

## INNOVATIVE APPROACHES TO THEORETICAL TRAINING AT THE LESSON OF PHYSICAL CULTURE OF SECONDARY SCHOOL STUDENTS

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### Annotation

In this article, to determine the level of theoretical training, a specially developed assessment questionnaire on the basics of the theory of physical education of high school students was used, in which a variety of answers to the questions posed is expressed.

**Keywords:** theories of physical culture, pedagogical experiment, homework, school age, exercise

The content of the theoretical part of physical culture classes is presented in sufficient detail in school curricula and methodological manuals. Over the past decade, there is clearly a lack of sound recommendations in the methodological literature on the most effective provision of information on the theory of physical culture to students. There is no sufficiently complete study of the issue of monitoring the level of theoretical preparedness of schoolchildren.

A modern school teacher of physical culture should be responsible for what information and ideas students will receive. Despite the progressive shifts that have recently taken place in physical education, teaching the basics of the theory of physical culture in a school educational institution remains one of the weak links in the school education system.

In order to identify the problem under study, a pedagogical experiment was conducted, in which the following methods were used: analysis and generalization of literary sources, documentary materials, survey method, pedagogical experiment, control tests, methods of mathematical statistics. (1)

The pedagogical experiment was carried out in secondary school No. 6 in Fergana. The experiment involved 60 schoolgirls of the middle age group, who were divided into one control and two experimental groups. Each group included 20 students of the 8th grade of a comprehensive school. Our choice of this age group is due to the fact that it is at this age that there is a special need to master the theoretical foundations of physical education.

The control and 1 experimental groups were engaged in the program of physical culture of the secondary school. The content of the classes included topics from the sections included in the educational minimum in the subject "Physical culture", the Sample program for this discipline at school and reflected in the textbook "Fundamentals of the theory of physical culture":

- psychological and pedagogical foundations of physical culture;
- socio-cultural foundations of physical culture;
- medical and biological foundations of physical culture;
- basic types of physical culture and sports activities.

Experimental work was carried out according to the program developed at the Department of Theory and Methods of Physical Culture in accordance with the content of the general school plan for physical culture.

Students in the control group received theoretical knowledge in the traditional way, i.e. during the lessons.

In the first experimental group, one physical education lesson was devoted to the basics of theory. The adoption of this decision to conduct theoretical classes in this way is due to our assumption that the information received during the whole lesson is absorbed faster and more firmly than when it is received by topic at the beginning of each physical education lesson immediately before practical classes. In the latter case, in our opinion, the integrity of the perception system is violated.

In the second main experimental group, the theory of physical culture was given to students as homework. We considered it expedient to experimentally test the hypothesis that the material is better absorbed during independent study, since students have more opportunities for its creative comprehension.

Testing was carried out in two stages: Initial - in mid-September; final - in mid-February 2020. The evaluation of the results was carried out according to the standards to determine the level of knowledge of the basics of the theory of physical culture of students - girls of the VIII grade, carried out by the methodological commission, which included leading specialists of the school education system.

For a more reliable analysis of the applied methodology, in order to study the influence of theoretical knowledge on the development of physical qualities, control tests were carried out to determine the level of development of motor abilities. For this purpose, the following exercises were used:

- 30 m run;
- shuttle run 3x10;
- 6-minute run;
- pull-ups on the low bar from hanging lying down

The results obtained during the pedagogical testing were processed according to the Student's t-test for parametric data and are presented in Table 1.

**Table 1**

Groep	Wrong answers for tasks and sections				Sum points $x \pm \sigma$	P
	Sociocultural foundations of FC	Psychological pedagogical FC basics	Medical biological FC basics	Basic Views physical education sports activities		
Control (n=20)	2,2	2,65	2,55	2,5	10,1±0,35	>0,01
	1,8	1,7	2,15	2,25	12,1±0,42	
Expert 1 (n=20)	2,2	2,3	2,6	2,4	10,5±0,43	<0,01
	0,45	1,0	0,95	0,85	16,7±0,56	
Expert 2 (n=20)	2,4	2,4	2,5	2,15	10,2±0,49	<0,01
	1,05	1,4	1,4	1,2	14,9±0,37	

The analysis of the obtained results shows that the average score in the initial testing in all three groups is approximately the same, while in the final testing in the 1 experimental group an unreliable increase in the result was revealed - 5.7%.

Thus, it is obvious that teaching students the basics of theory once in one lesson is more effective. At the same time, the development of the theoretical foundations of physical culture in the process of

homework has a better effect on increasing the theoretical level in comparison with students in the control group who study in the traditional way.

It became expedient to determine the negative impact on the development of physical qualities by the fact that one lesson per week was reserved for theoretical classes, reducing the time for physical training. The results of testing for the development of physical qualities showed that theoretical classes did not have a significant impact on the development of physical abilities. Summarized data of the initial and final testing separately for the two experimental and control groups are presented in Table 2.

Table 2

Groep		Control tests											
		Run 30 m			shuttle run 3x10 m			6 minute run, p.			Pull-ups from hanging lying, times		
		x	$\sigma$	%	x	$\sigma$	%	x	$\sigma$	%	x	$\sigma$	%
Control (n=20)	До	5,48	0,27	8,5	9,4	0,19	8,15	1039,4	98,9	11,8	3,5	1,5	88,5
	После	4,9	0,19		8,8	0,2		1167,0	108,2		7,7	1,8	
Exp.1 (n=20)	До	5,4	0,29	4,0	9,38	0,21	8,12	1070,9	103,2	12,24	3,9	1,7	86,4
	После	5,18	0,34		8,5	0,34		1193,1	82,3		7,3	1,7	
Exp.2 (n=20)	До	5,43	0,24	8,7	9,35	0,17	8,17	1098,2	94,6	12,31	3,8	1,4	87,7
	После	4,96	0,3		8,7	0,2		1194,1	91,01		7,1	4,5	

A comparative analysis of the control results shows that in the initial testing, the data in different groups, in all types of tested exercises, are approximately the same.

Thus, it was found that in all three experimental groups, female students, using various forms of teaching the theory of physical culture, did not adversely affect the development of their level of physical fitness. At the same time, during the period of the pedagogical experiment in the 2nd experimental group, there were significant changes in the level of physical fitness, and the increase in the effectiveness of physical qualities was more than 14%.

Summing up the pedagogical research, it was found that:

1. In the practice of physical culture lessons in a general education school, insufficient attention is paid to teaching the basics of the theory of physical culture.
2. A comparative analysis of the results showed that the presentation of information on the theory of physical education during a separate lesson helps to increase the level of theoretical preparedness of schoolchildren.
3. Independent study by students of the theoretical foundations of physical culture is quite radically reflected in the level of theoretical training.
4. The process of teaching the basics of the theory of physical culture during one lesson does not affect the development of the physical abilities of girls studying in the 8th grade of the school education system.

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