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DEVELOPING TECHNICAL READINESS IN SCHOOLCHILDREN THROUGH PHYSICAL EDUCATION

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Abstract
The article describes the experience of obtaining and applying the targets of technical preparedness of schoolchildren. The application of the method of questioning and calculation of the concordance coefficient made it possible to single out the indicators of the technique of eight test motor exercises that determine the physical preparedness of schoolchildren.

Keywords: School physical education lesson, learning process, the schoolchildren, indicators of exercise techniques, technical preparedness.

Introduction

ФОРМИРОВАНИЕ ТЕХНИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ ШКОЛЬНИКОВ В ПРОЦЕССЕ ФИЗИЧЕСКОГО ВОСПИТАНИЯ

Юлдошбоева Зульфия Равшан кизи
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Аннотация:
В статье описывается опыт получения и применения ориентиров технической подготовленности школьников. Использование метода анкетирования и вычисление коэффициента конкордации позволили

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выделить показатели техники восьми тестовых двигательных упражнений, определяющих физическую подготовленность школьников.

Ключевые слова: урок физической культуры, процесс обучения, школьники, показатели техники физических упражнений, техническая подготовленность.

Over the years of independence, our republic has created all the necessary conditions for the population, especially the younger generation, to regularly engage in physical education and mass sports in line with modern requirements. Large-scale work has been carried out to strengthen the health of young people through sports competitions, willpower, self-confidence and the development of courage, patriotism and devotion to the Motherland. In pursuance of the Resolution of the President of the Republic of Uzbekistan dated June 3, 2017 No. PP-3031 "On measures for the further development of physical education and mass sports" [1] and the Decree of the President dated March 5, 2018 No. 5368 "On measures to fundamentally improve the system of public administration in the field of physical education and sports" [2], various events are being held. To engage various segments of the population, including governmental and non-governmental organizations, in sports and to promote a healthy lifestyle, the faculty of the Physical Education Department of the Tashkent Regional Chirchik Pedagogical Institute, initiated various sports competitions and tournaments, not only among university students but also among schoolchildren in the city of Chirchik. Competitions were held in three sports: mini-football, volleyball, and table tennis. Physical education teachers often evaluate the effectiveness of schoolchildren's physical education solely through students' physical fitness indicators. This overlooks the students' technical preparedness, which, in essence, serves as its foundation, contributing to the full development and maximum expression of their individual physical abilities and qualities [5]. The National Special Test "Alpamysh and Barchinoy" is being introduced. These tests promote health improvement, increase creative and work activity, and have laid the regulatory and programmatic foundation for

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schoolchildren's physical education. Physical education teachers must pay close attention to teaching students the techniques of the test physical exercises included in this complex. This is especially true since these physical exercises are basic [7]. These exercises partially or completely replicate, in their biomechanical structure, the vast arsenal of physical training tools for schoolchildren in various sections of the physical education curriculum. Technical preparedness is demonstrated during the performance of a motor exercise as mastery of its technique. Progress in physical exercise technique, associated with the improvement of sports equipment, clothing, and equipment, constantly leads to the emergence of effective forms of exercise performance, as can be seen in the example of sports technique, which has changed significantly in all sports in recent years [3]. Therefore, the orientation of the motor action, its main reference points, and motor tasks require clarification and adjustment over time. Analysis and evaluation of physical exercise technique should take into account the features characterizing rational movements and their combinations (technical characteristics of movements), which are important for physical education and training [2]. To address the above objectives, a survey of 18 qualified specialists, including top-level physical education teachers and physical education institute instructors (associate professors and professors), was conducted. A pedagogical experiment was conducted. The survey of respondents, statistical processing of the survey results, and calculation of the concordance coefficient determined the most significant performance indicators for the eight test physical exercises. The specialists also assessed selected indicators as students completed each test.

The experiment was conducted at School No. 15 in Chirchik and involved three age groups of schoolchildren: 49 5th-grade students (KG - 22 people, EG - 27 people), 56 9th-grade students (KG - 28 people, EG - 28 people), 50 10th-grade students (KG - 25 people, EG - 25 people). All schoolchildren were included in the first and second groups based on their health condition and had no contraindications to physical education classes. The experiment was conducted from September 2017 to May 2024. Participants in the control group attended physical education classes three times a week and mastered the regular

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curriculum for this subject in accordance with the curriculum. The curriculum provided for mastering the sections "Athletics", "Gymnastics" and "Sports Games". Completing the tests was part of the "Track and Field" section.

Participants in the experimental group participated in physical education classes for the same amount of time (three times a week for 45 minutes each), but they also spent 15 minutes at each lesson (at the beginning of the main part of the lesson) studying the technique of performing test physical exercises, focusing on the technique indicators selected by the respondent specialists. In the mixed-age experimental groups, the method of selective information redundancy was used. This method is based on the teacher's use of brief, highly relevant explanatory and accompanying information. It focuses students' attention on the key reference points and motor tasks during their performance of test physical exercises. The method of selective information redundancy in teaching students proper technique promotes awareness and rapid memorization of the basic principles of physical exercise actions. In each physical exercise, their attention was focused on six technique indicators. At the end of the educational experiment, 18 respondent specialists assessed the technique indicators of students in the control and experimental groups. All obtained results were processed using the Microsoft Excel and Stadia 8.0 statistical packages.

The results of the study—a correlation matrix of the Spearman rank order (LR)—on the degree of agreement between the expert respondents' opinions on their assessment of the six technical indicators in each of the eight physical fitness tests on a 5-point scale revealed a high correlation (interrelationship) between the samples ($r = 0.67$ to 1) for each test. The statistically processed assessment of the designated technical indicators—the main reference points and motor tasks of the exercise performed by the schoolchildren—results from the expert respondents' survey at the beginning and end of the experiment are presented in Table 1. To conduct statistical comparisons, the distribution of test results was determined. Using the Omega-squared and Chi-squared tests, the hypothesis "The distribution differs from normal" was tested. It was found that in most cases, this hypothesis is valid at a statistical significance level of $\alpha=0.05$. Therefore, nonparametric methods for comparing sample medians using

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Wilcoxon signed-rank tests were then used. The achieved increase in results has a pedagogically significant difference and amounts to +1 point in all experimental groups of different ages.

In the control groups, the hypothesis of "no difference between sample medians" was confirmed before and after the experiment. The observed increase in results in the three control groups of different ages demonstrates the absence of statistically significant differences in medians. This hypothesis is not met for the experimental group: the increase in results in this group is statistically significant when comparing sample median values and in paired comparisons. The greatest changes occurred in the 5th-grade age group. This indicates that fifth-graders are more receptive to learning physical exercise technique. Thus, the developed method for teaching students technique indicators in physical education lessons contributes to improving their technical preparedness and increases the effectiveness of the physical education process for students.

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