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INTERACTIVE MICROGROUP METHOD IN PHYSICAL EDUCATION

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Abstract:

The interactive microgroup method has emerged as a progressive pedagogical approach in physical education, aimed at improving student engagement, teamwork, and academic achievement. This study examines the effectiveness of this method in improving students' physical skills, social interaction, and motivation. An experimental study was conducted with 80 university students divided into control and experimental groups. The findings show that the microgroup method promotes active participation, peer learning, and motor development. These results demonstrate its importance as an effective strategy for physical education in modern academic settings.

Keywords: interactive method, microgroup, physical education, teamwork, motivation, pedagogy, motor skills.

INTRODUCTION

The organizational basis of the model, which allows synthesis of the used mechanisms of individualization, which are "traditional" and "alternative to the traditional", is the "method of interactive microgroups" (Fig. 1). The essence of this method is to divide students of an academic group into microgroups in order to maximize the use of all long-term advantages; collective activity of an organized team formed on the basis of personal mutual selections and led by a selected group leader.

The method of interactive microgroups implies a synthesis of functional components based on the principle of interpersonal communication: the formation of competitive activity, the assessment of students: the principles of individual rating and the general result of group work, the management of the selected group leader, the use of the most diverse types of physical education and sports activities.

Theoretical aspects of using the method of interactive microgroups.

When creating various systems of individualization of pedagogical activity, the dialectical essence of the individual and the team is often forgotten. However, the term individuality itself has only the meaning of some kind of unity of people.

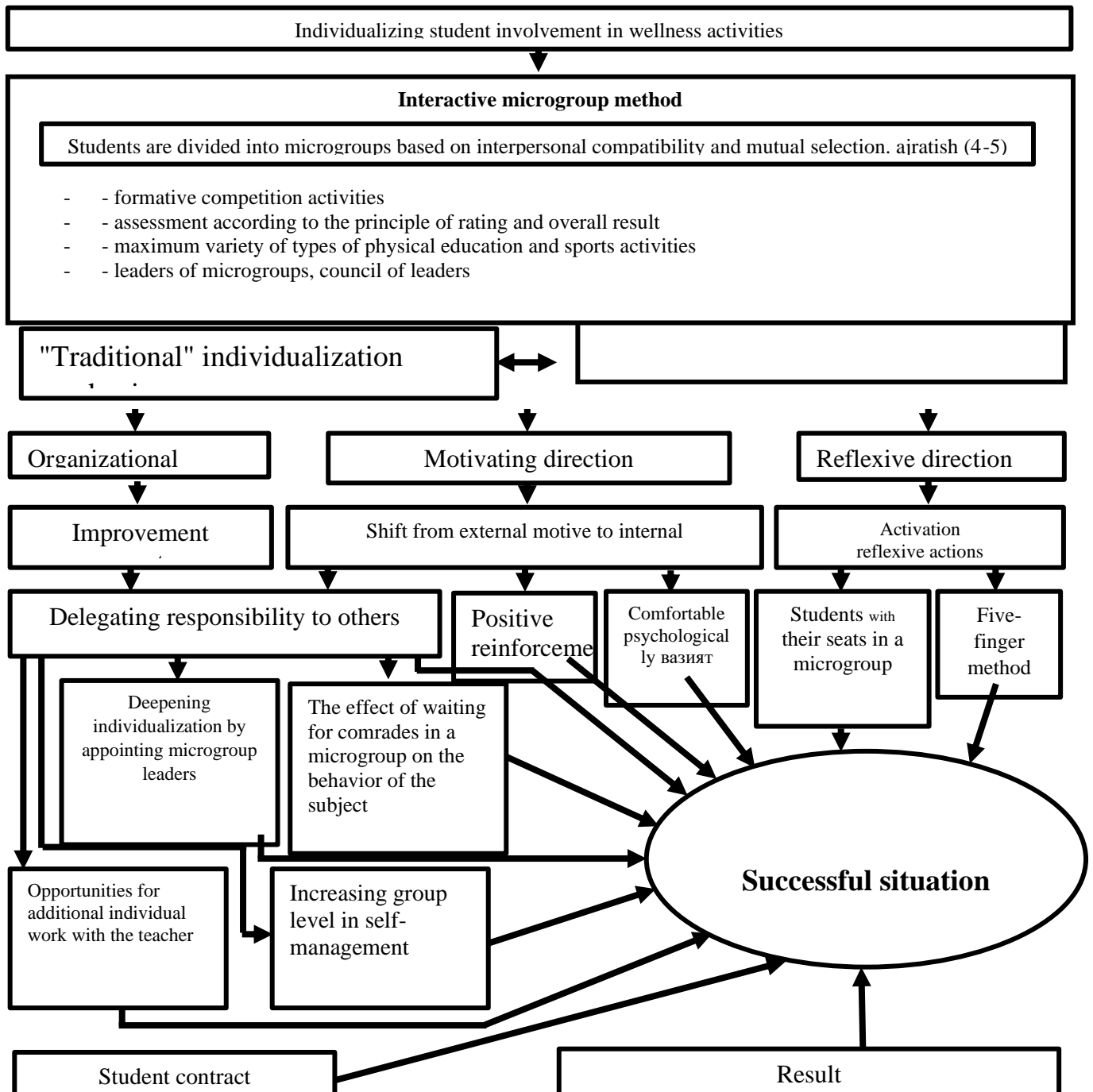


Figure 1. Model of individualization (organizational pedagogical conditions) of involving students in health-improving activities in physical education classes



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1. A group, a community cannot be considered as a set of some abstract-generalized representatives of the human species, in which the individuality and the interaction of these individualities in each of them are not taken into account. “The individual characteristics of a person remain “dumb” for a certain time, until they become necessary in the system of interpersonal relations, and this human person as a subject manifests itself” [1].

However, individualization, as a rule, proceeds from the division of the community into separate individuals, and work is carried out with them. However, the strength of social ties between this person and his community is not taken into account, while not ignoring these ties, but using them purposefully can significantly increase the effectiveness of the individualization process [2].

1. Any general groups are observed as a collective of cooperation and competition processes of various directions, the activity of which has a dialectical character. The quality and general picture of interpersonal relations in the group are strongly related to the distribution of the balance of these traits.

For more effective implementation of collective activity, it is necessary to organize the competitive process on the basis of justice: constructive, stimulating, bringing the activity itself and its participants to a new, higher level. In such a situation, competition manifests itself as a powerful catalyst for the activity itself and personal changes that occur during this activity.

To optimize interpersonal relations in the group, it is advisable to direct the main aspects of competition outward (for example, to win a competition with another group). This will increase the cohesion of cooperation and group processes.

In pedagogical activity, it should be borne in mind that the process of cooperation has a significant impact on both the effectiveness of the activity and the personality of its participants. Naturally, small social groups have the greatest potential for using the procedural and pedagogical advantages of cooperation.

2. For the effective organization of the pedagogical process, it is of great importance to create a certain socio-psychological environment in social groups where the types of activities and communication that are most important for each individual are carried out. The socio-psychological environment in any educational group should be characterized, first of all, by the principle of tolerance and freedom. It is difficult



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to fulfill these aspects in the traditional way of organizing physical education classes, since one academic group usually has an average of 25, sometimes even more, students, which does not allow creating the necessary comfort and internal conditions for each student. The number of students in a group that is most suitable for fulfilling the above requirements is four to five. However, the number of students in a self-contained group does not determine the creation of the necessary psychological and pedagogical environment, the quality of interpersonal relationships is important here [3].

The presence of a social group in which the student has the opportunity to best express himself, to realize his creative abilities, to demonstrate his business and personal qualities, and his identity serves for the effective development of his personal qualities. Therefore, it is wrong to think that a truly humane method of teaching individual education (when a teacher works with one student) will not be sufficiently effective if it is implemented independently, and not in a complex with various types of teamwork and interpersonal communication.

3. The mechanism of reflection has high pedagogical potential, works individually for each person and is associated with the most important subsystems of the personality. However, unfortunately, effective, simple and convenient methods of its application in the real pedagogical process of physical education are not often found. Work organized in a certain way in a group allows you to improve the quality of interpersonal relations of group members, support a working mood, and activate their reflexive activity by introducing additional methods of using reflexive actions. Taking into account the specifics of the physical education process, it is necessary to consider several more aspects of the use of movements and reflexive exercises in the pedagogical process. Performing exercises in a group helps to initiate ideomotor exercises and optimize the use of the algorithmic instruction method through a spontaneously arising reflex, which has a positive effect on the mastery of technical movements and allows you to achieve success in any physical education and sports activities [4].

The teacher should take the initiative to carefully monitor and purposefully use any manifestations of reflection, if they benefit the processes of self-awareness, self-education and self-development. It is in this way that the use of the advantages of



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working in a group, its organization to a certain extent, can significantly increase the effectiveness of these processes.

4. An integral attribute of group work is the communicative activity of its members. In the implementation of any group activity, interpersonal communication methods largely determine not only the result of this activity, but also the most important psychological and pedagogical characteristics. Positive communicative activity (mutually correct, tolerant and constructive communication) is possible only in groups with a positive psychological environment. Usually these are small groups selected taking into account the wishes of the students. It should be noted that interpersonal communication is the period of the most leading activity of senior adolescence, which corresponds to the time when students in a higher educational institution begin their studies. Here, the importance of the student collective - the community of people with whom he is associated, not only in terms of business relations, but also in interpersonal relations cannot be overestimated [5]. The stronger the closeness between the student's personal collective and the official community with which he is educated, the more effectively the pedagogical process will be carried out. If the formal small team is sufficiently close-knit, then its composition necessarily enters the individual team of the student, which brings this education (formal team) to a new level of pedagogical possibilities in education and upbringing.

5. A person always performs any activity independently, and other people can only help him in a humane manner or force him to act in an inhumane manner. Thus, any changes occurring in a person are manifested as a result of his own internal or external activity and are determined by the influence of the social environment surrounding him [6].

“Help is an action aimed at activating the external or internal activity of another person” [7]. Naturally, all relationships in pedagogy should be built on the principle of assistance, not influence, since it is inherent in a person to resist influence. Cooperative learning based on mutual choice involves conducting classes in microgroups, creating a positive psychological climate in the direct learning environment of the teacher and student, which helps create conditions for the predominance of the facilitation factor over the influence method both in the



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interpersonal interaction of students and in the pedagogical communication of the student.

6. Stimulating the activity of learners in the pedagogical process is important. One of the methods of such stimulation is the use of interpersonal interaction of team members in group work. An example of this is the theory of social-cognitive conflict J. Piaget. Performing joint actions in a group is usually accompanied by removing its members from a balanced cognitive state, which leads to their rise to a new, higher level of cognitive activity [8]. The use of the specific features of physical education (the presence of collective movement and sports games, competitive activities, etc.) allows you to expand the methods of stimulating the activity of participants in the group.

7. The pedagogical process of a traditional team (class, study group) requires the development of a separate system of management when it is divided into small groups of independent social cohesion. It is clear that in this differentiation, the most effective are forms of management based on the assignment of responsibility to individual members of the group who have leadership skills.

8. Pedagogical management is the foundation of a holistic pedagogical process, the improvement of which allows you to significantly increase the level of training and education of students. When building pedagogical management schemes, it is necessary to adhere to the principle of humanistic interaction of the teacher and the student on a subject-to-subject basis. The implementation of this principle in the practice of physical education of higher educational institutions is primarily due to certain difficulties associated with the lack of operational means of its implementation. The method of interactive microgroups allows you to give the right to manage such an opportunity to group leaders and implement a share of self-management in the group.

The principle of interpersonal compatibility of small group members

The main principle of conducting classes using the active small group method is interpersonal compatibility of group members, the essence of which is that students included in one small group should experience positive emotions from their interactions with each other, be kind to each other, and have a need to help each other in difficult times. The process of collaborative performance of tasks,



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interpersonal communication should be emotionally stable, and students' interactions should not be limited to the business sphere. When the interaction between members of a small group is interrupted, for example, after the end of physical education classes, its members should show negative emotions and a desire for further interaction, a desire [9].

The main difference between the interpersonal compatibility of microgroup members from other types used in this system is group work. It has a fixed character. The interpersonal compatibility of the group can be considered as dynamic. The level of interpersonal compatibility of the interactive microgroup method should increase under the influence of complex factors.

The organization of training in microgroups formed according to the principle of interpersonal compatibility is carried out as follows:

1. According to a number of cases, a microgroup should consist of four to five people:

- real replenishment of the academic group in physical education classes (here it should be taken into account that some students who are engaged in a special medical group and students who have high sports categories and are professionally engaged in some kind of sport are usually exempted from academic training). Thus, the number of students in a class usually does not exceed twenty, and to create the most effective competitive environment, it is advisable to have four to five microgroups of four to five people;

- each person in the team has a fairly close relationship with a limited number of its members, and their number usually does not exceed four or five;

- the mechanisms of the system of individualization of health-improving activities, the quality of which is determined by the phenomenon of affiliation, can only be achieved in this small team over time, which allows for the emergence of sufficiently deep interpersonal relationships and the best functioning of the most important teams. It is much more difficult to achieve such relationships in a standard academic team;

- the composition of teams in most types of games consists of four to five players. In this system, group competitive activity occupies one of the central places, which requires precisely such a quantitative composition of small groups.



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2. Interpersonal compatibility is the main criterion for filling microgroups. Therefore, a mandatory condition for the organization of the pedagogical process in microgroups is the participation of students themselves in the formation of a microgroup through a process of mutual selection, which is usually carried out in accordance with the criteria proposed by us (Appendix 1).

3. It is advisable to keep physical education in microgroups as constant as possible throughout the entire period. It is necessary to orient students to long-term cooperation from the first lessons, to unite them by implementing the motto “one for all and all for one”. This is necessary for the emergence of interpersonal relationships as a prerequisite for creating a psychological and pedagogical environment. However, in the event of serious circumstances that cause a student to want to move to another microgroup, the teacher should, if possible, persuade him to stay in the group.

4. At the beginning of the first academic year, with the exception of athletes and students with health problems (special medical group), microgroups are replenished one month after the start of classes and all students from academic groups are included. Microgroup captains. The teacher approves the group captain selected by each microgroup. The microgroup leader is given sufficient rights and at the same time is assigned no less high responsibility. The ineffective work of leaders in microgroups cannot ensure the effective functioning of the individualization system in health-improving activities. They constitute one of the most important aspects of the process of transferring student responsibility for self-responsibility from the total control of the teacher. It is impossible to imagine a higher level of initiative and organization of students' self-responsibility in training than is manifested in health-improving activities.

If necessary, a council of microgroup leaders can be convened to resolve conflict issues in the team. Methodological trainings can be held between microgroup leaders on the basics of the theory and methodology of physical education [10].

The methodology for selecting and forming leaders from microgroups is detailed in Appendix 1.

The main directions of implementing the method of active microgroups. The method of active microgroups in the process of individualizing the involvement of students



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in health activities is carried out in three main directions: organizational, motivational and reflexive.

1. It is carried out by transferring the right of management in the organizational direction to the leaders of microgroups and improving the procedures for managing the pedagogical process, increasing the share of self-management in the group. This helps to expand the methods of individual work of the teacher with students, and deepening individualization is carried out by appointing captains of microgroups.

It can be said that the organizational direction in the system of individualizing health activities is carried out in two ways.

The first way is aimed at creating opportunities for the teacher to work individually with the student and leads to an increase in conditions.

The main difficulty in ensuring an individual approach is that in ordinary, traditional conditions it remains impossible for the teacher to pay sufficient attention to each student when implementing the pedagogical process. The teacher is so busy with organizational work that he does not have enough time to ensure the pedagogical process, to penetrate the student's inner world in order to understand it more deeply, to work with problems, to establish effective feedback, that is, to apply an individual approach.

It is known from the history of pedagogy that the problem of individualization has been solved in different ways. During the total dominance of the classroom system, one of the most common ways to solve it was to divide students into groups and stratify them. However, traditional stratification does not solve the problem of lack of attention of students by the teacher on its own and to a sufficient extent, since it is more likely to adapt the educational material to the individual characteristics of the students.

CONCLUSION

In conclusion, it should be noted that the concept of "individualization of physical activity in the direction of health improvement" has been concretized - this is the achievement of the correspondence of the main components of physical activity to the processes of energy supply of muscle activity and physiological shifts in the student's body, pedagogical research on the individualization of health improvement



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programs has highlighted the need to develop the most effective methodological tools of pedagogical technology for the individualization of health improvement programs for students' physical education, which are presented as a logical and coherent system of interconnected, interrelated elements and an algorithm of the pedagogical process.

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