

## **PÄDAGOGISCHE KONTROLLE DER KÖRPER- UND GESUNDHEITSARBEIT IN LÄNDLICHEN GEMEINSCHAFTSSCHULEN**

**Ubaydullaev Rahimjon Murodilovich** Lehrer an der Fakultät für Sport der  
Fergana State University

**Zusammenfassung:** Der Artikel befasst sich mit den Ergebnissen der pädagogischen Kontrolle über die Organisation der körperkulturellen und gesundheitsfördernden Arbeit des Lehrpersonals ländlicher allgemeinbildender Einrichtungen und der Verbesserung der Qualität der Ausbildung von Sportlehrern, die Sportunterricht und gesundheitsfördernde Maßnahmen durchführen Arbeit in ländlichen allgemeinen Bildungseinrichtungen. Die Lösung, die weitgehend mit der Modernisierung der Bildungsinhalte und der Einführung innovativer pädagogischer Technologien in den Bildungsprozess im Sportunterricht unter Berücksichtigung des Einflusses regionaler Faktoren zusammenhängt, ist ein dringendes Problem des Schulbildungssystems der Republik Usbekistan.

**Schlüsselwörter:** Monitoring, soziologische Erhebung, körperliche Verfassung, pädagogische Prüfung, Werteforschung, gesundheitsschonende Technisierung, Körperkultur und Gesundheitsarbeit, motorische Fitness.

## **PEDAGOGICAL CONTROL OF PHYSICAL AND HEALTH WORK IN RURAL GENERAL SCHOOLS**

**Ubaydullaev Rahimjon Murodilovich** Teacher at Fergana State University  
Faculty of Physical Education

**Abstract:** The article deals with the results of pedagogical control over the organization of physical culture and health-improving work of the teaching staff of rural general educational institutions and improving the quality of training of physical education teachers who carry out physical education and health-improving work in rural general educational institutions. The solution of which is largely related to the modernization of the content of education and the introduction of innovative pedagogical technologies in the educational process in physical education, taking into account the influence of regional factors, is an urgent problem of the school education system of the Republic of Uzbekistan.

**Keywords:** Monitoring, sociological survey, physical status, pedagogical testing, valueology, health-saving technologization, physical culture and health work, motor fitness.

Improving the quality of training of teaching staff in physical education, performing physical culture and health work in rural educational institutions. the solution of which is largely related to the modernization of the content of education and the introduction of innovative pedagogical technologies in the educational process in physical education, taking into account the influence of regional factors, is an urgent problem of the school education system of the Republic of Uzbekistan (1.7)

The modern development of the pedagogical science of physical education and the introduction of elements of computer technology into the educational process causes an urgent need to introduce innovative pedagogical technologies into the educational process of the school education system related to the development and implementation of modern achievements in the field of pedagogical science.

The health-improving orientation of physical culture classes during the school day necessitates the search for new innovative pedagogical technologies, taking into account regional factors, constant correction of the educational process in order to monitor the amount of physical activity imposed on girls of middle school age with different levels of physical fitness and health status.

In the field of physical education, one of the strategic directions of reforming lifelong education is the protection and strengthening of the health of the younger generation.

Health-saving technologization of the educational process in the school system is a new progressive direction that is engaged in the design of educational systems, the design of educational processes that provide a solution to the tasks set for workers in the field of physical education to improve the younger generation

The systematic and continuous learning process, based on constant monitoring, should be ensured through the unity of classroom and extracurricular forms of physical culture and sports, the optimal combination of physical activity that contributes to sustainable adaptation to the educational process of schoolchildren living in rural areas.

Long-term monitoring of scientific research conducted by the teaching staff of the department "Theory and Methods of Physical Culture" on the problem of rural physical education, give reason to believe that attempts to revive physical education and health work with old organizational forms and methods do not give a positive result. (2,4,5)

Unfortunately, physical culture classes in rural educational institutions, as before, are aimed at solving problems that are reflected only by indicators of the fulfillment by schoolchildren of test standards provided for by the curriculum.

Scientific and technological progress, which has rapidly entered our daily life, along with positive factors, has also revealed a negative component associated with a significant decrease in the motor activity of the younger generation, negatively affecting the functional systems of the body of school contingents.

Our sociological research revealed that in most rural educational institutions there is a weak material and sports base, an incomplete set of sports equipment, and a lack of specialists with high professional qualifications in physical education. (3)

Monitoring the results of pedagogical testing of motor abilities and health status of young students living in rural areas, carried out jointly with representatives of medical institutions, made it possible to identify the impact of adverse environmental factors associated with the influence of the hyperthermic factor in the spring-summer period of education and their impact on the process of physical culture and recreation activities, which gives grounds for conducting comprehensive studies in the study of this topical problem. Monitoring studies conducted on a contingent of girls of secondary school age revealed that the capabilities of the teaching staff of a rural school, associated with the detected negative factors, are not implemented effectively enough and indicate a progressive lag in their physical development and motor fitness.

Conducted sports and recreational and sports events according to the traditional scheme carried out in rural educational institutions, due to a number of objective reasons, do not bring tangible progressing results.

Based on the conducted research and the results of a sociological survey of rural school physical education specialists, it was revealed that one of the effective forms of physical education classes in the school day mode of a general education school is sports and recreational activities. With all the importance of the lesson of physical culture, as the main means of physical education at school, the leading role in the introduction to daily physical exercises belongs to extra-curricular physical culture and health-improving and sports-mass work.

It is well known that more than half of the general education schools of the Republic of Uzbekistan are located in rural areas and almost 60% of the rural population lives in the countryside, which determines the relevance of this important state problem.

The personnel policy of the state is aimed at training qualified teachers of physical culture, who are obliged to solve the problems of eliminating the detected negative factors associated with a high turnover of teaching staff in the countryside and imposes a huge responsibility on specialized faculties of physical education aimed at solving the problem of training highly qualified specialists in the field of physical culture and children's sports.

Sociological surveys conducted on physical education teachers working in rural general education schools by the method of questioning made it possible to identify individual factors of this profession.

The age of teachers teaching in rural educational institutions of the Fergana region was from 22 to 30 years old - 32.5%, from 30 to 40 years old 49.3%, from 40 to 50 years old 11.2%, 50 years old and above 7%.

Pedagogical work experience in a rural general education school of those who started teaching up to 5 years - 20.3%, from 5-10 years 32.2%, from 10 to 20 years 20.3%, from 20 to 30 years 20%, over 30 years 7.1% of teachers.

To the question, "Why did you decide to choose the profession of a physical education teacher? Attracted by work with children - 16%, on the instructions of parents - 4%, 34% - sought to get a higher education, 9% - convinced of the abilities for this profession, where they were mainly students with sports categories in selected sports during their studying at a university, 6% - attracted the prestige of the profession,

2 9% - the desire to serve in the internal forces and 2% had other motives.

We consider it inexpedient to carry out sports and recreational work with schoolchildren in the system of educational institutions only by representatives of the sports profession and we recommend involving the entire teaching staff of the school in this work.

The analysis of personal data revealed that the majority of subject teachers have higher education (93.2%) and, naturally, the theoretical knowledge and practical skills they received in physical education classes during their studies at the university allow them to take an active part in all physical culture and sports activities of the school.

In order to determine the ability of teachers to formulate an opinion on "physical culture and health work", they were reduced to the following formulations: physical education lessons, the introduction of health-saving technologies into the educational process, morning hygienic gymnastics, physical education minutes, rational nutrition, health lessons, sports sections, the formation of children's desire to take part in recreational activities, the implementation of educational, educational and recreational tasks of physical culture.

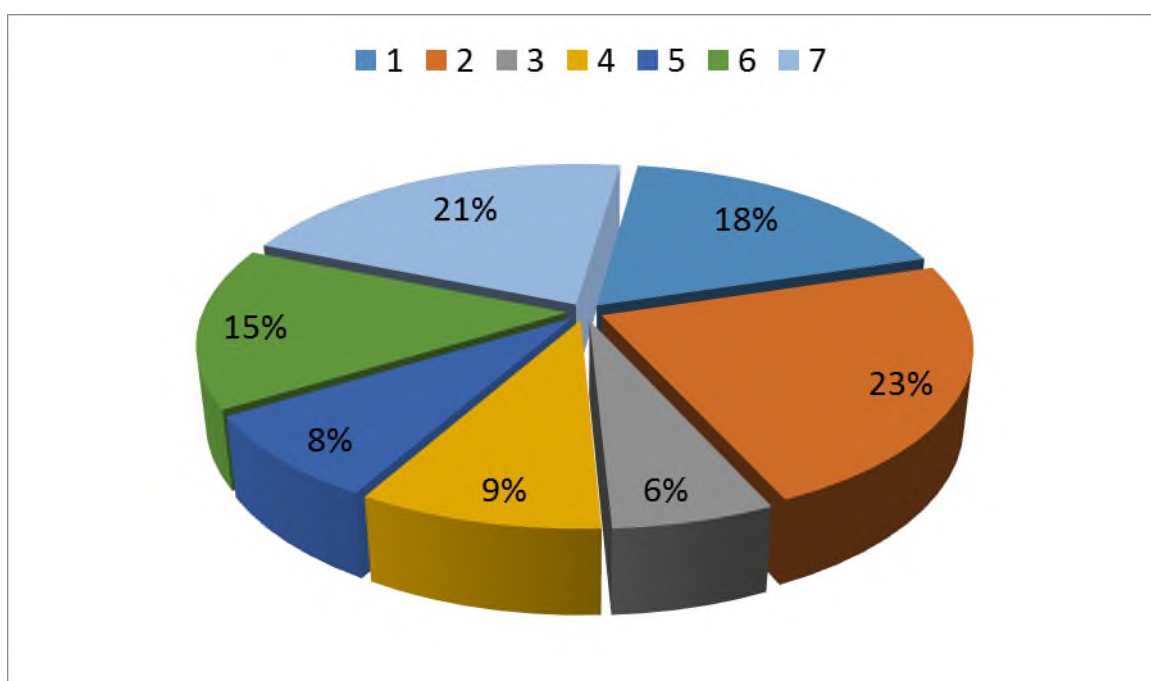
Of interest was the question of self-assessment by subject teachers of their knowledge of skills in physical culture and health-improving activities, allowing to determine their level of university training in physical education for this practical work at school. Only 7% of young teachers noted high rates, as it turned out they were previously involved in their chosen sport, sufficient - 38%, satisfactory - 34%, insufficient - 21%.

**To the question, what hinders your participation in physical culture and health work with students?** Uncertainty in their sports abilities - 11%, weak material

and sports base of the school - 59%, insufficient number of practical skills in conducting sports and health work - 12%, rejection of the rural adult population regarding the participation of the female team of young teachers in sports and health work - 12 % and 6% of teachers could not formulate the reason for their refusal.

Based on the results of an oral survey of subject teachers, it was revealed that only - 18% of them are able to compose a complex of morning hygienic gymnastics, 23% - spend physical culture minutes in the classroom during lessons, 6% - can determine the parameters of their health, 9% - conduct pedagogical testing of physical development and motor fitness with an analysis of the results obtained among schoolchildren, conduct physical education lessons at school - 8%, organize sports and recreational and sports events - 15%, conduct conversations about a healthy lifestyle - 21% . (Fig.1)

To the question, what is necessary for conducting physical culture and health work at school? Knowledge and ability to implement the upbringing, educational and health-improving tasks of physical culture - 35%, knowledge of the theoretical and methodological foundations of physical culture - 26%, the ability to organize and conduct physical exercises - 18%, the ability to objectively assess the physical development and motor fitness of schoolchildren - 21% .



**Rice. 1 Results of a questionnaire survey of subject teachers working in a rural general education school**

A survey of the teaching staff working in rural educational institutions made it possible to determine their attitude to their own health, where 41% of the male teachers surveyed indicated the absence of bad habits in the form of smoking, 37% of



teachers sometimes perform physical exercises during the school day that bring them joy, desire lead an active lifestyle and educate students in the need for physical exercises, 19% - expressed a desire to improve their theoretical knowledge in the field of physical culture and recreation, and 3% of teachers indicated that physical education does not affect their health.

On the basis of the conducted studies, it was recommended that the subject of pedagogical valueology be included in the university educational process, which forms the readiness for sports and recreational activities of future subject teachers when working in a rural general education school - 87%.

Regular MONITORING OF PHYSICAL AND HEALTH WORK IN A RURAL general Education SCHOOL made it possible, on the basis of a questionnaire survey of subject teachers, to obtain reliable results that allow improving work on physical education in the public education system.

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