



DEVELOPING SKILLS AND COMPETENCES IN FORMING PHYSICAL ABILITIES OF 4TH GRADE PRIMARY STUDENTS IN OUTSIDE THE CLASSROOM ACTIVITIES

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Annotatsiya

Ushbu maqolada boshlang‘ich 4-sinf o‘quvchilarini sinfdan tashqari mashg‘ulotlarda jismoniy qobiliyatlarini shakllantirishning pedagogik mazmuni va va hususiyatlari yoritilgan bo‘lib bunda, mashqlar ketma-ketligini tanlashda, o‘quvchilarning yoshga doir hususiyatlari hisobga olingan.

Kalit so‘zlar: Harakatchanlik, potensial imkoniyat, intensive, Aylanma mashg‘ulot, uchish, chastota, **komponent, biomexanik o‘zgarish, modda almashinuvi, gimnastika, kurash, yengil etletika.**

Abstract

This article highlights the pedagogical content and characteristics of developing physical abilities in primary 4th-grade students through extracurricular activities. In this process, the age-related characteristics of the students were taken into account when selecting the sequence of exercises.

Keywords: Motor skills, potential ability, intensity, circuit training, flight, frequency, component, biomechanical changes, metabolism, gymnastics, wrestling, track and field.

Introduction

School age is a critical period in the development of all motor abilities. Speed-strength abilities play a key role in the development of motor abilities, and their high



level of development plays a major role in achieving high results in many sports, along with the productive acquisition of difficult and local professions.

While school age creates favorable conditions for the formation of speed-strength abilities, attempting to develop these physical abilities in adulthood is a difficult and ineffective task. If the period favorable for the formation of motor skills is missed, it will be difficult to make up for the lost potential later [4].

Literature review

The younger school age is considered the most productive and effective of the school period in the formation of motor skills. V.K. Balsevich [1], O.V. Goncharova, F.G. Kazaryan and many other scientists consider the younger school age to be an important age for the development of motor skills, primarily speed-strength skills and coordination of movements. A.A. Guzhalovsky's research shows that a high rate of development, the development of all skills, competencies, abilities, and qualities as a whole is especially observed in the younger school age. [2].

Research methodology

Often, the teacher's desire to cover more educational material in the minimum time actually leads to a low quality of the educational process. There is a certain contradiction between the insufficient number of teaching hours allocated for the mastery of certain sections of the subject and the abundance of educational materials offered to students for mastery. In our opinion, the method of circuit training helps to effectively solve the existing problem.

In recent years, this method has been increasingly used in the educational process of physical education of young students. The method of circuit training is the sequential performance of specially selected exercises that affect different muscle groups and functional systems in a continuous or intensive type of work. Circuit training consists in the sequential performance of several types of physical exercises with rest intervals between series.

The main task of using the method of circuit training in physical education classes in secondary schools is to effectively develop physical qualities, motor skills and abilities with a strictly defined amount of resources spent in a limited time. [4].



Circuit training provides an individual approach to each student, allows for the most effective use of time. In this regard, the problem of developing speed-strength abilities in children of primary school age in a sensitive period using circuit training requires large-scale scientific research.

Physical exercises, like all phenomena and processes, have their own content and form. The set of mechanical, biological, psychological processes that occur when performing a physical exercise creates the content of physical exercises, and under their influence the ability to perform motor activity develops. The content of the exercise also includes a set of its parts, for example, the elements of giving the body speed in a long jump, jumping in the air, landing on the ground, and the tasks to be solved when performing the exercise, as well as theoretical knowledge and practical movement skills about the functional changes that occur in the body from performing the exercise. All these elements create the general content of physical exercise.

Conclusion

In particular, the development of physical exercises, the formation of skills: knowledge about the mechanism, the physical and psychological effects of movements on the body, information about biomechanics enrich the content of the lesson, increase its satisfaction, and all this is considered the fourth aspect of the content of the physical culture lesson. In this case, the effectiveness of the activities of the teacher and students is hidden.

Whether the planned educational and educational work is being implemented or not is currently monitored, adjustments are made regarding how pedagogical activity will be continued in the future, and the necessary instructions are prepared by the teacher. It is advisable to organize sports pedagogy disciplines (gymnastics, track and field athletics, active and sports games, swimming, wrestling) included in the physical education program of students of general education schools, taking into account the specific aspects of sports disciplines noted in the content of the lesson and its structure. However, it is natural that the content of the lessons will differ somewhat with their subject-specific aspects. The drawing depicts aspects of the lesson's content [3]



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