



The Current State of the Development of Physical Training of Students of Secondary Schools and the Stages of Development of the Theory of Physical Education

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Received 22-05-2022	Abstract: In this article, we have made a scientific analysis of the physical fitness of school-age children, the exercises they should work on according to their age category, and on this basis have made our conclusions and recommendations.	Keywords: physical training, goals, general tasks and principles of physical education, development of physical fitness of students of general education schools, development of physical qualities, periods of development.
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INTRODUCTION

At present, one of the most important tasks is to study the state of development of physical training of students in secondary schools.

Before developing the physical training of students, we need to know what its content is and what they mean:

- physical education as a duty of society and a social phenomenon, its connection with other forms of education;
- the purpose of physical education, its general tasks and principles;
- means of physical education, methodological principles;
- movement training, teaching methods;
- development of physical qualities;
- exercises, forms of training;
- planning the process of physical education and its reporting;
- features of the methodology of physical education;
- physical education of children of preschool and school age;
- description of the process of sports training.

General patterns of physical education in the pedagogical process are the subject of study of the theory of physical education. General patterns are understood as the characteristics of any segment of the population: children, adolescents, youth, middle-aged, older and older people, as well as those who have just started to exercise, qualified athletes.

In addition, the methodology of physical education defines some particular laws of physical education as a subject of study, and when implementing the general laws of the pedagogical process, it uses a specific methodology called "Methodology of general and professional-special physical training". Each of these styles has its own methodology. The variety of styles should be specific and correspond to the psychological type of the participants, their age, gender, profession, chosen sports specialty (method of physical education of school-age children, etc.).

The development of the theory and methodology of physical education includes several periods.

The first period is the earliest (empirical) knowledge of a person in the form of the impact of motor activity on the body in the process of its social activity (Ponamarev. N.I. 1975). The accumulation of the earliest empirical knowledge made it possible to realize methods for observing the benefits of "exercise". This was a factor in creating the conditions for the emergence of "physical exercises" and "physical education".

The second period - covers the period of creation of the first methods - used in the process of physical education in the era of slave-owning states in ancient Greece and the Middle Ages (G.D. Kharabuga, 1974).

These methods of physical education are created through experiments, and philosophers, teachers, doctors cannot explain the mechanism of

action of exercises, since they still do not know the laws of the human body, and therefore evaluate the benefits of exercises according to external results.

The Greek method of physical education was well known. They managed to combine existing tools and methodologies into a single system for their further development.

By the middle of the Middle Ages, the variety of styles increased. The first manuals on gymnastics, swimming, games, archery, horseback riding, and fencing appeared. The scientific worldviews of our ancestors Abu Nasr Farabi, Abu Ali Ibn Sina, Abu Raykhan Beruni on physical education were formed (Osmonkhudzhayev T.N.1995).

Third period - Intensive accumulation of theoretical knowledge about physical education covering the period from the Renaissance to the end of the 19th century. The development of the science of human upbringing, his training and treatment, the period when philosophers, teachers and doctors began to pay attention to the problems of physical education, the period when philosophical, pedagogical and medical knowledge began to emerge. This information was still heterogeneous, as it was formed in the structure of the philosophical, pedagogical and medical sciences, which were considered more independent at that time. Along the way, but as needed, representatives of such scientific disciplines often began to understand that their problems could not be solved without taking into account the role of physical education. Even during the Renaissance, humanist teachers began to consider physical education as one of the mandatory parts of education in general.

In particular, articular gymnastics, developed by the Swiss democrat, teacher I. G. Pestalozzi (1746-1827), for the development of children's motor skills, occupies a special place in the general theory of pedagogy. In the 18th century, anatomists conducted research on the "biomechanics" of physical exercise, and in the 19th century, scientific theories on physical education arose.

In the life of society, the role of physical education, the class essence of education, was scientifically substantiated. The content of education is disclosed and the role of physical

education is determined, the ways of comprehensive development of the personality are determined.

It was during this period that the theory of physical education was formed and recognized, which became an independent science due to the accumulation of scientific hypotheses and knowledge in this area.

The fourth period - Since the end of the 19th century, the theory and methodology of physical education has been formed as a scientific and pedagogical discipline. A characteristic feature of this period was that physical education as a science began to influence other aspects of social life. Petr Frantsevich Lestaf (1837-1909), one of the researchers in the theory of physical education, scientifically and practically proved with his works related to the historical methodology that the theory and methodology of modern physical education is an independent scientific, theoretical and educational discipline.

The fifth period is the period of research by scientists from developed countries and the former Soviet state, when the intensive development of science proceeded on the basis of materialistic dialectics and methods that were considered progressive at that time.

At present, new views on physical culture are being introduced in our country. A striking example of this are the reforms in the field of physical education carried out by our government. We can consider this the sixth period.

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