



Research Article

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Material and Technical Conditions for Organizing and Conducting Lessons in Physical Culture and Sports

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Abstract: The purpose of the study is to study the issue of improving the material and technical base and improving the content of physical education, as well as improving the forms of organization of physical education. Studies conducted by scientists among physical education teachers and schoolchildren indicate that the attitude to the material and technical conditions of physical education and sports at school among students and physical education teachers is ambiguous. The study showed that physical education teachers do not dramatize the situation with the sports facilities, and students, even less than teachers, attach importance to the external conditions of the organization of the physical education process at school and assess the real conditions rather positively than negatively. The research revealed ways, forms and methods of improving the infrastructure of the physical education process.

Keywords: Physical Education, Physical Culture and Sports Work, Material and Sports Base.

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INTRODUCTION

The need for changes in the system of physical education in educational institutions is practically not disputed by anyone. However, discussions arise when specific forms and directions of physical culture and sports work transformations are discussed.

At present, the improvement of physical culture and health-improving work among schoolchildren is of particular relevance. According to the results of long-term surveys conducted among the leaders of physical culture and sports management bodies, awareness of the importance of this work is constantly growing. So, if in 2003 only 39% of responsible employees pointed to the priority of physical culture and health work among students, then in 2006 their number increased to 75%. Experts also noted that conditions have been improving in the regions of Uzbekistan in recent years for physical culture and sports, the number of sports facilities is increasing (if in 1997 only 24% of respondents indicated this, in 2006 it was already 61%). (Vinogradov, 1995; Vinogradov, 1994; & Okunkov, 2004)

RESULTS AND ITS DISCUSSION

Based on the results of our study, we can identify several important areas of transformation that

schoolchildren and physical education teachers pay attention to:

- Improvement of the material and technical base;
- Improvement of the content of physical education;
- Improvement of forms of organization of physical education;
- Increase in the volume of physical culture and health-improving classes;
- Improvement of the infrastructure of the process of physical education.

Improving the quality of physical culture and sports work at school largely depends on the material and technical conditions. In the course of the study, the degree of satisfaction with these conditions was found out among both students and teachers. Dissatisfaction with the venue of the classes was expressed by a small number of students - 10.9%, sports equipment - 22.3%. The students expressed the greatest dissatisfaction with the lack of conditions for putting themselves in order after classes - 30.4%. High school students are more critical of the material and technical base. So, if in grades 6-7 dissatisfaction with the place of conducting classes was expressed by 8.8% of the respondents, then in the following grades this percentage increases, although slightly: in grades 8-9 - 11.6%, in grades 10-11 - 12, 7%. Dissatisfaction with the quality of inventory was expressed in grades 6-7 - 13.7%; in grades 8-9 -24.7%; in grades 10-11 - 31.1%.

Dissatisfaction with the conditions in grades 6–7 was expressed by 20.7%, in grades 8–9 – 30.9%, in grades 10–11 – 43.1%. The girls expressed particular dissatisfaction with the lack of conditions. Thus, among boys, 21.7% expressed this indicator, and among girls - 38.3%. As one of the reasons for the unsatisfactory attitude to physical education lessons, physical education teachers noted the poor conditions at school for conducting such lessons. In general, this reason was indicated by 37.3% of the respondents.

Women and male teachers note this reason less often than women: men - 29.4%; women - 45.7%. Older teachers (over 50 years old) also note this reason less often than young teachers (under 20 years old), respectively 33.3% and 40.0%, more experienced less experienced than less experienced: with more than 15 years of experience - 30.0%, with experience up to 5 years - 41.5%. Perhaps this is due to the fact that in the complex of reasons that negatively affect the attitude of students to physical education lessons, more prepared and experienced teachers are less inclined to see the external conditions for organizing these lessons. But when physical education teachers were asked the question: "What are the main factors, in your opinion, that currently prevent teachers from effectively organizing physical education lessons and physical culture and sports work in general at school?" the vast majority chose the option "poor material base (small uncomfortable halls, lack of sports grounds near the school, lack of sports equipment, etc.). This factor was indicated by 79.4% of the teachers surveyed. Teachers with higher education again note it less than those with secondary education, respectively, 80.8 and 100% (male teachers - 74.5%, female teachers - 84.9%).

The study also revealed that the attitude towards the material and technical conditions of physical education and sports at school among students and physical education teachers is ambiguous. When students are asked to comment on what they do not like at physical education lessons, the totality of reasons reveals the following distribution of answers regarding the material and technical base of these lessons: there are no conditions to clean up after classes - 30.4%; poor sports equipment - 22.3%; dislike the venue – 10.9%.

As for the teachers of physical education, 37.3% as the reason for the negative attitude of students to physical education lessons name - "bad conditions in the school for physical education lessons." However, to the question "How do you assess the various aspects of the conditions directly at your school for the activities of a physical education teacher, conducting physical education lessons, physical culture and sports work in general?" conflicting information was received: 42.6% rated the place for conducting lessons, rated teachers as "very good" and "good", 56.7% - as "not very good" and "bad", 0.6% - found it difficult to answer; the condition of sports equipment as "very good" and

"good" – 30.1%, as "not very good" and "bad" – 69.9%; a place to prepare for classes and complete them (locker rooms, showers, etc.) as "very good and good" - 28.3%, as "not very good" and "bad" - 71.6%.

FINDINGS

- When assessing the state of the material and technical sports base in schools, students as a whole do not express an unequivocal critical attitude about the place where classes are held (they don't like the place where classes are held - 10.9%), the provision of sports equipment (poor sports equipment - 21.3%), lack of conditions for putting oneself in order after classes (there are no conditions for putting oneself in order after classes - 30.4%).
- Teachers assess the conditions for physical education and sports in schools mostly negatively (60-70% of respondents). The degree of satisfaction with the material and sports base in the federal districts practically corresponds to the degree of real (normative) provision with sports facilities. This means that as the sports base in the regions increases, the degree of satisfaction of physical education teachers with the conditions for conducting classes will increase.
- Based on the results of our study, we can identify several important areas of transformation that schoolchildren and physical education teachers pay attention to: improving the material and technical base; improvement of the content of physical education; improvement of the forms of organization of physical nutrition; increase in the volume of physical culture and health-improving classes; improvement of the infrastructure of the process of physical education.

A survey of physical education teachers showed that the majority consider the improvement of the material and technical base (79.8%) to be the most important factor in the modernization of physical education in schools. This factor is, according to teachers, the most significant. It should be noted that when determining the factors that prevent teachers from organizing full-fledged work, it was also indicated that the material and technical base (79.4%). This indicator even outstripped such a significant factor as the low salaries of teachers (69.4%).

CONCLUSION

According to numerous reports, the state of the material and sports base is assessed as unsatisfactory. On the one hand, we are talking about the absolute lack of sports facilities, and on the other hand, we are talking about morally and physically obsolete sports facilities.

Thus, in general, physical education teachers recognize the inconsistency of today's material and technical sports base with the requirements of the tasks

facing the school in the matter of improving children's health by means of physical culture. They see the lack of proper conditions as one of the significant reasons hindering the process of improving the efficiency of physical culture and sports work at school. At the same time, it turned out that physical education teachers do not dramatize the situation with the sports facilities, and students, to an even lesser extent than teachers, attach importance to the external conditions for organizing the process of physical education at school and assess the real conditions rather positively than negatively.

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