Effectiveness of implementing the model for developing mass sports movement in general secondary schools implementation effectiveness

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Abstract

Purpose: The purpose of the study is to develop the mass sports movement through the implementation of a special model in general secondary education schools.

Methods: Analysis of scientific and methodological literature, pedagogical observation, research organization, pedagogical experiment, mathematical and statistical methods, and analysis of the obtained results.

Results: Furthermore, in the control group of 6th-grade boys, the average results for the 60 m sprint improved from 10.3±0.58 s to 10.2±0.57 s (P>0.05); for the tennis ball throw from 33.68±3.59 m to 35.22±3.76 m (P>0.05); for the standing long jump from 162.1±4.66 cm to 165.6±4.12 cm (P>0.05); and for raising the body to 90° from a supine position, the result increased from 17.5±1.92 times to 18.8±2.01 times, although no statistically significant differences were observed (P>0.05). For boys in the same grade, the result in the 4x10 m shuttle run improved from 11.1±0.21 s to 10.8±0.24 s, and in pull-ups from 4.2±0.56 times to 4.9±0.74 times, with statistically significant differences observed (P<0.05).

Conlcusion: Regarding the comparative analysis of physical preparedness levels among 6th-7th grade boys in the control group for meeting the standard requirements in "Physical Education," the results of 6 tests showed the lowest performance in the following: 60m sprint, standing long jump, tennis ball throw, and lifting the body 90° from a supine position. During the research, it was noted that 6th-7th grade boys demonstrated low preparedness in pull-up tests on the horizontal bar.

Keywords: Model, means, methods of developing physical education classes, mass sports movement in general education schools.

Introduction

In our republic, the issue of physical development of the younger generation is considered one of the priority socio-pedagogical tasks [1, 4, 5].

Increasing students' interest in physical education and sports within the educational system of our country has become an urgent issue today. Studying the developmental trends of physical education in modern society and reflecting these trends in the physical education programs of educational institutions demonstrates that certain current requirements should be incorporated into the content of physical education [2, 7].

Physical education, like other academic subjects, aims to develop specific qualities in students through the extensive use of innovative methodologies. As the head of our state emphasized, "if the teaching methodology in schools does not change, neither the quality, content, nor the environment of education will change" [3, 6, 8].

One of the urgent tasks is to systematically structure the factors influencing the development of mass sports movement through the implementation of a special model in general secondary education schools, to develop effective ways to eliminate negative aspects, and to apply them in training sessions. This is based on the study and analysis of these factors.

Results and discussion

For the long-term development of an integrated physical education and sports environment in the mass sports movement of general education schools, various control measures were implemented. These took into account the interaction of school management bodies in organizing joint physical education and sports activities of educational institutions and society, special opportunities for educational cooperation between families and schools, as well as the unique characteristics for enriching the integrated physical education and sports environment as an open pedagogical system, considering external environmental factors. The aim of this is the targeted organization of physical education and sports classes, creating necessary conditions for their implementation, providing pedagogical support in an integrated physical education and sports environment, eliminating negative factors of the natural and social living environment, and establishing rational living conditions.

By applying the model of mass sports movement development in general secondary

schools, it was possible to guide students towards various sports, make regular participation a habit, and ultimately further develop the gene pool of sports reserves.

Thus, the essence of a comprehensive educational physical culture and sports environment lies in creating real conditions for effective interaction between the school and the social environment, representing a unified educational process. Simultaneously, integration also implies differentiation at various levels of interaction, which contributes to equalizing the educational opportunities within each student's microenvironment, creates conditions for shaping the child's individual environment, and ensures their success in various physical education and sports activities.

Differentiation creates conditions for teachers' creative self-expression, provides targeted pedagogical support for educational interaction in relationships between children and parents, and establishes conditions for students to achieve particularly significant results in sports.

The integrated educational physical culture and sports environment meets the demands of the time and is constantly developing and improving as an open pedagogical system. This open pedagogical system is, first and foremost, accessible for the self-realization of educational activity subjects. An individual's self-awareness is realized against the backdrop of their ability to satisfy urgent needs and prove themselves as a subject of their life activities. This is how the practical aspect of the humanistic paradigm is implemented in an integrated physical culture and sports environment.

To develop an athlete's volitional qualities, it is necessary to consider the overall impact of objective and subjective difficulties on their activities, while distinguishing between them. The following three volitional characteristics, namely purposefulness, discipline, and self-confidence, are considered common for all types of sports. The sense of confidence in oneself, one's actions, and capabilities should be a constant aspect of sports willpower. Without this component, sports activity cannot be effective. The remaining volitional characteristics are explained as follows: qualities that are leading for the given sport, qualities close to the leading ones, and those that follow them. Psychological preparation of school students is a continuous daily process that is carried out consistently throughout the year. It is not limited to the system of influences exerted by the coach and the student. It also requires students to engage in actions aimed at developing their own willpower.

In comprehensively addressing these issues, the role and practical efforts of specialist scientists in the field of physical education and sports are of crucial importance. Taking these reasons and factors into account, we conducted research on theoretical and practical experiences and data related to the introduction of mass sports movement among 6th and 7th grade students in general education schools. We also explored creating a newly modeled system of movements by monitoring the daily activity routine of today's schoolchildren. Accordingly, the following model structure was developed for school and extracurricular activities in schools No. 30 and No. 49 of the Tashkent region.

For this model's indicators to work in practice, it is necessary to establish a constantly operating chain that maintains an integral connection between the school and parents, and to ensure its continuous operation.

This model's indicators were formed based on data obtained during the study by monitoring the daily movement patterns of schoolchildren, and its effectiveness was confirmed during the conducted research.

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This model was developed based on data obtained through research conducted by monitoring the daily activity patterns of school students, and its effectiveness was confirmed during the course of the studies (see Figure).

The experiment presented an analysis of the dynamics of students' physical and functional preparedness indicators within the framework of an integrated physical education and sports environment. In the experiment, we systematically applied an integrated environment and program for implementing the mass sports movement, taking into account the aforementioned factors. The results obtained after the experiment showed an increase in students' interest in mass sports. According to the initial results, when comparing the physical fitness indicators of boys and girls in the experimental and control groups by age and gender, it was noted that the difference between

Table. Indicators of 6th and 7th grade boys in the experimental and control groups (beginning and end of the experiment) n=120

No	Tests	Grade	Experimental group		t	P	Control group		t	P
			beginning	end			beginning	end		
1.	60 m sprint (sec.)	6	10.40±0.68	9.80±0.67	2.35	<0.05	10.30±0.58	10.20±0.57	0.70	>0.05
		7	10.10±0.60	9.50±0.61	2.40	<0.05	10.20±0.77	10.01±0.78	0.68	>0.05
2.	4x10 m shuttle run	6	10.90±0.19	10.60±0.22	2.83	<0.05	11.10±0.21	10.80±0.24	2.50	<0.05
		7	10.80±0.26	10.40±0.33	2.88	<0.05	10.90±0.27	10.60±0.25	2.30	<0.05
3.	Standing long jump (cm)	6	166.90±5.30	171.50±6.45	2.27	<0.05	167.60±3.60	168.70±3.44	1.24	>0.05
		7	174.30±4.81	179.90±5.48	2.91	<0.05	175.40±4.84	177.30±4.59	1.66	>0.05
4.	Lying back raises to 90° (reps in 30 sec)	6	17.50±2.07	20.20±2.36	2.90	<0.05	17.90±1.92	18.80±2.01	1.76	>0.05
		7	17.10±2.26	19.50±2.83	2.57	<0.05	17.50±1.70	17.90±1.80	1.15	>0.05
5.	Pull-ups on bar (reps)	6	4.10±0.74	5.20±1.08	2.80	<0.05	4.40±0.56	4.90±0.74	2.77	<0.05
		7	4.50±0.80	5.70±0.98	2.42	<0.05	4.70±0.99	5.30±1.11	2.08	>0.05
6	Standing forward bend from gymnastics bench without bending knees (cm)	6	3.30±1.05	4.40±0.99	2.87	<0.05	3.50±0.99	4.10±0.99	1.66	>0.05
		7	3.70±0.96	4.70±0.90	2.74	<0.05	3.90±0.92	4.30±0.82	1.47	>0.05

the groups was not statistically significant, indicating that students with nearly identical physical development and functional preparedness were selected for participation in the pedagogical research process. After a year of interventions, the difference between the results obtained from boys and girls in the experimental and control groups increased to a statistically significant level (see Table 1).

In the experimental group of 7th-grade boys, the average results for the 60 m sprint improved from 10.1±0.6 s to 9.5±0.6 s (P<0.05); in the 4x10 m shuttle run, the result improved from 10.9±0.27 s to 10.2±0.29 s (P<0.05); in the standing long jump, from 165.1±5.55 cm to 181.5±5.19 cm (P<0.05); for raising the body to 90° from a supine position, the result increased from 17.1±2.26 times to 20.1±2.23 times (P<0.05); and in pull-ups, from 4.3±0.9 times to 6.5±1.41 times (P<0.05), with statistically significant differences observed in all cases.

Although the result in throwing a tennis ball at this age improved from 33.99±5.6 m to 38.14±5.36 m, no statistically significant difference was observed (P>0.05). In the practice of physical education for schoolchildren, various means and methods that contribute to the development of physical qualities were employed. The assessment of the effectiveness of the tools and methods provided to students in a comprehensive approach was carried out mainly within the framework of pedagogical experimentation over several academic years.

During the study, a comparative analysis of the dynamics of student preparedness in the experimental and control groups was conducted. In the process of conducting the main pedagogical experiment, the experimental group utilized our developed program for teaching special physical exercises and

Fig. Model for the development of mass sports in schools



increasing the intensity of each lesson, along with a program developed for improving physical fitness. The control group followed the program developed for educational institutions, that is, they engaged in traditional teaching methods.

During the main pedagogical experiment, a comparative assessment of students' preparedness was conducted. In the process of physical education, the development of physical qualities along with the formation of motor skills and abilities, using a complex of means and methods, particularly through a comprehensive approach, led to positive results. In the practice of physical education for schoolchildren, various means and methods are used that contribute to the improvement of physical qualities. We developed an integrated mobile application for preparing 6th and 7th-grade students of general education schools to pass control standards in the physical education program, based on a set of exercises developed for homework assignments. The students' readiness for its implementation was determined. Subsequently, special exercises that were accessible to the students were practically applied in health improvement activities throughout the day.

During this experiment, the experimental group followed a standard program of extracurricular activities according to the "Training Program of the Course of Activities for Developing Physical Fitness of Schoolchildren in the Process of Extracurricular Activities." In the experimental group, reliable results were observed in 7 out of 8 tested indicators ($P<0.05$). Only in one age group, specifically in the tennis ball throwing test for 7th-grade boys, a significant increase in results was observed; however, no statistically significant differences were revealed ($P>0.05$).

Similarly, in the tennis ball throw, the results in the experimental group changed from 17.25±2.02 m to 20.4±2.19 m, showing statistically significant differences ($P<0.05$), while in the control group, the result improved from 17.4±1.84 m to 18.6±1.8 m, but without statistically significant differences ($P>0.05$).

As a result, the girls in the experimental group achieved higher results in the control tests compared to their peers in the control group who participated in traditional

extracurricular activities.

During this experiment, a model program of extracurricular activities was applied to the girls in the experimental group based on the "Curriculum for the Course of Activities to Develop Physical Fitness of School Students in Extracurricular Activities," using developmental and preparatory exercises. In the experimental group, statistically significant results were observed in 5 out of 6 tested indicators for the 6th-7th grade groups ($P<0.05$).

According to the test results obtained from the girls in the control group, a significant improvement in performance was observed in 5 out of 6 tests: 60 m sprint (6-7th grades), 4x10 m shuttle run, standing long jump, tennis ball throw, raising the body to 90° while lying on the back, push-ups on a gymnastics bench, and forward bend from a standing position on a gymnastics bench without bending the knees. Statistically significant differences were revealed in these tests ($P<0.05$).

Conclusion

Analysis of scientific research and methodological literature revealed that the health status of middle school students in general education schools has a tendency to deteriorate. Meanwhile, insufficient research is being conducted to develop program and methodological support for physical education of 6th-7th grade students during extracurricular time, which determined the need for research in this direction. During the pedagogical experiment, extracurricular activities were organized with girls in the experimental group, taking into account sensitive periods and based on their psychological characteristics. As a result, according to the control test results, the girls in the experimental group achieved higher results compared to their peers in the control group who participated in traditional extracurricular activities.

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