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Theoretical analysis of motor activity in assessing the mass sports movement of schoolchildren

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Abstract

Purpose: 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.

Keywords: Physical education of students, physical culture, mass sports, the amount of active physical activity, physical activity.

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

Study and analysis of the state of the problem according to scientific and methodological literature; analysis and generalization of best practices in physical education of preschool children; pedagogical observation and pedagogical experience, questionnaires, interviews, anthropometry, heart rate monitoring, methods of mathematical statistics.

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±8.4 hours. And in girls, this indicator was 15.4±7.8 hours per week (see Figure 1).

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).

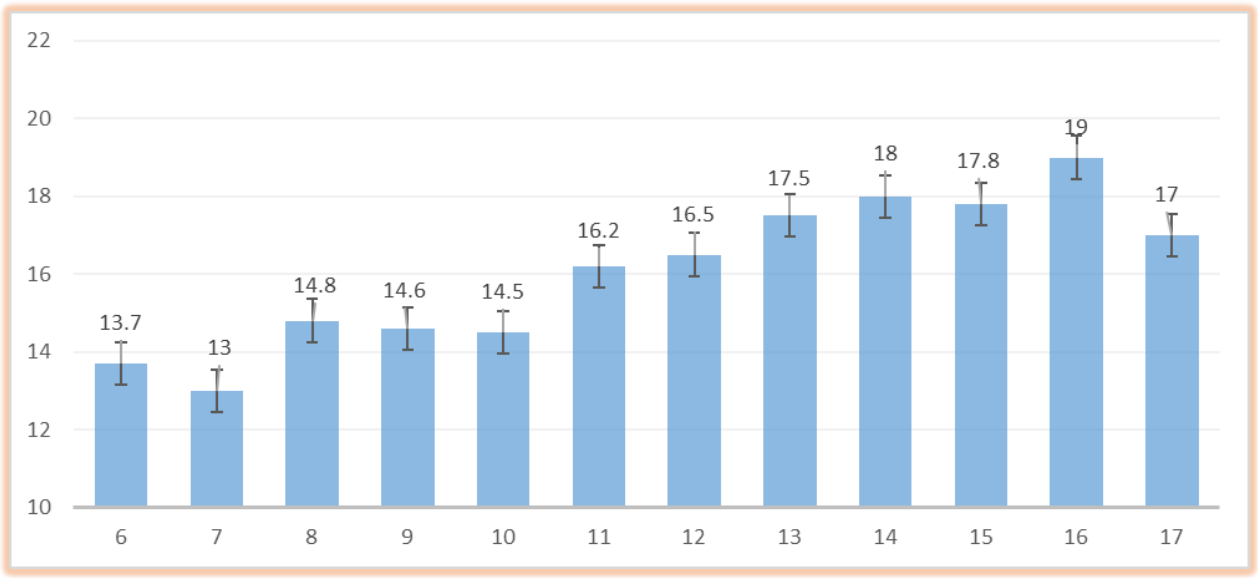


Figure 1. Dynamics of changes in weekly motor activity of students by age.

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

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.

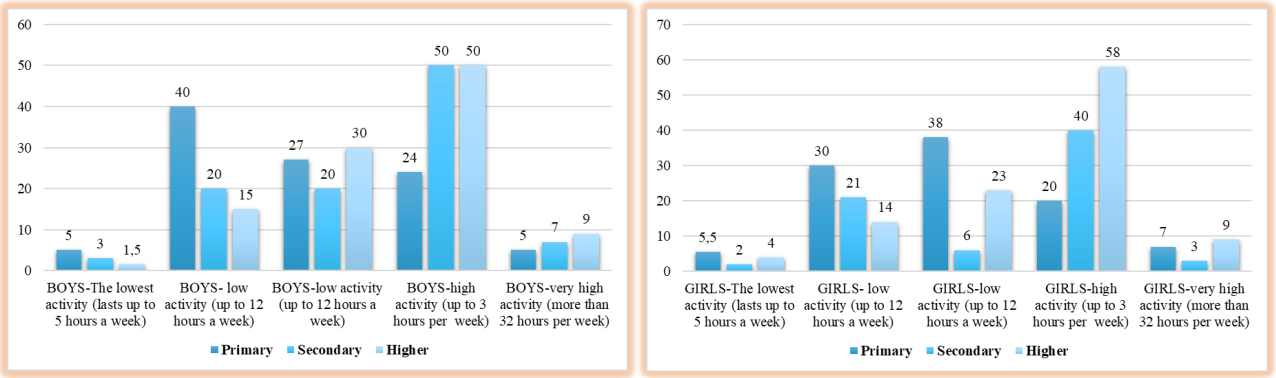


Figure 2. Primary, secondary and higher results in terms of weekly motor activity of age and gender characteristics of students.

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

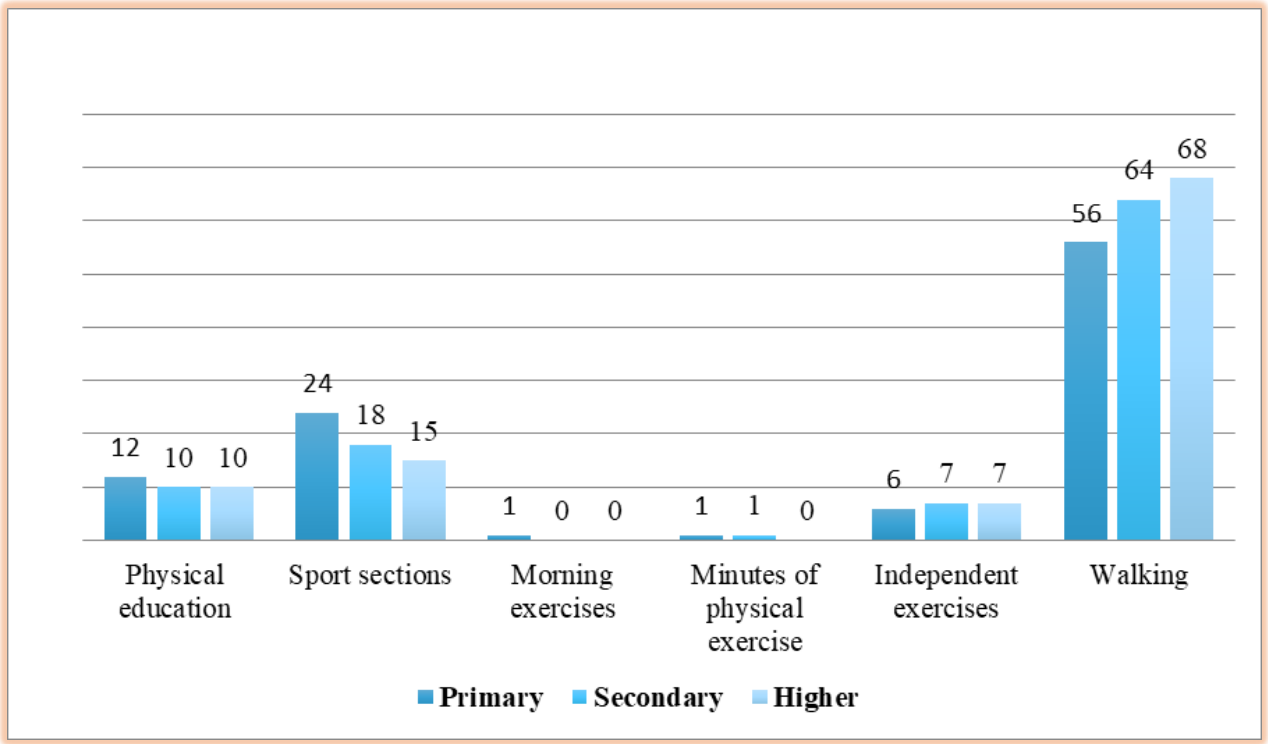


Figure 3. Primary, average and high results on changes in the structure of students' motor activity by age characteristics.

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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