated.

With regard to the education of hygiene habits and health education, the hygiene program with all the work skills associated with it was included in the comprehensive program for the coming academic year. If this program is carried out in the localities, we can hope that the younger generation will carry out energetic work to build a new healthy way of life and improve the health of the working people. But an obstacle to the implementation of the program is the unpreparedness of teachers in hygiene.

It will take quite a long time until this retraining is fully carried out, both through courses, seminars, and through self-education. Therefore, the moments of communicating hygiene skills and knowledge to children should never be missed: during children's meetings, in the process of club work; on excursions, doctors and physical education instructors should raise hygiene issues for children to resolve, actively drawing them into the improvement of the environment.

The teacher of physical education at school should be first of all a teacher, the most expedient thing is that the school teacher himself should be the teacher. To put into practice from the upcoming academic year, Narkompros introduces 2 hours a week for physical education classes in junior and senior groups in all urban and rural schools. Where, according to the conditions of the school premises (lack of a hall or wide corridor, lack of ventilation, etc.) and the inability to find a suitable room nearby, you have to give up systematic physical education, these 2 hours a week should be used for walking, playing, working and affordable outdoor sports. As for seasonal games, sports (swimming, skating, skiing) and community service, they have already been introduced into various topics of the program and physical education workers only need to skillfully use them. As for the rural school, a program of games and physical exercises has been included in the curriculum of the rural school. The program is primitive, accessible to any thinking and reading teacher. It is only necessary to help rural teachers in the field in its implementation.

CONCLUSION

A few words about demonstration performances. These statements must be vigorously combated. We need to stop dragging guys to clubs and holidays for exhibition beautiful exercises. Performances are allowed at the school during the trimester show period and twice a year on May 1st and during International Children's Week as a recap of the trimester, winter and summer activities.

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