

## METHODS OF ORGANIZING PHYSICAL EDUCATION LESSONS BASED ON A STAGED APPROACH

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### **Annotatsiya**

Mazkur maqolada V-IX sinf o'quvchilari bilan olib boriladigan jismoniy tarbiya darslarini tabaqalashtirilgan yondashuv asosida tashkil etishda uning uzluksizligini ta'minlashning nazariy va amaliy jihatlari yoritilgan bo'lib, har bir o'quvchining induvidial qobiliyatiga mos tarzda mashg'ulotlar majmui tanlab olinib tajribada ilmiy-amaliy jihatdan asoslab berilgan.

### **Kalit so'zlar**

umumta'ta'lim, tabaqalashtirish, uzluksiz, ilmiy-amaliy, individual yondashuv, sog'lom turmush.

### **Аннотация**

В статье рассматриваются теоретические и практические аспекты обеспечения преемственности в организации занятий по физической культуре с учащимися V–IX классов на основе дифференцированного подхода. Комплекс упражнений подбирается в соответствии с индивидуальными возможностями каждого учащегося и научно и практически обоснован на практике.

### **Ключевые слова**

общее образование, дифференциация, непрерывный, научно-практический, индивидуальный подход, здоровый образ жизни.

### **Abstract**

This article discusses the theoretical and practical aspects of ensuring continuity in organizing physical education lessons with students in grades V-IX based on a differentiated approach. A set of exercises is selected in accordance with the individual abilities of each student and is scientifically and practically substantiated in practice.

### **Key words**

general education, differentiation, continuous, scientific-practical, individual approach, healthy life.

**Relevance of the Topic.** Today, in the process of physical education lessons in general secondary schools, issues related to shaping students' health and healthy lifestyle based on their individual abilities and capabilities are being actively studied.

Therefore, conducting scientific analysis and developing educational processes aimed at preserving and strengthening students' health is considered one of the most urgent tasks.

Indeed, physical preparedness is one of the most important conditions for being healthy, and maintaining and improving it largely depends on the effective organization of physical education lessons and extracurricular activities in general education schools.

First of all, it should be noted that in order to conduct physical education lessons effectively with school students, it is necessary to rely on the knowledge, skills, and competencies they acquire at school. In this process, students' fundamental knowledge, skills, and competencies play a crucial role.

Especially, students' physical development and physical preparedness levels are unique and vary individually. Therefore, it is evident that no personal (individual) programs or sets of exercises have been developed for educating physical qualities in boys and girls who differ in their level of physical development and preparedness, and that differentiated and individualized teaching methods are not sufficiently applied for each group during lessons.

A number of domestic and foreign scientists, including R.S. Salamov, Sh.Kh. Khankeldiev, B.G. Boybabaev, A.T. Sodiqov, B.Sh. Madaminov, A.P. Matveev, V.I. Lyakh, Ye.A. Korotkova, I.I. Suleymanov, P.N. Pasyukov, I.E. Unt and others, have conducted extensive research aimed at improving school students' physical development and preparedness, regulating training loads, and increasing the quality and effectiveness of physical education.

However, despite the existence of specific programs aimed at improving the effectiveness of physical education lessons, the mechanisms for applying differentiated approaches based on students' age characteristics and making broad use of tools and methods during lessons have not been sufficiently elaborated in the reviewed sources.

As a result, each class consists of strong, average, and weak students, and some of them experience difficulties in learning elements of the physical education curriculum, especially in mastering the technical fundamentals of various sports.

Therefore, there is an increasing demand for developing a methodology that organizes teaching through differentiated approaches based on school students'

age characteristics and makes wide use of instructional tools and methods during lessons.

Based on the above, one of the main ways to address these issues effectively is to develop the scientific and methodological foundations of differentiated instruction in physical education lessons, which is of great importance for improving the quality of school education.

Consequently, organizing and conducting physical education lessons in general secondary schools based on a differentiated approach represents an urgent task that holds both theoretical and practical significance in this field.

**Research objective:** To scientifically and methodologically substantiate the continuity of organizing physical education lessons in grades V-IX based on a differentiated approach.

**The objectives of the study are:** To analyze the scientific methodological literature on ensuring the continuity of physical education lessons based on a differentiated approach;

To develop a training system aimed at ensuring the continuity of physical education lessons based on a differentiated approach for grades V-IX.

**Research results and discussion.** In organizing physical education lessons with students of grades V-IX on the basis of a differentiated approach, it is important to increase the effectiveness of the educational and upbringing process, ensure the physical development of students and meet their individual needs through various approaches. In this regard, in accordance with the results of the scientific research conducted by us, the effectiveness of the tools and methods provided to students in a differentiated and individual approach was carried out within the framework of pedagogical experience.

Based on the developed experimental program, pedagogical experiments were conducted with students in grades 5-9 of secondary schools during 2022-2025. During the experiments, 68 hours of lessons were held in each class. Taking into account the environment and conditions, the lessons were conducted 58% outdoors and 42% in the gym. During the experiment, methods and techniques of an individual-level approach to physical education were used, depending on the physical fitness, gender and temperament of each student.

During the study, a comparative analysis was conducted based on the dynamics of various principles of student preparation in experimental and control classes, the reliability of the data obtained was assessed, and the correlation of the training indicators was determined.

During the main pedagogical experiment, the experimental group used programs designed to teach physical exercises in the program and increase the intensity of each lesson, as well as develop physical fitness.

The control group was trained in a program developed for educational institutions, that is, in traditional teaching methods. In the process of the main pedagogical experiment, the readiness of students was comparatively assessed. In the process of direct physical education, the formation of movement skills and abilities in them, the use of a set of tools and methods, in particular, individual influence through a layered approach, led to positive results.

In particular, it was explained by the fact that boys and girls of this age show a rapid growth in the development of one or another movement quality. Since the influence of physical loads on the development of movement functions in children during puberty has been poorly studied, in our experiment, taking into account the above, we divided boys and girls into 3 groups (high, average, low) in terms of physical development and development of physical qualities. The results obtained after the experiment showed the degree to which their movement skills and abilities in mastering the exercises in the program improved and their physical qualities developed (Table 1).

**Table 1**

**The level of development of physical qualities in each group according to their physical development**

No	High	Average	Low
<b>O'g'il bolalar</b>			
1.	Coordination	Speed	Flexibility
2.	Strength	Flexibility	Coordination of
3.	Speed	Strength	movement
4.	Flexibility		
<b>Girls</b>			
1.	Coordination		Coordination
2.	Speed	Strength	Flexibility
3.	Endurance		Strength
4.			Speed

Students were divided into high, average and low groups according to their physical development.

As can be seen from Table 1, it was necessary to provide a separate approach to the development of physical qualities in groups, and an individual approach to

the further development of well-developed qualities. In this case, the maximum opportunities for individual and group work for students in each class were determined. When this exercise is carried out starting from the 5th grade, the teacher gives in the lesson plan and the number of repetitions: 10 times (for students with below-average results), 11 to 30 times (for those with average results), and more than 31 times (for those with above-average results) (Table 2).

**Table 2**

**The system of dividing students into stratified - individual groups**

Groups	Indicators			
	Physical development	Physical fitness	Ability to work	Temperament is a property
	1	2	3	4
A. Strong	High, above average	High, above average	High, above average	1.Extroversion-introversion 2.Hardness 3.Emotional excitability 4.Changes in physical and psychological state 5.Activity
B. Average	Average	Average	Average	
V. Weak	Below average, low	Below average, low	Below average, low	

The physical development, psychological characteristics and motor activity of secondary school students consist of specific stages. Therefore, when organizing physical education classes, it is necessary to take into account the individual capabilities of each child. A differentiated approach arises from this need. It provides a mechanism for dividing students into groups for each class based on their physical condition, health, and level of activity. This allows you to choose the appropriate load, form and style of training for each child.

The physical and psychological activity of students in grades V-IX increased, accuracy, endurance and speed in their movements developed. At this stage, the intensity of the training was increased, sports elements were introduced. However, this load was also stratified depending on the child's capabilities. For example, for highly prepared students, complex movements, team games, and competition-type tasks were given. On the other hand, adapted, light exercises were recommended for overweight or health-impaired children.

The development of physical qualities was also determined by class and category. In the table, qualities such as balance, coordination, endurance, strength and speed were developed step by step by class. This approach ensured the continuous, sequential formation of the child's physical development. That is why this system fully complies with the principle of continuity. Taking into account the



above, we have developed a structure for organizing classes for students in grades V-IX based on a differentiated approach based on their physical fitness (Table 3).

**Table 3**

**A system of differentiated training for students in grades V-IX according to their physical fitness**

N	Cl	Class of ents	Level physical elopment	Health ditions	Training sity	A omized roach	ess on for m	ain devel opin g quali ties	Ev aluatio n criteria	eco mm end atio ns
1	V	Students low all elopment, re and ile, are re age. past	Weak, ium and ng	Special p dents er ical ervision)	Small, ium, large	Simple ements, ing, ching	nd ivi du al	oordi natio n balan ce	Dependin g on the level of particip ation and accurac y of movem ent	he train ing is in the form of a sho rt ga me.
2	V-	Active, ile ents	Weak, ium and ng	Health dents	Small, ium, large	Action es, cises in s	ith a gr ou p	ndur ance, spee d	Dependin g on the ability to comple te the exercise s and the level of	upe rvis ion in a develo pin g situ atio n

									particip ation	
3	VI	Students low all elopment, re and ile ents, ing ents	Weak, ium and ng	Health students	Small, ium, large maximal	Full bination ements	ro up or col lec tiv e	S treng th, accur acy of mov emen t	Co nsideri ng the quality and accurac y of the movem ent	om peti tive incentiv es
4	VII	Students low all elopment, weight, or re mobility bilities	Weak, ium and ng	Health but bled ents	Small, ium, large maximal	Lighte cises, mittent ing				
5	IX		Individ or small p	Breathi walking, eral elopment	The amics of ge, taking account icipation	Monito with ical ervision				

It was proposed to assess the student not only based on the final result, but also on his/her participation in the activity, effort, how he/she completed the task and his/her attitude to the lesson. This approach increased the children's self-confidence, encouraged them to participate actively and supported their personal development. This motivating assessment method was considered very important, especially for children with weak physical abilities.

Thus, the physical activity of students, as a factor of the pedagogical process, as a component of the interaction with the (social and microsocial) environmental conditions, has an impact on their individual and pedagogical characteristics, and on the type of physical activity.

In our opinion, they had a direct impact, mainly through intermediate distances. These served as socio-psychological and motivational factors.

It has been proven that the lagging behind in the level of physical fitness of students and their different levels of preparation should be taken into account when developing theoretical foundations and ways to apply them in practice.

The principle of continuity helps connect lessons to each other, helping students move from one step in their physical development to the next. The lessons learned in each new grade year should be important in preparing students for the following years.

The principle of continuity ensures the gradual development of physical education skills, preparing students for each new lesson. This process ensures continuous growth in the formation of physical activity skills of students in grades V-IX. For example, in grades V-IX, skills are initially developed by performing only simple movements, and later these skills can be transformed into complex and multi-component exercises.

Also, the use of educational methods in various forms helps to increase the effectiveness of physical education lessons. Offering students interesting and effective exercises encourages them to apply the learned skills in practice. In this process, gymnastics, athletics, active games, sports games and practical exercises are important. The use of game methods in arousing students' interest in physical activity helps to increase their activity.

**Conclusion.** The scientific and methodological foundations of the continuous organization of physical education lessons in grades V-IX based on a differentiated approach showed that organizing lessons taking into account the physical, psychological, and health-improving needs of each student had a significant impact not only on their physical development, but also on their personal and social formation.

Through a differentiated approach, students were given a system of exercises tailored to their individual capabilities, which helped maintain health, develop a culture of movement, and increase their interest in lessons.

We have found it necessary to make the following recommendations, that is, separate methodological approaches are proposed for each category. For students with strong physical activity, competitive tasks are effective, while for weaker children or those with limited health, light, strengthening exercises are suitable. In this way, each child will find his or her place in physical education classes, which will create an inclusive and effective learning environment.

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