

**PHYSICAL EXERCISES ARE NECESSARY FOR THE EFFECTIVE ORGANIZATION  
OF STUDENTS' FREE TIME**

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**Annotation:** This article aims to increase the interest of school teachers in physical education lessons by using their extracurricular time. Basically, the methods of organizing training are to identify physical moments and use them effectively.

**Keywords:** Physical quality, in-class and out-of-class physical activity, fitness, sports, physical education, physical development, physical maturity, physical moments.

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Physical education classes are the main form of regular training of students in physical exercises.

The importance of training lies in the formation of a culture of action, health, and regular implementation of educational tasks.

The trainings serve to educate people who are cheerful, disciplined, able to act well in the environment, able to quickly and confidently perform activities in accordance with the assigned task, purposefully, and also demonstrate moral qualities and creative abilities.

Physical training is carried out indoors and outdoors in the fall, winter and spring. In summer, games and exercises are held outdoors, on the sports ground.

In the basic program “Child of the Third Millennium” the content of classes consists of physical exercises for each age group. In terms of content, it is necessary to make tasks clear and understandable, monitor actions during the program, and also take into account the age and individual characteristics of students.

The structure of the training consists of children sequentially performing physical exercises. It is determined by the assigned tasks, the performance of the nervous system and the characteristics of the child's body at each age. Managing the dynamics of a child's body and its psychology during the learning process is one of the main tasks of a teacher.

The first part of physical training can be different depending on the tasks and content of the exercises of its main part.

The purpose of this part of the training is to create interest and emotional mood in students, check the level of preparedness of attention, clarify some motor skills, and gradually prepare the child's body for somewhat intense and fast activities that require a place in the main part of the training.

To do this, children are encouraged to perform familiar exercises and their variations, which help to develop correct growth and prevent flat feet, are associated with spatial and team focus, and do not require much time to complete.

It is very important to conduct physical exercises in the fresh air. They help the functional formation and training of the child's body, increase resistance to colds.

On-site training consists of three parts: introductory-preparatory, main and final parts.

The introductory-preparatory part of the training consists of exercises to improve movement technique, strengthen leg muscles, breathing and slow running exercises to improve growth. After running, children line up in a column, circle, etc., which is convenient for further exercises.

The main part of the workout is intended for general developmental exercises that give a good load to the muscles of the arms, torso and legs. After this, run at medium speed. It ends with students marching and regrouping to perform basic movements. In this case, new movements are given first, and familiar (repetitive) movements are given after running at an average speed, which ends with running at a slow pace. At the end of this part there will be a competitive game, relay race or sports game. They provide high physical activity for students.

In the final part of the workout, we move from slow running to walking while performing breathing exercises.

The choice of physical exercises for training is determined by the work plan based on the program. When planning training, it is necessary to take into account the conditions of the season of the year.

The teacher uses different methods of organizing students, such as frontal, group, individual. When using frontal methods, children are offered exercises that are performed equally for everyone at the same time. It is advisable to use the frontal method in any part of training, especially when teaching students new exercises or improving already familiar exercises. This method is effective in training the coordination of students' movements, in uniting them to solve each problem, in direct contact between the teacher and the children, and in increasing the motor intensity of learning.

Proper alternation of student activities in the lesson ensures overall intensity. The overall intensity of training is determined by the ratio of pedagogically sound time and duration of training. Children's understanding of explanations, instructions, verbal instructions, explanations of methods of performing physical exercises demonstrated by the teacher, performing physical exercises and rest is pedagogically justified.

Morning exercises are an obligatory part of a child's daily routine in a family or kindergarten. Conducted under the guidance of adults, students gradually develop the habit of physical exercise, which causes pleasant muscle sensations, positive emotions and a good mood. The meaning of morning exercises is manifold: it improves the body's vital functions, activates the nervous system after sleep, reduces the time of transition to wakefulness, and creates positive sensations. After sleep, morning exercises, consisting of specially selected physical exercises, gradually bring the child's entire body into a state of activity. Performing physical exercise increases the activity of the brain system. The entire flow of impulses entering the brain from all receptors, such as vision, hearing, basic movements, skin, restores the functionality of the nervous system and the vital functions of the body. Morning exercises influence the formation of proper growth, deepen breathing, increase blood circulation, and help metabolism. Morning exercises cultivate students'

attention, desire for goals, help increase their mental activity, evoke emotions and a feeling of joy. Children's physical exercises in the fresh air or indoors with open windows with water procedures (rubbing, dousing with water, showering) have a very healing effect, improve the general condition and functionality of the nervous system, strengthen it and train it. Alternating the processes of absorption and inhibition, improves metabolic reactions, creates immunity against colds and infectious diseases, awakens in students a feeling of freshness, lightness and joy.

When creating a set of exercises, it is necessary to take into account the age and individual characteristics of each age group.

Morning exercises are introduced from the first small group. During morning exercises, movements are not taught, so the teacher does not need to explain and demonstrate the exercise in advance.

In the first half of the year, in small and medium groups, the teacher invites the children to perform an exercise with him; in the second half of the middle group, as well as in the senior and preparatory groups, he briefly tells the name of the exercise and gives an order for the initial situation. Before starting the exercise and after it ends, a large group of students get into the basic standing position (heels clasped and toes crossed). In small and medium groups, children keep their feet slightly parallel, which prevents flat heels.

After morning exercises, it is completed by slowing down the pace, walking with legs slightly apart while standing, and performing breathing exercises. This baby's heart rate is normal.

Physical minutes (short-term physical exercises) are carried out in the middle, senior and preparatory groups in breaks between classes, as well as during the course itself.

The meaning of the physical moment is to replace the child's activity and condition with physical activity, which relieves fatigue and restores the child's emotional and positive state.

If the child remains relatively motionless during the training process, fatigue sets in. Boredom increases due to disruption of the same type of work and study load, which weakens the attention of students. This is explained by inhibition developing in the cerebral cortex and a decrease in the child's ability to assimilate educational material. He begins to get distracted, his attention and perception decrease. All these signs indicate the need for a change in activity.

Physical minutes include jumping 10-15 times, squats 10-12 times or running while standing (30-40 seconds). Physical minutes include 2-3 exercises for the shoulder girdle and arms, pull-ups, bends and turns of the body. Physical minutes last 2-3 minutes.

The use of natural factors makes students more resistant to various unpleasant influences of the external environment (weather, rain, wind, heat).

Fitness classes are very effective when they are carried out together with physical exercise: active muscle work helps improve the process of thermoregulation and, therefore, the body's adaptation to the external environment.

Physical training and morning exercises have their own characteristics of an air bath. When they are carried out indoors, the air temperature is gradually reduced every 2-3 days and, accordingly, students are dressed more lightly. This work is carried out as prescribed by a doctor, taking into account the health status of students and an individual approach to each of them. The child takes air baths first indoors, then outdoors. Air baths can be cold (10-20 °C), indifferent (23-30 °C) and hot (over 30 °C). The child gradually gets used to the cold. First, children take a 15-20-minute air

bath in their pants. 10-15 days after taking an air bath, the child can be taken outside in light clothing.

Pouring water from the head is somewhat stronger than direct measures due to the effect on the body. The flow of water cleanses the body, increases muscle tone, activates their work, stimulates the nervous system, and creates a state of freshness. The child turns in the flowing water, holding his back, chest, waist, stomach and arms. In addition, he can move according to the flow of water and splash water on his body. After treatment, all children wash thoroughly under the supervision of a teacher.

In preparatory groups, after morning exercises, you can drink water up to your waist. Children bathe independently, and are treated with water on the neck, chest, shoulders and arms, divided into the following types: cold (water temperature 20C), cool (20-30C), indifferent (34-35C), warm (36-40C), warm (above 40C).

Bathing as a regular daily procedure is an excellent means of healing and training a child's body. Cold water, ultraviolet light, fresh air, movement of students - these remedies have a good effect on the child's body and nervous system.

However, despite the effectiveness of this procedure, it must be used very carefully; students must be accustomed to it gradually - wiping themselves before the shower and gradually reducing the water temperature.

Swimming for refreshment is recommended in the program for middle, senior and preparatory groups. It is advisable to begin accustoming to water at the age of 1.5-2 years. Walking in shallow water, collecting stones, playing with inflatable toys, and splashing water help children master a new aquatic environment, awaken moral feelings, and develop courage.

Swimming can begin in the summer, when the day is hot, at an air temperature of 20-25C, water temperature not lower than 20-25C, after two weeks the air temperature is 18-20C, water temperature is 15C. -16C.

The results of observations showed that almost all schools are content with only 2 hours of physical education classes per week. As we mentioned above, this can only satisfy 11% of the physiological needs of students for daily movement. In addition, there are almost no sports sections or other clubs in schools.

Practice shows that the work of the special medical team in all schools is significantly behind schedule. Many physical education teachers exhibit a passive and inert state due to insufficient knowledge of the methodology for conducting physical education classes in special medical groups and its features. Many teachers consider this to be overload.

All of the above factors have a negative impact on the health of students and create the basis for the deterioration of their health: deterioration of growth, deterioration of vision, increased blood pressure, which in turn leads to diseases of the cardiovascular, respiratory systems, and metabolism. disorders, etc.

Extracurricular work in physical education includes an improved system of physical education classes conducted by the school during extracurricular hours.

## **Conclusion**

Health-improving work may include physical education and sports classes in an educational institution, physical education classes, sports sections, sports competitions and sports festivals, as well as mass tourism activities.

Effective use of children's time outside of physical education lessons, what exercises to use during this time and the role of these exercises in the child's body. The health of students always comes first, because children are our future and their health should always be a priority. Extracurricular physical activities help a child learn about other sports as well as experience nature.

Classes in sports sections solve the problem of training highly qualified athletes in various sports. Physical education and training work in the team and in the family will be aimed at preparing students for physical development as spiritually and morally full-fledged people, as well as preparing them for work.

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