

INCREASING THE QUALITY EFFECTIVENESS OF PHYSICAL EDUCATION LESSONS OF SCHOOL STUDENTS AND EDUCATIONAL STRATEGY OF FINLAND

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Abstract: In this article, the Finland experience of school education was applied in Uzbekistan. He analyzed the differences in the systems of the two countries and openly discussed related issues. Improvement of the quality and efficiency of the physical education classes of schoolchildren and the effective implementation of the Finland education began to have a positive effect on their development.

Key words: Uzbekistan-Finland, physical education class, schoolchildren, physical exercises, modern experience, strategy.

Introduction: In our country, the stage of revealing the potential possibilities of the education process based on the implementation of the modern education system, improving the quality and efficiency of physical education classes of schoolchildren and the strategy of Finnish education continues. At the same time, pedagogues are trying to increase the efficiency and quality of education by introducing innovative technologies into the educational process. In our republic, we are experiencing a period of complete renewal in the field of education, a literal transition to a new process and adaptation to it. The Law of the Republic of Uzbekistan "On Education" (September 23, 2020), the Decree of the President of the Republic of Uzbekistan on November 6, 2020 "Additional measures to further improve the education system" Resolution No. PQ-4884 on "opening up the possibilities of implementation of improved state education standards, curricula, state requirements, new textbooks in modern classrooms, fully equipped educational institutions" gave [1]. Raising the quality of educating young

people and providing them with modern knowledge and forming a well-rounded person for our society is one of the main goals of the education system. All activities carried out in the process of continuous education are important in the realization of this goal.

Literature analysis and methodology

Can Finland's experience solve Uzbekistan's educational problems? Recently, there has been a lot of talk about the Finnish experience of education in Uzbekistan. First, during his visit to Syrdarya region, President Shavkat Mirziyoyev announced the development of textbooks for primary schools based on "Finnish standards" and explained this decision by saying that "Finnish public education is competitive in Europe and the whole world." Later, at a meeting with the president on the issues of development of Kashkadarya region, an instruction was given to implement the Finnish education system in 48 schools of the region starting from the next school year. The State Inspectorate for Quality Control of Education mentioned in a detailed meeting that this issue was discussed with a Finnish expert.

Overview of the Finnish education system

According to the website of the Finland Ministry of Education and Culture, the education system in the country consists of several stages. Pre-school education is paid and its price is determined based on the financial well-being of the family. After that, there is a one-year compulsory pre-school stage, which is free. For comparison, according to the Law "On Education" in Uzbekistan, one year of mandatory pre-school training is provided. In Finland, children are admitted to school from the age of 7. Primary education lasts six years. From the 7th grade, children go to the first stage of secondary education, which lasts for three years. In primary school and in the first stage of secondary education, everyone should receive the same education: children cannot be separated according to their

abilities and interests, unlike the practice in our specialized schools. In the primary school, only one teacher works with the children, while in the secondary school, a separate teacher teaches each subject. The academic year is 38 weeks, each lesson lasts 45 minutes. Children's language (native language and literature, second language, foreign language), mathematics, science and health science, religion and ethics, history and social studies, art (music, visual arts, crafts), he studies economics and physical education, as well as other subjects of his choice. In addition, special hours are allocated for functional and metacognitive skills (the ability to control one's learning process) and career counseling. The weekly workload given to the student is low compared to other European countries: the minimum workload in the 1st and 2nd grades is 20 hours, and it increases to 27 hours in senior classes (for comparison: in Uzbekistan, this workload reaches 22 to 34 hours per week) .Schools have a relaxing atmosphere, there are no dress codes, textbooks and lunches are provided free of charge, and long breaks between classes allow children to play and relax. The Finnish Center for Educational Evaluation (FINEEC) conducts regular evaluations of individual cities, but does not compare schools with each other, and schools that do not receive such evaluations use its own evaluation methods to identify and correct teaching problems. uses For example, the National Curriculum defines the goals and objectives for each subject in the school, as well as the general rules related to the learning environment, teaching and assessment, but municipalities and schools define the national curriculum and local specificities. and can design their own programs based on the needs of their students. Secondary schools in Uzbekistan must strictly follow the programs and plans approved by the Ministry of Public Education. The State Inspectorate for Quality Control of Education accredits schools and their structures, and teachers are required to regularly pass the attestation process regulated by the decision of the Cabinet of Ministers.

Scientific research works on the development of strength skills in the physical education classes of schoolchildren are poorly covered, and attention is

focused only on the work on the age, gender, and physical fitness of young athletes. There is not enough work on developing strength skills in physical education classes. It is important to improve the quality of physical education classes in educational institutions, organize extracurricular activities and increase their efficiency, develop and increase the popularity of sports, select and educate talented athletes. Purpose of work. In physical education classes of general education schools, it is to develop students' strength skills using the rotational exercise method.

The "Physical Education" school course is aimed at maintaining and strengthening the health of the school's students, developing their basic physical qualities, forming skills and abilities necessary for life, forming the desires and needs for physical self-improvement, and is positive in the field of physical culture. it is the main link in the activity of growing interests. All forms and types of classes should provide 8-10 hours of activity per week for elementary school students, 10-12 hours for 5-11th grade students. A special (individual-differential) regime is established for students who are unhealthy, have a low level of physical development and preparation. Researchers studying the problem of physical education of schoolchildren say that physical education should occupy a proper place in their education and professional training.

Discussion: The process of physical education of 5-6 grade schoolchildren requires pedagogues to know what is the basis of physical education for work at school, its content, organization, and the methodology of teaching children to move. The purpose of the physical education process in school-aged children is to gradually reach their physical maturity and prepare them for life, creative work and defense of the country. School age is the most suitable age for teaching movement. In these same years, children have high flexibility, strong and fast nervous excitation, and accordingly, they are distinguished by the easy formation of conditional reflexes of movements. At the age of 14-15, the development of

movement analyzers reaches the norm. With the help of teaching methods, the tasks of acquiring knowledge, skills and abilities, development of movement abilities, voluntary and moral qualities are carried out. The coach teaches, explains and demonstrates this or that activity during training, and the participants take over it. Pedagogical task, content of material and students' readiness should be taken into consideration when choosing teaching methods in classes. In the course of physical education lessons and sports training, there are mainly three teaching methods: verbal method, demonstrative method and practical method. It is known that the physical qualities of a person are formed from birth. Nevertheless, the integral importance of these physical qualities in various professional activities or sports has its own share. However, according to many researchers, the priority of certain physical qualities is immediately noticeable in all movement activities.

RESULTS OBTAINED

In accordance with the goal of increasing the quality and effectiveness of physical education classes of schoolchildren and the Finnish education strategy, a test was conducted to determine the level of strength development in 20 13-14-year-old students from 2 classes. Based on the results of the test, the lowest result in the test of throwing a 1 kg stuffed ball was equal to 7, and the best result was equal to 10. The difference is equal to 3. The average score is 8.3. According to the handwriting test, the lowest result is equal to 8, and the best result is equal to 15. The difference was 7. The average result was equal to 11.5. According to the sitting test, the minimum result was 18, and the best result was 30. The difference is 12. The average result is equal to 23.4 Table 1. The average score in the study group improved from 8.2 to 10.2 when throwing a filler ball, and the increase is equal to 20%. In the control group, the average result on this test improved from 8.3 to 9.0, an increase of 7%. In the handwriting test, the average result in the study group improved from 11.6 to 14.7, an increase equal to 22%, while in the control group, this indicator increased from 11.4 to 12.0. improved and the growth was

equal to 6%. In the sitting test, the average result in the study group improved from 23.7 to 29.0, an increase equal to 18%, while in the control group, the average result on this test increased from 23.0 It improved by 25.0 and the growth was equal to 7%. It is known that growth in the research group is high. Table 2. The effectiveness of the conducted research has been proven. It should also be said that the period of mastering movement techniques depends on the child's family situation, his social and economic opportunities, and his mental state. The initial training process is carried out in several stages, and each of these stages includes its own methods and tools. All the exercises during the study, combined according to their direction, form the main parts of special training: general physical, special physical, technical, tactical, game training. Each type of preparation has its own leading factors, with the help of which the desired goal is achieved. At the same time, all types of preparations are inextricably linked. For example, if the student is not well prepared physically, he will not be able to perform well the technical exercise of hitting in attack. In this case, training the student from the physical side is more useful than repeating the hitting method many times.

CONCLUSION:

The results of improving the quality and efficiency of physical education classes of schoolchildren and the Finnish education strategy showed that the students need to properly plan and organize physical education lessons in secondary schools, especially paying serious attention to the content of the lesson. It is important to get them interested in physical education and sports, to involve them in regular training. However, according to the results of the survey, it is not possible to conduct physical education classes in schools in an appropriate manner. The research conducted in the control and experimental groups of 5-6 grade students of the general secondary school shows that the exercises used in physical education classes (in the control group) decrease the activity of students, indifference, and also improve their physical abilities. as it cannot develop sufficiently. On the

contrary, it was proved that the methods and various exercises used in the course of the lesson not only effectively developed the above-mentioned methods in the students of the experimental group, but it was observed that they had a positive effect on the interest, activity and mood of these students. Regular use of complex exercises, whose effectiveness has been studied on the basis of research, in every lesson and in extracurricular conditions, will increase the process of physical education among students to an active level, and will lead to an increase in their interest in physical education and sports.

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