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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**PROBLEMS OF ORGANIZING SPORTS-ORIENTED PHYSICAL EDUCATION IN
GENERAL SECONDARY SCHOOLS****N.A. Chorshamiev**

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ABOUT ARTICLE

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Abstract: The article examines the problems of organizing sports-oriented physical education, which serves as a means of forming the sports culture of students in general education institutions. The modernization of physical education for school students and the development of mass sports in general secondary schools — known as sportsization — requires the use of sports activities, sports technologies, and competitions in the educational process with the aim of forming students' sports culture.

Introduction. In our republic, the development of physical education and sports, which is considered the most important instrument for the comprehensive development of the growing young generation, is one of the priority tasks at the current stage of the country's development.

In the Concept for the Development of Physical Education and Mass Sports in the Republic of Uzbekistan for 2019–2023, the tasks of attracting children and adolescents to physical education and mass sports by improving and applying innovative methods of physical education in educational institutions, starting from preschool educational organizations, as well as organizing clubs and sections in educational institutions for regular football, cycling,

table tennis, badminton, athletics, volleyball, basketball, wrestling, and other sports have been defined (1).

In addition, in order to improve the teaching of physical education in general secondary schools, the main directions for engaging in physical education and sports have been established (2). These include organizing the activities of school sports clubs to meaningfully occupy students' free time, establishing sports clubs, forming a healthy lifestyle among students, widely promoting physical education and sports, and creating the necessary conditions for their regular engagement in physical education and mass sports.

The formation of student teams in various sports, the organization of various sports competitions and mass physical education events among them — in particular, the school championship — for identifying talented young athletes is also among the urgent tasks.

In general education schools, the physical education of children and adolescents is one of the areas that receives great attention in our society. Forming a conscious need among the growing young generation for physical education and sports activities, as well as the comprehensive solution of issues related to physical education and health improvement aimed at the physical and spiritual development of students, is one of the main goals of the physical education subject.

The modern physical education system in general education schools needs renewal both in terms of content and technology. The methodology of teaching the subject is becoming outdated, and its material base, personnel training, and the volume of hours (2 hours per week) do not have a significant impact on the health improvement and socialization of students.

In the world today, due to the development of sports and sports activities and the growing importance of physical education of students, the issue of actively using sports activities, sports technologies, competitions, and sports elements in the educational process has arisen in order to form a sports culture among students. From this point of view, there is a need to improve and enhance physical education, including solving the problem of sports-oriented physical education.

Today, a rapidly developing society needs healthy, well-rounded individuals with knowledge, skills, and competencies who are entrepreneurial, able to make responsible decisions, and can predict the consequences of their decisions. At the same time, young people are required to have a rational attitude toward the environment. Often, the problem arises of finding, selecting, and developing children who are capable and talented in sports, which is important in preparing sports reserves. From this perspective, there is a need to develop innovative systems related to the creation of sports-oriented physical education technologies

in the republic's general education schools, as well as methodologies for sports orientation and selection.

The purpose of the study is to investigate the problem of sports-oriented physical education in general education schools.

In accordance with this goal, the following research objectives are formulated:

1. To study the essence of sports-oriented physical education;
2. To study the problem of sports-oriented physical education;
3. To examine the current trends and prospects of physical education in modern conditions.

Methodology. Physical education and sports activities for students in general education schools are of great importance, as this activity contributes to the comprehensive development of students' bodies. In addition, such activities help establish the foundations of a healthy lifestyle, which is extremely important in daily life. Optimal motor activity develops the technical and physical preparedness necessary for living and functioning in society.

This issue has been studied by Uzbek scientists T.S. Usmankhodjaev, R.S. Salomov, A.R. Taymuratov, as well as foreign researchers V.K. Balsevich, L.I. Lubysheva, and V. Lyakh (3-4).

Sports-oriented physical education refers to the use of sports activities, sports technologies, competitions, and sports elements in the educational process with the aim of forming students' sports culture. The essence of sports-oriented physical education lies in providing school students with the freedom to independently choose variants of activities, their intensity, regimens, and the planning of results. This involves conducting training sessions in a chosen sport during class and extracurricular activities, carrying out general developmental exercises based on physical culture programs, and organizing health-improving and adaptive physical education, which is considered appropriate.

One of the reasons for introducing sports-oriented physical education in general education schools, according to V.K. Balsevich, is to influence the achievement of high sports results as much as possible, as well as to identify and develop new talents from preschool and school age (5). It is very important to familiarize school students with sports culture, to let them experience sports activities themselves, and to acquire useful sports experience. Building physical education on the basis of sports allows every student to personally experience the many aspects of sports life and sports competitions. It also creates opportunities for students to try out the roles of an athlete, coach, competition judge, or commentator.

Sports-oriented physical education has not been widely implemented in general education schools. One of the main reasons for this is the insufficient material and technical

base — the lack of necessary equipment, tools, and inventory. Traditional physical education does not allow for an individual approach. In this system, students have no opportunity to choose the type of physical activity. The absence of such choice reduces interest in the lessons. These organizational reasons significantly lower the effectiveness of the educational process. It is also worth acknowledging methodological problems. Physical education lessons involve teaching motor skills and applying loads that have a health-improving character.

The problem of finding effective forms of organizing physical education in general education schools is also urgent. The most optimal way to solve it is to gradually involve students in sports and health-improving activities, starting from the primary grades. In middle and high school grades, it is possible to implement in-depth sports specialization.

In addition to the process of sports-oriented physical education in general education schools, it is advisable to develop and implement the innovative project “School Sports Club.” Its essence is that by integrating basic and additional sports and health-improving activities, it is possible, on the one hand, to modernize physical education and, on the other hand, to modernize the educational process itself. It also creates and develops the conditions necessary for the development of children’s and adolescents’ sports.

The issue of organizing sports teams in general education schools is also highly relevant. Such teams should be created with the aim of attracting children and adolescents to regular sports training. In sports teams, students develop their physical, spiritual, and moral health. A healthy lifestyle is promoted and encouraged. Through participation in competitions, friendship and mutual understanding are strengthened among children and adolescents, and a sense of patriotism is cultivated.

Results. Healthy students who have no health deficiencies, as well as students who are not pupils of children’s and adolescents’ sports schools, are included in the composition of the sports team.

Training sessions must be conducted free of charge during extracurricular time.

Sports-oriented physical education envisages an increase in the volume of students’ organized motor activity.

Extracurricular sports training sessions or additional classes represent an independent practical course in the chosen sport. They have their own curriculum, program, and system for preparing students.

Below is a sample curriculum for the training sessions of the school sports club in wrestling (see the table).

Table

Training sections	Classrooms, the amount of hours (Hour, minute)		
	Grades 5-7	Grades 8-9	Grades 10-11
General Physical Preparation	102 6120	89 5340	60 3600
Special Physical Preparation	18 1080	24 1440	37 2220
Technical-Tactical Preparation	50 3000	57 3420	74 4440
Theoretical Preparation	6 360	6 360	5 300
Total	176 10560	176 10560	176 10560

Extracurricular training sessions play an important role in improving students' athletic performance and developing their abilities in various sports (including mass sports and wrestling disciplines). This task is accomplished by organizing the work of sports clubs for different sports.

Training sessions in sports clubs are mainly conducted in the form of lessons, i.e., they have an educational and upbringing orientation, with defined content, time, and place. The leading figure is a specialist teacher (pedagogue) who trains, educates, and manages the participants to solve the assigned tasks. However, such sessions have their own specific features: the choice of the training subject, the expenditure of time and effort depend on the individual interests, inclinations, and abilities of the participants. Extracurricular activities are variable and change depending on the content of the freely chosen sessions, in accordance with the students' individual aspirations (for improvement in sports).

Discussion. Direct management of the sports club is entrusted to the teacher (pedagogue), who solves various issues related to the organization of training sessions:

- Independently selects and applies teaching and training methodologies;
- Is responsible for ensuring the safety of the participants;
- Conducts selection work (may refuse a student's participation in the club);
- Sets the dates and times of training sessions in coordination with the school administration;

- Makes decisions regarding participation in any competitions;
- Is responsible for the participants' results in competitions.

A sports club conducted by physical education teachers during extracurricular time may last from 4 to 6 hours per week. The main goal of the sessions is to improve the general level of health. The strategic goal and objectives consist of increasing the sportsmanship of school students.

The important conditions for organizing the extracurricular educational process are as follows:

- Training sessions must be conducted in two age categories: 11–14 years and 15–16 years;
- It is advisable to hold sessions 3 times per week (90 minutes each);
- The training process must be structured in accordance with the requirements of the theory of managing the preparation of young athletes.

It is also important to allocate space for planning competitive activities. Competitions in the sport should be organized in two age categories (up to 14 years and no older than 16 years). Competitions can be held at the inter-school and inter-district (inter-city) levels.

Conclusion. The existing physical education system in general education schools is still far from perfect and is not sufficiently effective, meaning it does not meet the requirements and interests of our society and state.

1. The essence of sports-oriented physical education has been studied. Its essence lies in familiarizing general education school students with sports culture, enabling them to demonstrate sports culture, acquiring useful sports experience, and engaging in sports activities as the main goals and objectives. It is possible to form students' sports culture by introducing sports activities, sports technologies, sports elements, and competitions into the educational process. There is a need to develop innovative projects for creating sports clubs, a school sports club, and school sports teams in schools and to introduce them into the physical education teaching process.

2. For the full implementation of sports-oriented physical education in general education schools, a good sports base in the school and the presence of qualified and competent pedagogical staff are necessary.

3. It is advisable to implement the process of sports-oriented physical education during extracurricular training sessions, which, within the conditions of sports clubs, envisage the comprehensive physical, functional, and psychological preparation of students.

4. The concept of sports training should be based on the methodology of organizing and conducting training sessions.

5. The development of educational programs, training programs, training schedules, and competition calendars is of great importance for organizing and conducting the process of sports-oriented physical education.

6. The ways to overcome the current crisis that has arisen in the physical education system are as follows: For pedagogical staff — transitioning from the traditional classroom lesson system to the provision of education and upbringing based on an individual-oriented approach, having in-depth knowledge of the additional subject, and using individual-oriented teaching technologies. Therefore, it is necessary to train personnel who can meet the requirements of additional classes. For students — arousing interest in the lessons. To achieve this, it is necessary to ensure that the additional class differs fundamentally from the standard physical education lesson. The goal of such a lesson is to create motivation for a healthy lifestyle. For this purpose, it is advisable to use mass sports that are interesting and accessible to the majority of students, for example, football and wrestling.

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