

## **Pedagogical aspects of planning in physical education in educational institutions**

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**Abstract:** *The article highlights some aspects of pedagogical aspects of planning in physical education in educational institutions, analyzes the methodological sequence of planning.*

**Keywords:** *physical culture, planning, technology, regulations, curriculum*

Uzbekistan has a huge potential in the world practice of organizing physical education. The main goals and tasks of development of physical culture and sports in Uzbekistan, upbringing of healthy young generation, promotion and development of traditional games and sports, active involvement in the physical movement of the broad strata of the population, the achievement of organic unity of physical training and practice of construction companies. Therefore, much attention is paid to the organization and planning of physical culture in our Republic. Especially at the Tashkent state pedagogical University, where various technologies and methods are being developed.

Planning of physical education is a preliminary development and definition of targets and tasks for the upcoming activity, content, methods, forms of organization and methods of the educational process with a specific contingent of students.

In advanced pedagogy, the following types of planning are distinguished by the terms of planning: prospective, current (stage), and operational.

Long— term planning is planning for a long period of time (for example, in a secondary school for several years with the distribution of program material by year of study).

Current planning covers the stages of work (for example\* in a secondary school-this is planning for the academic quarter).

Operational planning is carried out in the near future (for the upcoming lesson).

Planning requires deep and versatile professional knowledge and practical experience, and always requires a creative approach, since it is not defined by strict guidelines.

There are a number of requirements for planning in physical education:

1. Target orientation of the pedagogical process. It consists in the requirement to determine the final goal of this process and subordinate (selection) of all its content, methods and forms of organization to the achievement of the goal. In other words, from the methodical Arsenal of the teacher (teacher) to use what directly serves the purpose.

The intended goal must be real. Therefore, the teacher needs to soberly assess the possibilities for achieving it (opportunities for students, the cost of training time, the availability of material and technical base, etc.).

The basis for the development of target settings is the program and normative provisions of the physical education system (discharge standards and requirements of sports classification, requirements of state programs for physical education for various population groups). With the goal set, a specific perspective is created in pedagogical work.

The goal is concretized by a whole system of subordinate (private, intermediate) pedagogical tasks with the definition of their relevance and the period of their implementation. All tasks set out in the plan should be formulated clearly, unambiguously, and in a way that is easy to assess and control. Therefore, they are specified as much as possible in quantitative indicators (educational standards, test results) that allow the use of mathematical and statistical methods for evaluating achievements (obtained results).

2. Comprehensive planning of pedagogical process tasks. The requirement is that, based on the set goal, educational, health and General educational tasks should be fully envisaged and appropriate means, methods and forms of organization of classes should be outlined.

3. Accounting for the laws of physical education. Planning is only effective when it is based on objective laws of physical education (on laws of formation of motor skills, development of physical qualities and assimilation of knowledge in this subject) and on pedagogical principles corresponding to these laws (systematicity, accessibility and individualization, progression, etc.). In planning the process of physical education, it is also necessary to take into account the biological patterns of growth and development of the human body, age-related psychological characteristics.

Accuracy of planning. The requirement consists in strict compliance of the planned tasks, means and methods of physical education with the preparedness of the students and the conditions of employment (educational and material base, climatic conditions, etc.).

The degree of accuracy depends on the time period for which the plan is made. The shorter the period for which the plan is drawn up, the more specific it is. The most specific (detailed) plan is the plan-summary of one lesson (class).

The methodical sequence of planning requires special attention. When developing any plan, we recommend that you follow the following sequence of basic operations:

1. Before you start planning, you need to have some information about the contingent of students for whom you are going to make a plan. Without this information, you can't fully plan. In addition, data are needed for completing homogeneous groups based on health status and level of preparedness when conducting a course of physical education in secondary schools, secondary special and higher educational institutions and other organizations.

2. The teacher receives the necessary preliminary information by interviewing those with whom the classes are to be conducted, conducting questionnaires among them, control tests (testing), and using data from the medical and physical cultural survey.

3. The goals and objectives of the educational process are defined and specified in relation to a specific contingent of students and specific conditions for

conducting classes.

4. Standards and requirements are set based on the set tasks, which must be met by the students at the appropriate stages.

5. The sections of the training program and the calculation of training time for passing, development of the theoretical and practical content of the program are determined.

6. The rational sequence of passing the training material (theoretical and practical) by periods, stages, and individual classes is established, and the planned loads are specified in terms of volume and intensity.

7. The General organization of work on the implementation of the plan is determined. Methods and forms of classes are selected for solving the set pedagogical tasks.

8. In conclusion, proceed to the summary text -descriptive or tabular layout of the plan. In this case, all its points, sections, load parameters, etc. are viewed and agreed upon. It is recommended that, when possible, the content of the plans be expressed in a visual form, using the means of a graphic image, in different colors. Visual forms of plans allow you to perceive the various elements of the content, indicators and imagine the relationship between them.

Thus, planning is sequential and is carried out in a system from generalized to more detailed.

It is very important to draw up the legal framework for planning in physical education. The main planning documents in physical education are: curriculum, curriculum, schedule of the educational process, working (thematic) plan, schedule of classes, plans-summaries of classes. All planning documents in a logical and meaningful relations between them. Each subsequent, more specific document is developed in accordance with the previous one. At the same time, each document has its own purpose in the planning system and performs a certain function. In General, the implementation of the main planning documents should provide the necessary organization, the optimal choice of means and methods of the pedagogical process with this contingent of students.

According to their functional purpose, all payment documents are divided into three types.

Documents defining the main direction and content of the educational process in secondary schools, colleges of professional education, secondary and higher special educational institutions. These include the curriculum and curriculum. These documents are state -issued and binding.

Documents that define the procedure for organizing the process of physical education (the schedule of the educational process and the schedule of classes).

Documents of a methodical nature, which mainly reflect the methodology of physical education (work plan and plan-summary of the lesson).

Educational plans and programs on physical education for General education schools, secondary and higher specialized educational institutions, sports schools and other organizations are developed by state bodies (ministries, committees). Plans-schedules of the educational process, work plans and plans-notes of lessons are developed by the teachers themselves based on the starting official documents — the curriculum and program.

The curriculum is the main (source) document on the basis of which all the multifaceted work on physical education in public educational institutions at all levels is carried out.

The curriculum sets out: a) the total duration of physical education classes in secondary schools, educational institutions and other sports schools; b) sections (types) of program material indicating the hours for their passage by year of study. The curriculum is a document for planning the curriculum, which defines: a) the goals and General objectives of the pedagogical process: in a secondary school — the course of physical education; b) the amount of knowledge, skills and abilities that must be mastered by students in the planned period of classes, and a list of basic physical exercises and other means to ensure the solution of the tasks set; C) the level of theoretical, General physical and athletic fitness, expressed in the test

requirements and educational standards (test indicators), which must be achieved by students in each year and at the end of training in an educational institution.

The physical education program consists mainly of the following sections: - уроки физической культуры;

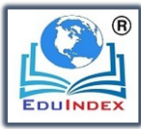
- physical culture and recreation activities during the school day;
- physical education outside of school hours;
- mass sports and sports events.

Training programs have the following typical structure: an explanatory note that reveals the purpose and objectives of the course of physical education, specifies the features of the contingent of students, describes the structure of the program, recommends methods and forms of classes, gives instructions on planning and accounting, etc.; training material for theoretical and practical sections (a list of the main theoretical topics for study, a description of all physical exercises to be mastered by years of study), as well as test requirements and educational standards for the development of motor actions and physical qualities; an Appendix that provides a list of recommended literature, sample plans, applications, a standard report card of sports equipment and equipment necessary for providing classes in physical culture, approximate maps of physical fitness and development of students, etc.

The curriculum is developed in accordance with the established curriculum content and volume of hours allocated for each section and in General for all sections of classes.

In 2019-220, teachers of the Tashkent state pedagogical University developed training programs using new advanced technologies and developments introduced into the practice of organizing physical nutrition.

In conclusion, it should be noted that proper planning of physical education in educational institutions will lead to the formation of not only a physically developed, but also a fully developed generation. All parents want to see their children happy. The basis of happiness is health. It is necessary to strengthen it



every day, starting from early childhood. Proper physical education will guarantee that the child will grow up a healthy and strong person.