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PRINCIPLES OF PHYSICAL EDUCATION CLASSES OUT- OF- SCHOOL EDUCATIONAL INSTITUTIONS

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MƏKTƏBDƏNKƏNAR TƏHSİL MÜƏSSISƏLƏRİNDƏ FİZİKİ TƏRBIYƏ MƏŞĞƏLƏLƏRİNİN TƏŞKİLİ PRINSIPLƏRİ

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ПРИНЦИПЫ ОРГАНИЗАЦИИ ЗАНЯТИЙ ПО ФИЗИЧЕСКОМУ ВОСПИТАНИЮ ВО ВНЕШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

Summary: In the article, it is clarified the essence of the principles out-of-school educational institutions physical training of children and youth, which held in group shade. This time, it is emphasized the principle use of visual aids, principle of conscious activity, principle of possibility, principles of systematic and consistency, principle of proper use of power and gradual increase of burden that paid attention. It is considered that athletes quickness is one of the main element and higher speed movement which athletes perform. It should be demonstrated to guide the main methodological principles when a trainer-teacher trains on physical education.

Key words: *group shade, principle use of visual aids, principle of conscious activity, principles of systematic and consistency, principle of proper use of power, principle of possibility and gradual increase of burden*

Xülasə: Məqalədə məktəbdənkənar təhsil müəssisələrində uşaq-gənclərin fiziki hazırlığına verilən prinsiplərin mahiyyəti qrup şəklində keçirilən təlim rejimində aydınlaşdırılır. Bu zaman şüurlu fəaliyyət prinsipi, mümkünlük prinsipi, sistemlilik və ardıcılıq prinsipi, gücdən düzgün istifadə prinsipi, əyanilik prinsipi və yükün tədricən artırılması prinsiplərinə önəm verilməsi vurğulanır. İdmançının əsas göstəricilərindən biri olan cəldliyin idmançının daha yüksək sürətlə hərəkəti yerinə yetirməsi üçün əsas qabiliyyəti sayılır, məşqçi – müəllimin bədən tərbiyəsi üzrə iş apararkən əsas metodoloji prinsipləri də rəhbər tutması göstərilir.

Açar sözlər: *qrup şəklində təlim, şüurlu fəaliyyət prinsipi, mümkünlük prinsipi, sistemlilik və ardıcılıq prinsipi, gücdən düzgün istifadə prinsipi, əyanilik prinsipi, yükün tədricən artırılması prinsipi*

Резюме: В статье раскрывается сущность принципов, предъявляемых физической подготовке детей и юношей во внешкольных образовательных учреждениях. Здесь особо подчеркивается принцип сознательной деятельности, принцип возможности, принцип систематичности и последовательности, принцип правильного использования силы, принцип наглядности и принцип постепенного увеличения нагрузки. Быстрота как один из показателей спортсмена, считается основной способностью выполнения быстрых действий. В статье также указываются основные методологические принципы, которыми руководствуется тренер-учитель в процессе проведения работы по физической культуре.

Ключевые слова: *обучение в групповой форме, принцип сознательной деятельности, принцип возможности, принцип систематичности и последовательности, принцип правильного использования силы, принцип наглядности и принцип постепенного увеличения нагрузки*

Children-youth sport schools are out of school, socially oriented institutions aiming to harmoniously develop children, teenagers and youth, promote health and physical conditions via physical education and sport, play a guiding role in physical education work with the general schools in the area of its location, and cover the preliminary and medium phases of developing high level of sportsmen in the Republic (1).

Involvement in sport of children and youth and systemic works with them is of primary importance. Correspondence of children's physical education to the requirements of pedagogical-psychological requirements depends on the work of trainers-teachers. They shall be knowledgeable about the regulatory papers defining physical education, sport disciplines and prospects, pedagogy, psychology, child physiology, and basics of hygiene and observe it in their works.

Training routine at children-youth sport schools are conducted individually and in form of groups. The following principles are envisaged ***at training routine, conducted in form of groups.***

One of main principles of system of physical education is, as versatile harmonic development of personality, physical abilities of human, so acquiring by him of several movements, which have applied significance.

The principle of health relating directionality of physical education obliges in case of selection to apply different means and methods of training, to define admissible load and to take into account the health condition of students, their age and gender and also physical development and physical fitness (3).

While planning activities on physical culture, a teacher-coach must follow the known didactic principles, which in case of application to physical education have specific features

The principle of training for education purposes. Conducting of any form of training on physical culture is obligatory daily training, P.T. break, walking, etc is to be used for educational purposes.

The principle of consciousness and activity

- Conducting of any exercise is connected with motor, physical activity of children, however the principle of consciousness and activity envisages, that conducting of each separately taken exercise must be conscious, benefit and significance of

training for strengthening of health, acquiring of vital skills, achieving of success at sport activity.

The principle of accessibility – This principle of didactics is considered in unity with principle of individualization in theory and methodology of physical culture. Consideration of these principles is, especially, important in the process of physical education, when influence on vital functions of child's organism takes place.

In case of selection of physical exercises, it is necessary to differentiate them depending age and gender of children, to take into consideration individual characteristics of sportsmen, and, particularly, important factor - state of their health. On base of doctor examination data for training with physical exercises, children are divided into three groups-main group, preparation group and special group (2).

The principle of systematic character and consistency In the process of physical exercises, it is necessary to consider such order of training material learning, when newly learned exercises are based on earlier formed motor skills and learning of new material is to be conducted in the system of training. At that, depending on contents of learning material, concentrated or linear order of its origin may be applied.

The principle of strength. During the process of physical education, the students acquire knowledge and also formation of motor skills, which must be preserved during long period and knowledge, possessing applied significance is to be preserved during the whole life. Physical qualities of human continue developing from childhood and when they reach certain level, they will become the basis of his/her general working capacity.

The principle of visual aids. During learning of physical exercises, the principle of visual aids is of particular significance. It is demonstration of pictures, schemes, records, showing of learned exercise to a child and also use of external landmarks and of orientation on parts of his/her body.

The principle of gradual increase of requirements The process of acquiring of different physical actions, improvement of forms and functions of organism of students,

and it can't be accomplished without permanent systematic increase of requirements.

In practice of physical education, this principle is realized by means of systematic complicating of structure of learned exercises and its coordinated complexity and also, especially important point, increase of level of physical load, which provides improvement of functional possibilities of organism of students.

Uniform, endlessly repeating exercises, which do not involve changes of forms and volumes of intensiveness of load, exert insufficient influence on organism of students.

The teacher-coach conducts the work on physical education and he is guided by main methodological principles.

Organized accomplishment of group exercises, trips, competitions, holidays have great significance for education of community spirit.

Physical qualities such, as force, speed, agility, endurance and as well flexibility play an important role in motor activity of a human being. At that, physical qualities are always displayed jointly, in relationship. This accounted by the point, that human organism is distinguished by internal unity, unconditional interaction of its functions.

The force is accepted to be called, as ability to overcome external resistance by means of muscular strains. The force is displayed to more or less extent in any actions. The examples of high manifestation of force may be lifting of bar, pulling-up with hands, vertical rope climbing without use of feet, shot put etc. In physical education, for development of force quality the exercises with accessories of different weight (stuffed ball, dumbbells, sandbags, weights, bars) exercises in overcoming of resistance of partner, exercises with elastic accessories (rubber, pulley-weights) exercises with elements of wrestling, games with pulling of rope, exercises with elements, being in suspended state, support, pitching and putting of ball, (including distance) long jump etc. are applied.

Swiftness -is ability of a human being to execute motions with possibly higher speed. One may distinguish the swiftness of movements and swiftness of motor reaction. In physical education for development of quality of swiftness the

following is applied: different exercises with quick rate, starts, running to short distance with maximal speed, running with acceleration, relay race, long jumps at a run, jumps with long and short jumping rope, games, requiring swift reaction and motor actions etc (4).

Agility is ability to coordinate movements, mastering of new movements, possibility to switch from one motion to another motions, depending on requirements of changing situation. The ability is clearly displayed while conducting of complex gymnastic exercises (callisthenic exercises, apparatus exercises and acrobatics) in sport games, high board diving and ski jumping, high jump, throwing etc.

For development of agility any physical exercises, accomplished in different combinations, representing for students, the elements of innovation at coordination difficulty, may be applied.

Endurance-is ability of an organism to resist fatigue at any motor activity. Endurance is divided into general and special endurance. General endurance is ability to incessant motor activity with moderate straining during the long period (for example, long jogging, running, movement on skis, swimming). Special endurance is endurance in certain activity. For example, in sport, where speed endurance is combined with qualities of quickness and endurance (for example, during running for short distances), strength endurance is combination of strength with endurance(5).

Flexibility - is an organism feature, characterised with mobility of chains of locomotor system. One of indicators of flexibility is amplitude of movements. Amplitude of movements influences on displaying of swiftness, agility and other physical qualities. For education of flexibility, the stretcher i.e., exercises with increased amplitude of movements, is applied. This is, first of all, an exercise for hands, feet, body, head and different types of jogging and running with long steps, jumps in step, jumps in place, bending hands to the bosom, deep squatting on flat footing, exercises on gymnastic wall facing or backwards to it- bending forward and back to the sides etc. Physical quality of human being is always closely related with motor skills and as well so with volitional qualities: displaying of

swiftness, strength, agility and endurance require corresponding displays of endurance, self-possession and frequently, courage. Education of physical qualities of human being is one of important tasks of physical education.

Sport influences on human being in versatile manner: promotes to strengthening of health, general physical development, mastering of practical skills and it is marked with high emotionality.

Importance of the article. The article defines organisational principles of physical education lessons at out-of-school educational institutions.

Practical importance of the article. The content of the article helps trainers organize physical education lessons at out-of-school educational institutions.

Scientific innovation of the article. The article focuses attention on some organisational principles of physical education lessons at out-of-school educational institutions.

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