

## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### FUNDAMENTALS OF INTRODUCING A MASS SPORTS MOVEMENT THROUGH THEORETICAL ANALYSIS OF THE DAILY PHYSICAL ACTIVITY OF SCHOOLCHILDREN

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#### ABOUT ARTICLE

**Key words:** Physical education of students, physical culture, mass sports, the amount of active physical activity, physical activity.

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**Abstract:** The purpose of the study consists in the theoretical study of the results of their research by studying and analyzing the general state of involvement of school-age students in mass sports events. *Methods:* The children's need for mass sports and the level of their interest in sports were determined by conducting pedagogical and psychological questionnaires. Measures have been developed to develop mass sports movement in schools and proposals have been developed. Also, in the course of the study, the analysis of scientific and methodological literature, pedagogical observation, questionnaires, mathematical statistics were widely used. *Results:* Walking accounted for 60% of the main indicator of motor activity. In second place is the training process in 20% of sports sections. The third place was taken by 11% of physical education lessons. Independent physical education accounted for 6.6%. *Conclusion:* Physical education classes account for only 11% of the total weekly physical activity. This indicator can be significantly increased if you plan physical education classes for the third hour and increase the motor intensity of classes at the level of capabilities.

#### INTRODUCTION

It is known that physical exercises have an effective positive effect on the level of health of the body and the mood of a person. The upbringing of a well-developed, healthy young generation is one

of the tasks of national importance. To implement it, it is necessary to use a wide range of means and methods of physical education, which is one of the important conditions for the development, proper upbringing and development of children starting from the school period. Since sports games play an important role for schoolchildren, teachers consider them one of the main means of learning. Role-playing, didactic, action and similar games are widely used in the school environment. However, despite the large number of games, it is desirable to allocate exactly those outdoor games that are necessary. Repeated repetition of movements requires children's attention, willpower and physical exertion, coordination of movements. So, outdoor games on average, especially in high school age, are not only an important tool for the development of motor activity, but also for the education of such qualities as dexterity, dexterity, endurance. Outdoor games help to improve the functioning of the main physiological systems of the body (cardiovascular, respiratory), improve the physical fitness of children, improve their mental and volitional qualities, as well as increase their motor activity. Based on this, it can be assumed that physical activity is an important irreplaceable structure for the upbringing of the younger generation. It follows from this that the study of the scope of student mobility activities in schools is an urgent issue.

## METHODS

With all the importance of the lesson as the basis of the process of physical education at school, the dominant role in introducing students to daily physical exercise, of course, belongs to extracurricular physical education, recreational and mass sports work. The future belongs to it, because even an individually differentiated approach will not give such a positive result that is achieved by properly planned sports and mass work. The main goal is the introduction of physical education and sports into the daily life and everyday life of schoolchildren.

Mass sports work is understood as a system of actions aimed at developing personal resources, the formation of positive stress - resistant forms of behavior, and attitudes towards a healthy lifestyle in schoolchildren.

Mass sports work refers to the involvement of schoolchildren in organized sports employment and participation in mass sports events at various levels.

The main thing is that physical education and health activities, as a rule, should cover all students in each school.

Objectives of organizing physical education and recreation and sports activities at school:

- *comprehensive care* for the safety of life and health, physical and mental development of children and adolescents;
- *promotion and approval* of a healthy lifestyle among children and adolescents, their parents, and school teachers;

- *organization* of meaningful, educational and entertaining *leisure for children and adolescents*;

- *creating conditions* for the socialization of a teenager's personality at an early stage of his development;

- *monitoring* the health of children and adolescents and assessing the effectiveness of ongoing activities.

Types of physical education and recreation organization and sports activities at school:

- monitoring the state of physical development of the modern generation of children, which is alarming and requires active action by all structures of legislative and executive power;

- propaganda of a healthy lifestyle through classroom, extracurricular, leisure, educational activities, organization of physical education, recreation and sports activities at school;

- participation in the development and implementation of preventive and educational programs, the "Health" program, and school development;

- expanding leisure opportunities for students through maintaining and developing a network of school-based sports and recreational sections, extracurricular and extracurricular activities;

- education of future parents and psychological and pedagogical education of adults in the field of family leisure through participation in sports events;

- formation of a positive parental opinion on the issues of raising children through sports;

- formation of habits of sports leisure and attention to one's health as a family value;

- creation of a school press center and publication of the newspaper "Everything is healthy for healthy people" to promote sports leisure.

The main role in organizing physical education and health activities during the school and extracurricular hours, for organizing extracurricular and mass sports work rightfully belongs to the school physical education council. Who has been working at our school for many years. The Physical Culture Council (CPC) is created by school order. Members of (SFS) are students in grades 1–11. According to its structure, the team is headed by a council of 7–10 people, the work of which is led by the chairman. The most active students of the school, who prove themselves to be skillful organizers, are elected to the council.

The following commissions are created under the council (FC): for mass physical culture, for holding sporting events, for preparing physical education assets, for propaganda and agitation, economics, and for awards. Thus, the commission for physical education and mass work helps school management, class teachers and physical education teachers in organizing physical education and health activities during the school day.

The Sports Events Commission - together with physical education teachers, organizes intra-school competitions, helps organize the work of sports sections, participates in recruiting national

teams to participate in city and republican competitions, registers school records, and keeps records of students who have met sports classification standards.

Commission for the preparation of physical education assets - helps the physical education teacher prepare public judges for sports, instructors, physical trainers for organizing and conducting physical education and sports events at school.

The propaganda commission is doing a lot of work. She organizes her work through wall printing, a series of videos with photographs, sports events, demonstration performances by athletes, creates a corner of the school's sports glory, places photos of the best athletes, and organizes shows and competitions for the best sports class.

Economic Commission - promotes and actively assists the school management in improving the educational and sports facilities, ensures the safety of sports equipment and equipment.

The awards commission rewards not only the best athletes, but also the school's sports assets. Based on the results of the sports year, the best athletes are awarded badges and certificates.

Extracurricular sports activities at school cannot become complete if they are not accompanied by a system for organizing sports sections.

*Sports sections* are created for students who want to regularly engage in one or another sport. When creating a sports section, first of all, the conditions are taken into account to ensure their successful operation - the availability of a sports base, the specialization of those who can conduct classes. In each sports section, students are divided into age groups: junior, middle, senior. Classes in sections are held 2 – 3 times a week. Before enrolling in the section, students must undergo a medical examination at the school doctor or clinic at their place of residence.

Along with sports sections, the school creates *groups for general physical training (GPP)*. Their task is to increase the general physical fitness of students by using various means of physical education and sports in their classes, which form the basis of the physical education curriculum. Students who are somewhat behind in their physical development or need additional classes as they are not sufficiently prepared to fulfill the requirements of the curriculum are involved in classes in such groups.

Extracurricular sports activities at school cannot become full-fledged if they are not accompanied *by a system of school sports competitions*. Students love them. Competitions encourage students to systematically, regularly engage in sports. And they are an effective form of promoting physical education and sports among students.

Internally, school competitions are held in various sports throughout the school year, depending on climatic conditions and the completion of the physical education curriculum material. Internally, school competitions are not only an integral part of extracurricular sports activities, but also enrich students with high interest in the need for systematic physical education and sports outside of school

hours. The main thing is that properly organized competitions contribute to strengthening the health of students, their physical development and physical fitness.

Organizers of school competitions must remember that participation in sports competitions of any student must be preceded by sports training. Only in this case will competitions be useful for the student.

The raised issues of organizing extracurricular physical education, recreational and sports activities at school indicate the versatility of the forms and methods of this work.

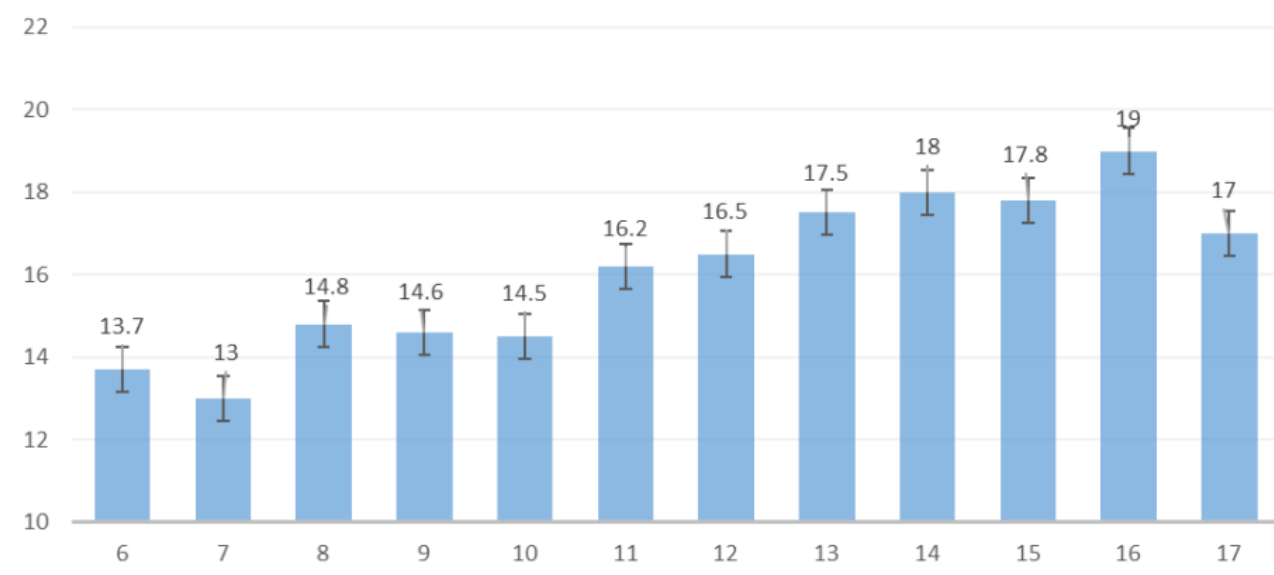
Of course, this work requires a lot of work from the school's teaching staff, especially physical education teachers.

Therefore, the main direction in holding any physical education, sports and other events should be the lively, interested participation, first of all, of the schoolchildren themselves. This work on organizing physical education and health activities should not be spontaneous and uncontrolled. It should be systematically directed by the administration, physical education teachers, the entire teaching staff of the school should be involved in this work, however, this work should become more fruitful if it is closely connected and supported by out-of-school forms of physical education of the students themselves.

It is known that physical exercises have an effective positive effect on the level of health of the body and the mood of a person. The upbringing of a well-developed, healthy young generation is one of the tasks of national importance. To implement it, it is necessary to use a wide range of means and methods of physical education, which is one of the important conditions for the development, proper upbringing and development of children starting from the school period. Since sports games play an important role for schoolchildren, teachers consider them one of the main means of learning. Role-playing, didactic, action and similar games are widely used in the school environment. However, despite the large number of games, it is desirable to allocate exactly those outdoor games that are necessary. Repeated repetition of movements requires children's attention, willpower and physical exertion, coordination of movements. So, outdoor games on average, especially in high school age, are not only an important tool for the development of motor activity, but also for the education of such qualities as dexterity, endurance. Outdoor games help to improve the functioning of the main physiological systems of the body (cardiovascular, respiratory), improve the physical fitness of children, improve their mental and volitional qualities, as well as increase their motor activity. Based on this, it can be assumed that physical activity is an important irreplaceable structure for the upbringing of the younger generation. It follows from this that the study of the scope of student mobility activities in schools is an urgent issue.

## RESULTS AND DISCUSSION

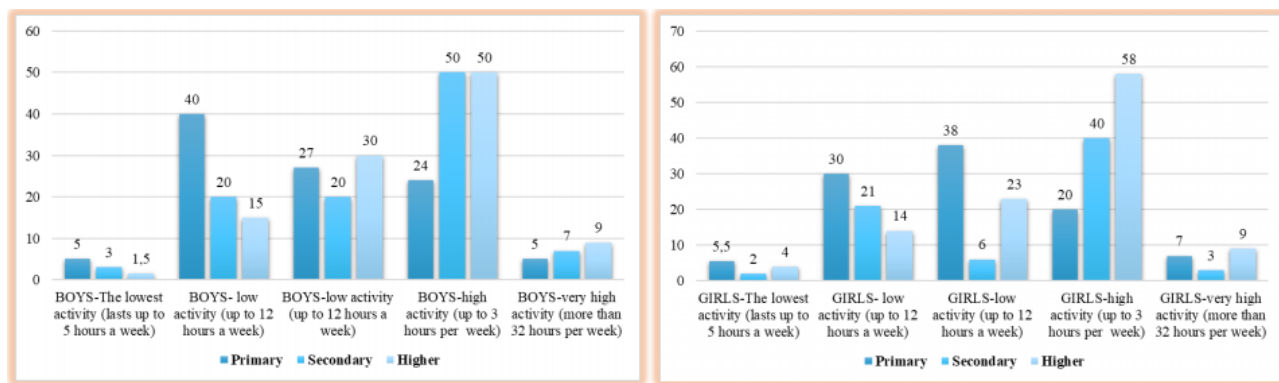
In order to study the volume of physical activity of students with the help of practitioners and methodologists of the 3rd stage of Uzbek State University of Physical Culture and Sports, a survey of 5774 students of 16 secondary schools in Tashkent was organized. The survey conducted during the pedagogical practice by our methodologists consisted of several parts. The first part examines the volume of physical activity of students in physical education classes at school. In the second part, the volume of extracurricular activities of students at school is systematically analyzed. The third section examines the volume of motor activity in the additional education of students and independent physical activity. Also in the questionnaire there are questions about the importance of assessing the state of physical fitness and health levels in which pupils study. When studying the volume of weekly motor activity of students, independent exercises in the morning with minutes of physical education, physical education classes, sports sections, physical education and sports, outdoor walks were taken into account. According to our study, the total volume of movement of boys at school per week was  $16.9 \pm 8.4$  hours. And in girls, this indicator was  $15.4 \pm 7.8$  hours per week (see Figure 1).



**Figure 1. Dynamics of changes in weekly motor activity of students by age.**

The dynamics of the volume of weekly movements by age indicators of students was observed. We can observe a significant decrease in the volume of motor activity at the age of 6 to 7 years. At the age of 11, we observe an increase in motor activity. However, by the age of 17, the volume of motor activity has significantly decreased. We found that the main, intermediate and high results of weekly activity, depending on the age and gender of students, are one of the most effective types and divided them into five types of activities, including: The lowest activity (lasts up to 5 hours a week); Primary: 3.5% for boys, 4.8% for girls, Secondary: 1.9% for boys, 1.8% for girls, Higher: 1.2% for boys, 4.2% for girls. Low activity (up to 12 hours a week); Primary: 38.0% for boys, 31.8% for girls, Secondary: 21.4% for boys, 23.2% for girls, Higher: 13.9% for boys, 13.3% for girls. Average activity

(up to 19 hours per week); Primary: 28.2% for boys, 37.5% for girls, Secondary: 22.0% for boys, 26.1% for girls, Higher: 29.7% for boys, 26.1% for girls. High activity (up to 32 hours per week); Primary: 27.4% for boys, 22% for girls, Secondary: 49.9% for boys, 39.3% for girls, Higher: 49.7% for boys, 54.5% for girls. Very high activity (more than 32 hours per week); Initial: 2.9% for boys, 3.9% for girls, Average: 4.7% for boys, 2.1% for girls, High: 5.5% for boys, 1.1% for girls, with a significant increase possible (see figure 2).



**Figure 2. Primary, secondary and higher results in terms of weekly motor activity of age and gender characteristics of students.**

We see that the lowest activity rates of boys are much higher in the primary class than in the upper class. We can observe that the average activity decreased significantly during the transition from the primary class to the middle class, but in the upper class it almost returned to its original state again. High activity doubled in boys in the middle class and practically did not change in the upper class. Among girls, the lowest activity occurred in the middle class and grew again in the upper class. On the other hand, high activity was much higher in girls from the upper class than in girls from the primary class.

Primary, secondary and high results on changes in the structure of students' motor activity by age characteristics were given to the following table position. Stage of education: Primary. Physical education classes make up 12%, sports sections - 24%, morning physical education classes - 1%, minutes of exercise - 1%, independent training - 6%, walking - 56%. Secondary. Physical education classes make up 10%, sports sections - 18%, morning physical education classes - 0%, minutes of exercise - 1%, self-training - 7% and walking - 64%. Higher. Physical education classes make up 10%, sports sections - 15%, morning physical education classes - 0%, minutes of exercise - 0%, self-training - 0% and walking - 68%. It was noticed that sedentary students tend to be physically active, but it was these students who walked less (on average from 0.6 to 1.6 hours a week). It was found that students with low mobility cannot attend classes, have financial problems in the family and are addicted to computer games (see figure 3). This position imposes on physical education specialists the responsibility for the formation of physical culture of these students. We noticed that students with limited mobility could not adequately assess the effect of physical exercise on the body. Students

with good physical fitness explained their health by attending sports sections and bodybuilding classes in the morning. It turns out that the development of physical culture and mass sports movement in schools is a solution to many problems.

### **CONCLUSION**

Based on the conducted research, the following conclusions can be formulated: The education of schoolchildren is important. As a result of purposeful pedagogical influence, the health of students is strengthened, the physiological functions of the body are involved, the necessary movements, motor skills, abilities and physical qualities are developed for the comprehensive physical development of the individual. The development of mobility skills has played an important role in the physical education of school-age children. As practice shows, many children cannot achieve high results in running, jumping, jumping, because basic motor skills, such as strength, agility, flexibility, are sufficiently developed. The data show that most young people always feel a close connection between physical education and their health. In the modern world of information technology and low mobility, this factor is one of the main factors that we need to pay attention to, and mass sports events serve as one of the solutions to this problem. The place where the child lives, the family in which he is brought up - all this is important. Children can be advised to perform safe exercises as homework based on a specific program in physical education lessons. That is, students are encouraged to keep a separate diary in order to monitor the exercises assigned to a separate homework assignment and health, if possible, it would be desirable for their parents to also participate in these homework assignments. Regardless of how active students of general secondary schools are, the guarantee of their health in life should mean that this is a regulated mass sports activity.

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