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## Formation Of Universal Training Activities In The Implementation Of Homework At Physical Training Lessons

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### ABSTRACT

The specifics of the homework system that meets state educational standards is described. The analysis of a number of training programs developed in accordance with state educational standards is presented and an approximate plan of homework is developed, characterized by the systematic use of homework that meets the requirements of state educational standards.

### KEYWORDS

Curriculum; state educational standard; homework system; educational process.

### INTRODUCTION

With the introduction of new standards, the education paradigm has changed: from knowledge, skills to the formation of universal educational activities. The introduction of systematic homework for physical education lessons can contribute to a more effective formation of universal educational activities.

In the state standard of general education in physical education, the following target orientations are presented, which are specified through the achievement of the following basic tasks by students: the development of physical qualities and the increase in the functional capabilities of the body, the

improvement of technical and tactical actions in the chosen sport; fostering a caring attitude to one's own health, the need for its constant strengthening; mastering the technologies of modern health-improving systems of physical education and applied physical training; mastering the system of knowledge about physical culture, its connection with physical education and sports training, its role in shaping a healthy lifestyle and maintaining creative longevity; the formation of competence in fitness and sports and fitness activities, creative experience in individual and collective forms of physical exercises [4].

### MATERIAL AND METHODS

To date, homework in physical education is given to students not regularly. Tasks are mainly aimed at improving physical fitness, are set in the form of essays. The novelty of our work lies in the systematization, regularity of tasks and their diversity. Such an approach, in our opinion, will make it possible to achieve a new quality in understanding the material, and to study it, including independently.

In accordance with the foregoing, the goal of our study was the scientific justification of the homework system for students in the subject "Physical Culture". To identify the degree of coverage of this problem, we analyzed existing programs on the subject of "Physical Culture", developed in accordance with state educational standards (V.I. Lyakh, A.A. Zdanevich, A.M. Tikhonov, T.A. Polyakova, D.D. Kechkin, O.O. Volosatych, A.P. Matveev, A.Ya. Zhurkina, V.A. Panov, etc.).

In the program V.I. Lyakha and A.A. Zdanevich's material is divided into two parts - basic and variable. The basic part includes material in accordance with the federal component of the curriculum, the regional

component (ski training is replaced by cross). The basic part contains a compulsory minimum of education in the subject "Physical Culture". The alternative part includes basketball program material. The program material is complicated by sections every year due to an increase in the complexity of elements based on previously completed ones. To master the theoretical information, it is proposed to allocate time in the process of ypok or to separately allocate one hour in a quarter.

### RESULTS AND DISCUSSION

An important feature of the educational process in primary school is the evaluation of students. Assessment of knowledge, skills, the degree of mastery of the material by students is provided both at the end of the section, and as the learning material is mastered. At the end of primary school, the student must show the level of physical fitness not lower than the results given in the "Demonstrate" section, which corresponds to the mandatory minimum of the content of physical education education. At the end of primary school, the student passes a differential test. The authors offer independent homework aimed at drawing up the daily routine, performing simple tempering procedures, a set of exercises to form the correct posture, developing basic physical qualities, conducting recreational exercises in the daily routine, measuring heart rate at the time of physical activity, i.e. homework is offered aimed at putting the acquired knowledge into practice.

The next program - "Physical education: an exemplary program for elementary school" (authors - A. M. Tikhonov, T. A. Polyakova, D. D. Kechkin, O. Volosatych) - is aimed at implementing the requirements of the state

educational standard of the initial general education [4].

According to the authors, the solution of the educational tasks presented in the program will contribute to the formation of universal educational actions necessary for mastering the ways of students to use physical exercises independently. The program considers the development of personality on the basis of the assimilation of universal educational actions of cognition and development of the world, makes up the goal and main result of education. The main goal of physical culture is the assimilation by students of a system of ways of physical culture activity. Realization of this goal is possible if the subject "Physical Culture" helps students to "discover" ways: to determine the state of their physical health, beauty of physique; ways to master physical exercises; monitoring the compliance of intermediate and final results of the state of health and the ability to perform physical exercises according to the chosen plan.

Physical education program for grades 5–11 A.P. Matveeva, A.Ya. Zhurkina, V.A. Panova [4] is also designed in accordance with the requirements of state educational standards. The authors of the program emphasized profile training, in their opinion, this particular type of training is one of the leading forms of organizing the pedagogical process in a modern school.

In its target settings and subject content, specialized education is between general secondary and vocational education, providing a functional relationship and continuity between them.

In the state standard for the content of general secondary education, among the approximate educational profiles, a defense-sports profile is

presented, combining two educational disciplines: "Physical Culture" and "Fundamentals of Life Safety". In its goals, this profile is related to the self-determination of students, the creation of an educational environment for the objective choice of professional education in the field of physical education.

In accordance with this goal, the content of the defense-sports profile is formed in a unity of two directions: with a focus on life self-determination and with a focus on professional self-determination.

The orientation of students toward life self-determination relates to the realization of themselves as individuals, the formation of a healthy lifestyle. This orientation, with its educational content, corresponds to the general educational level, where it is dominant. Orientation to professional self-determination is correlated with the desire of students to self-actualize within a professional activity, the types and varieties of which are represented in the field of physical education. As a result of this, specialized training is filled with relevant content aimed at preparing students for their subsequent professional education.

Authors A.P. Matveev, A.Ya. Zhurkina, V.A. Panov offer the following areas for independent work of students:

- 1) Independent conduct by students of outdoor games, relay races;
- 2) Drawing up a complex of physical education and motor pauses;
- 3) Performing gymnastics before classes;
- 4) The implementation of the morning hygienic gymnastics complex in various ways;
- 5) Participation in fitness activities: skiing, sledding or ice skating, morning and

evening jogging, hiking with parents on weekends, swimming in the pool.

L.L. Alekseeva S.V. Anaschenkova, M.Z. Biboletova and other authors in the manual "Planned Results of Primary General Education" [5] describe the results of mastering curricula in specific subjects of primary school, the planned results of mastering two interdisciplinary programs - programs for creating universal educational actions and programs for working with information, and give examples of tasks for final assessment of the achievement of the planned results.

As a result of training, elementary school graduates must understand the importance of physical education classes to promote health, physical development and physical fitness, for work, military training; consciously use the knowledge gained in the process of training in the subject of "Physical Culture", when planning and observing the regime of the day, performing physical exercises and during outdoor games at leisure.

A graduate will learn: to navigate in the concepts of "physical education", "daily routine"; to characterize the role and importance of morning exercises, physical education and physical training, physical education lessons, hardening, walking in the fresh air, outdoor games, sports to improve health, the development of the basic systems of the body; disclose by examples (from history or from personal experience) the positive impact of physical education on physical and personal development; navigate the concept of "physical fitness", characterize the basic physical qualities (strength, speed, endurance, coordination, flexibility) and distinguish between them; organize places for physical

exercises and outdoor games (both indoors and outdoors), observe the rules of conduct and prevent injuries during physical exercises.

The graduate will have the opportunity to learn: to identify the relationship of physical education with labor and defense; characterize the role and importance of the daily regime in maintaining and promoting health; to plan and adjust the daily regimen depending on the individual characteristics of educational and extracurricular activities, indicators of health, physical development and physical fitness.

The proposed program also does not provide systematic homework. The work program determines the invariant (basic) and variable parts of the training course, specifies the content of its subject topics and gives an approximate distribution of study hours for their study at the rate of three hours a week.

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Based on our analysis of physical education programs for the availability of assignments for independent work, we found that in most cases, the authors of the programs offer

homework in order to put the knowledge into practice and do not use homework to prepare students for work that will be carried out in the next lesson, to systematize and generalize the knowledge gained, their in-depth understanding, contributing to the consolidation of knowledge and practical mastery of the methods of educational work etc.

Therefore, the problem in the content of tasks on physical education for independent work of schoolchildren, their diversity remains open today.

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Contributing to the systematization and generalization of acquired knowledge, their in-

depth understanding. In our opinion, it is advisable to give these tasks after studying the material of the lesson or at the end of the discussion of the topic. It is very useful to reduce the material studied by students into charts, tables, lists, etc. This helps to visualize the studied material in a system consisting of components connected in a certain way to each other. Studied speaks to students from a different angle, new connections are revealed. Such tasks include making plans, preparing answers to questions posed by the teacher, self-posing questions, inventing tasks;

Contributing to the consolidation of knowledge and practical mastery of the methods of educational work. This sentence to memorize; tasks that enrich the conceptual apparatus of the discipline under study, formulas necessary for solving problems, etc. However, their main form is exercises, by performing which the student simultaneously consolidates knowledge and masters the methods of educational work. During the execution of this type of assignment, the student uses different methods of memorization: repeated repetition, the establishment of associative relations, the division of educational material into parts, the allocation of any signs, etc. [9];

To apply the acquired knowledge in practice. Such tasks connect learning with life, increase the cognitive interests of students, and form the practical orientation of their thinking.

Also, homework can be different in making efforts on the part of the student: reproductive, constructive and creative [10].

Some students after explaining the teacher can only complete the task, similar to that which was solved in the lesson. Such students are offered reproductive tasks. For example,



conduct research according to the instructions. More complex are the constructive (or reconstructive) tasks, for example: to highlight the main thing, draw up a plan, table, diagram, compare individual provisions, systematize the material. Students can be given such tasks only after proper preparation in the classroom, when they master the basic techniques of mental activity. It is not recommended to give assignments for copying schemes, drawings, maps: each work should require new efforts, be small, but still a step forward in mental development.

Creative tasks are performed by both individual students and all students in the class, they contribute to the development of cognitive needs and creative thinking of students. Creative tasks can be given both before studying a certain material in a lesson, and after studying it. Discussion of creative works, proposals, developments always causes an intellectual and emotional upsurge, creates favorable conditions for the study of new material that meets the interests of students. Such tasks require, as a rule, answers to the questions “how to do to ...?” And “why?”. Creative tasks are given to students who possess sufficient knowledge and mental abilities, have the necessary experience in creative activity, and the time to complete them. Creative work includes writing instructions, conducting independent experiments, compiling tasks, finding new methods for solving them, etc.

Homework is usually done individually. Sometimes group exercises are practiced, which are carried out in parts by several students.

## CONCLUSIONS

A clear learning algorithm will be traced in the homework system, taking into account the individual characteristics of the body and state of health, all the nuances, possible errors and ways to prevent them are visible. Each student, performing a timely systematic homework, will automatically consolidate the material passed and learn something new. The simplicity of perception and reproduction of information will be based on the drawings, graphs, tables, drawings and other visual materials presented in the assignment. To supplement them, various execution algorithms, guidelines and exercises for practicing will be used, as well as a creative part will be provided for the student to reflect on this topic, which will allow him to think quite abstractly and thereby better understand the lesson material.

Thus, the topic of the formation of universal educational actions in physical education lessons in the process of homework is relevant and requires methodological development.

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