



HISTORY AND DEVELOPMENT OF THE DEVELOPMENT OF PHYSICAL EDUCATION

Muminov Sherzod Ilyosovich
Kokand State Pedagogical Institute

Annotation. this article presents the history of the development and significance of physical education today, as well as the research carried out by scientists of Russian and our country in the discipline of Physical Education, the science of physical education at school and its passage.

Keywords: P.F.Lesgaf, pedagogical foundations of the scientific organization of physical education lessons.

The scientific basis for the organization of physical education classes was developed, and in the 20th century, teachings worthy of attention appeared on a world scale. These teachings greatly expanded the boundaries of the physical maturity and capabilities of a person. One of the most important tasks of physical education was the ability to do physical education, sports competitions, folk games, to be able to compare them with each other and evaluate them in their own way, that is, to be able to analyze them. In his opinion, only finding Camille on all sides allows you to work with very little effort, achieving the best results among a very short time. Physical education was in favor of implementation in accordance with the age, sexual and individual characteristics of the engaged person.

It is noted that gradually it becomes more complicated, skills and abilities must be perfect. P.F.Lesgaf was a supporter of the organization of physical education classes through a teacher's explanation. Did not approve of showing as a personal example. The educator counted that he would remain a non-thinking, mechanically fulfilling. Based on his teachings, it is emphasized that physical education must rely on reason, generate physical skills and competences using reason, improve and transform it into physical skill and culture. P.F.As a supporter of mass physical education, Lesgaf was a promoter of conducting physical activities in all types of educational institutions based on scientifically based plans and programs and focused all his knowledge and experience on this. Not only in Russia, but throughout the world, his teaching about the system of physical education is of positive importance and has come to this day without losing its relevance. Pedagogical foundations of the scientific organization of physical education lessons

The scientific basis for the organization of physical education classes was developed, and in the 20th century, teachings worthy of attention appeared on a world scale. These teachings greatly expanded the boundaries of the physical maturity and capabilities of a person. Physical education, sports competitions, folk games began to spread widely around the world. Physical education and sports games of different peoples have spread internationally, reaching a level where feelings of internationalism and patriotism are formed more strongly. In the development of the scientific and pedagogical foundations of the organization of physical education of this period and conditions A.D.Navikov, L.P.Matveev, V.A.Ashmarin, Ch.T.Ivankav, N.I.Panamarev, V.V.Popchenko, B.M.Shiyan, A.Abdullaev, A.Akramov, F.Nasriddinov, F.Karimov, F.Boshaev, and other scientists

Table with 2 columns: Page number (1) and Publication information (ISSN 2319-2836 (online), Published by ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW., under Volume: 11 Issue: 12 in December-2022, https://www.gejournal.net/index.php/APJMMR) and Copyright notice (Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/)



took an active part. A.D.Novikov and L.P.Matveevs wrote many works on the theory of physical education and teaching pedagogy. The main subject of the research carried out by them is the problems of the theory and methodology of physical education, aimed at studying the formation as a science, the purpose, tasks, tools, basic principles of physical education, the inextricable connection of physical education with other areas of education and the rules of the law of physical education. The didactic foundations of physical education are outlined in a deep connection with the laws of pedagogical science. In some cases, some didactic issues were interpreted in a mixed way with the problems of going to physical education.

For example, it would be better if the forms of Physical Activity, Sports training, practical physical training were studied as physical education, studied as a didactic problem. The research carried out by scientists from Uzbekistan on the scientific and theoretical foundations of physical education and the methodology of its teaching during the scholar system was exactly consistent with the ideas of Russian scientists. After gaining independence, the development of the problems of the theory and methodology of National Physical Education was accelerated, and remarkable results were achieved.

Scientists from Uzbekistan carry out effective scientific activities in this direction. A.Akramov's "history of Physical Culture and sports in Uzbekistan", K.Nurmukhammadov's "socio-economic problems of Physical Education and sports", Nasriddinov F. and E.Shoternikov's " human factor began to spread widely around the world. Physical education and sports games of different peoples have spread internationally, reaching a level where feelings of internationalism and patriotism are formed more strongly. In the development of the scientific and pedagogical foundations of the organization of physical education of this period and conditions A.D.Navikov, L.P.Matveev, V.A.Ashmarin, Ch.T.Ivankav, N.I.Panamarev, V.V.Popechenko, B.M.Shiyan, A.Abdullaev, A.Akramov, F.Nasriddinov, F.Kerimov, F.Hozhaev, and other scientists took an active part.

School age is the most favorable age for teaching movement. Just in these years, children have high flexibility, strong and rapid nerve excitation, and, accordingly, are distinguished by the light formation of conditioned reflexes of movements. At the age of 14-15, it reaches the norm of the development of motion analyzers. By the school completion period, students will have different levels of movement skills. This in turn is able to apply physical exercises, in labor activity and in social life in marriage, in strengthening their own health, in increasing physical fitness. Movement training is carried out depending on the level of physical development and physical fitness of the engaged person, as well as his physical qualities. Particular attention is paid to the application of general methodological principles in teaching students of large, medium, small age to movement. In accordance with the principle of mindfulness and activism, from year to year, children should be able to gain knowledge about the activity of the taught movement, to reflect on what the performed action should be performed only in this way, what mistakes can happen if done differently. With this, their range of thinking expands.

With life examples in those who think through the vision of small bodies, the importance of physical exercise so that its application in everyday life is given life examples about the importance of the practitioner for his health and so on. This process is carried out only by returning the studied materials many times, only then is it embedded in their mind that for high results it is necessary to

2	ISSN 2319-2836 (online), Published by ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW., under Volume: 11 Issue: 12 in December-2022 https://www.gejournal.net/index.php/APJMMR
	Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/



weigh a lot of sweat and hard work. It is important to pay attention to the psyche of those ages. They try to quickly take over the activity of the studied movement. With this they make mistakes.

Therefore, it is important to explain separately that working on the technique of movement is heavy. Forcing them to find mistakes in mastering actions from each other, to be able to see mistakes, to be taught to analyze and to prevent future mistakes. In addition, it is of vital importance to teach them to lead groups when returning trained subjects. It is important to pay attention to independent thinking. It will be advisable to go to the concepts of Sports tactics, tips for independent practice.

The principle of individualization of teaching and learning by dividing movement into pieces – when applied to younger school children, it is more difficult to distinguish certain movements and perform it accurately. They get tired quickly and can recover quickly. Especially the same movements accelerate rapid fatigue. In addition to these, exercises to hold certain muscles of the body for a certain period (in a static position) are quick to fill, and therefore the use of such exercises should be avoided. Starting from the first grade, it will be necessary to demand that students spend opportunities to perform some exercises.

Because they require great attention to their physical fitness and typological characteristics of nerve activity. The principle of regularity puts the requirement that the material planned to be taught to action be returned more in a series of Sessions. Only when the subject is mastered will he move on to another task. A small, medium and large school age can release one or more lessons (or training session), lack of systematic participation in them, negatively affect the educational process and cause the process of mastering to stretch.

REFERENCES

1. Akhatov M.S. "Management of mass sports and wellness activities in the continuing education system" Tashkent, 2005, page 235
2. Abdullayev. A. Khankeldiyev.Sh "Physical education theory and methodology" textbook Tashkent-2005 page 199
3. Salomov.R.S "Theoretical foundations of sports training" textbook Tashkent 2005 page 238