

**DIDACTIC REQUIREMENTS FOR PHYSICAL CULTURE LESSONS**

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**Annotation.** It is necessary to identify, understand the pedagogical categories in the regulations on the lessons of Physical Culture, before thinking about the laws of its structure, regardless of whether it will be a school physical education lesson, or a sports activity, a wellness training, whatever the training.

**Keywords:** education, upbringing, base concepts, content.

Because, he writes, "...neither in the practice of the physical education (teaching) process, nor in the content of the physical education theory, systematic thoughts about the exact content of the basic concepts such as "the content of the lesson" and "the structure of the lesson" were not expressed until recent years."1

The famous French educator J.J. Rousseau (1712-1778) and the famous Swiss democrat-pedagogue I.G. As a result of the influence of the pedagogical ideas of Pestalotsti (1746-1827), a new type (called philanthropic) - "human-loving schools" were opened in Germany, which gave a significant place to physical education, and physical education was given considerable importance in these schools. In the schools of philanthropists, German gymnastics gradually spread widely and quickly.

Its founders, Friedrich Ludwig Jahn and his followers began to treat gymnastics as an important additional activity in the general education subjects at school. Later, gymnastics classes turned into a physical education class. The history of its formation as a lesson began with exercises in the form of performing gymnastic exercises, and then a separate lesson took place. Its original system was developed by the Swedish playwright and public figure Per Henrik Ling. However, the training in the style of gymnastics did not yet have a clear structure as a lesson. After some time, P. G. Ling's son Yalmar Ling, pedagogues Terngren, Balk, Norlander and others developed lesson plans that followed the principle of "no breaks", "slowly", "double-sidedness". Then, based on the mentioned principles, a lesson plan was created, mainly focused on solving hygienic tasks.

Many variants of such schemes have been improved, and by now there is a summary of the four main components of the lesson - physical exercises included in the text of the lesson outline, changes that occur in the student's organism by performing them in the lesson (physiological, biological, biomechanical, psychological, etc.), the activities of the teacher and students during the lesson the tariff of the concept of the lesson representing the content of the physical culture lesson was created. They are: The mentioned aspects are interconnected with each other and they are called characteristic components (aspects) of the lesson of physical culture.

One of the components of the content of the physical education lesson is physical exercises planned for use as educational material in its preparatory, main, and final parts.

Functional, mental, pedagogical and other changes occur in the students' organism by performing these exercises in class. This is the second component of the content of the physical education lesson.

The next components that represent the content of the lesson are the activities of the teacher conducting the lesson and the students participating in the lesson. These aspects of the lesson content include the theoretical knowledge of the teacher, the organization of their activities in the lesson in order to form the students' practical skills, and the teaching methods selected for the educational process.

Physical exercises included in the lesson are the largest characteristic component of the lesson content. But such a concept is one-sided and serves as a subject of activity for students during the lesson in solving the tasks of education, health, and imparting knowledge.

The exercises used in the lesson as a tool of the educational process are only one part of the generalized subject content of the lesson, on the other hand, it is an edge of the lesson content. It is natural that the exercises are different depending on the tasks set for each part of the lesson.

Preparatory exercises for attention, line exercises, exercises for height and stature, general developing exercises performed without bodies and with bodies, preparation, guiding exercises; In the main part of the lesson, exercises of gymnastics, athletics, sports games (volleyball, basketball, handball, football), swimming, wrestling sections of the physical training program are used.

Their scope of influence may vary depending on the functional state of the organism. It has been proved in the theory and practice of physical education that physical exercises planned for the lesson are the main cause of changes in indicators of physical development and physical readiness.

The activity of students in the lesson, which is related to the performance of the exercises recommended for the preparatory, main, and final parts of the lesson, is one of the next major components of the lesson content. This component consists of different forms of intellectual and physical activity of the practitioner, which are:

- listening to the teacher during the lesson, carefully observing the exercise shown to him;
- the initial idea formed about the movement activity that he will master after trying it for the first time and thinking about it;
- to make a mental project of the activity to be performed, to be practiced, and to perform it both mentally and practically;
- control and evaluate one's actions, discuss the problems with the teacher;
- managing one's own feelings, mood, emotions by directing them, etc. forms the content of the student's activities during the lesson.

All of the activities of the students to solve the lesson tasks form the basis of the lesson content (we have covered the materials related to the methods of organizing the students' activities in the lesson in a more detailed way in the next section).

The activity of the teacher is the next component of the content of the lesson, which includes all professional activities during the lesson: assigning homework and explaining it, being able to state the exact task of the lesson and organize its solution, keeping the students under constant control, analyzing their activities, as well as the activities of the students. It includes the theoretical and practical aspects of the educational process and basic situations, such as turning to the path, focusing on the relationship between them and directing the students' activities to effectively solve the lesson tasks.

Physiological, psychological, biomechanical and other functional changes that occur in the body of participants through the exercises included in the lesson are considered one of the next major characteristic components of the lesson content, and they are: movements, breathing during exercises, nervous system, circulatory system, metabolism, movement qualities and consists of related knowledge. Without them, it is difficult to solve the tasks set for the physical education lesson. In particular, knowledge about the mastery of physical exercises, the mechanism of formation of skills, the physical and mental effects of movements on the body, information about biomechanics enriches the content of the lesson, increases its interest, and all this is considered the fourth component of the content of the physical culture lesson.

In this, the results of the teacher's and students' activities will be hidden. Whether the planned educational activities are being implemented or not is currently monitored, corrections are made on how to continue the pedagogical activities, and necessary instructions are prepared by the teacher. It is appropriate to organize the sports disciplines (gymnastics, athletics, movement and sports games,

swimming, wrestling) included in the physical education program of the students of general education schools, taking into account the specific aspects of the sports disciplines noted in the lesson content and its structure. But it is natural that the content of the lessons differs in relation to the specific aspects of the subject.

In conclusion, it should be said that the content of the physical culture lesson is formed from the summation of the theoretical knowledge and actions performed in practice.

A meaningful lesson in a broad sense has a significant impact on the effectiveness of physical education education and training.

Through the analysis of the general and special literature published after the second half of the last century, the debates regarding the definition of the name of the physical education lesson (whether it should be called a physical education lesson or a physical culture lesson) and its content were put to an end, and the main components of the lesson were accepted as the definition. The components representing the content of the lesson are represented in the drawing.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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