

JISMONIY TARBIYANING ASOSIY NAZARIY MA'LUMOTLARI**S.M.Ilyosova**

FarDU o'qituvchisi

Jismoniy tarbiya, ko'pincha ingliz tilida Phys deb qisqartiriladi. Ed. yoki PE, va ba'zan norasmiy ravishda gimnastika sinfi yoki oddiygina sport zali deb ataladi, bu butun dunyo maktablarida o'qitiladigan fandır. Jismoniy tarbiya boshlang'ich va o'rta ta'lim davrida o'qitiladi va salomatlik va jismoniy tayyorgarlikni rivojlantirish uchun jismoniy faollik va harakatni o'rganish orqali psixomotor, kognitiv va samarali o'rganishni rag'batlantiradi.[1] To'g'ri va ijobiy tarzda o'rgatilganda, bolalar va o'smirlar sog'liq uchun juda ko'p foyda olishlari mumkin. Bularga metabolik kasalliklar xavfining kamayishi, kardiorespiratorlik qobiliyatining yaxshilanishi va yaxshi ruhiy salomatlik kiradi.[2] Bundan tashqari, jismoniy tarbiya mashg'ulotlari o'quvchilarning xulq-atvori va akademik faoliyatiga ijobiy ta'sir ko'rsatishi mumkin.[3] Tadqiqotlar shuni ko'rsatdiki, miya rivojlanishi va jismoniy mashqlar o'rtasida ijobiy bog'liqlik bor.[4] 2007 yilda tadqiqotchilar yiliga 56 soat jismoniy tarbiya bilan shug'ullangan talabalar o'rtasida ingliz san'ati bo'yicha standartlashtirilgan test ballarida yiliga 28 soat jismoniy tarbiya olgan talabalarga nisbatan chuqur o'sishni aniqladilar.[5]

Ko'pgina jismoniy tarbiya dasturlari o'quv dasturining bir qismi sifatida sog'liqni saqlash ta'limini ham o'z ichiga oladi. Sog'liqni saqlash ta'limi - bu kasalliklarning oldini olish, nazorat qilish va davolash bo'yicha ma'lumotlarni o'rgatishdir.[6]

O'rta maktabda jismoniy tarbiya o'quv dasturi turli jamoaviy va individual sport turlarini, shuningdek, bo'sh vaqtni o'z ichiga oladi. Jismoniy faoliyatga misol qilib, basketbol, futbol, voleybol, yengil atletika, badminton, tennis, piyoda yurish, velosport va suzishni keltirish mumkin.[9] Shaxmat - bu dunyoning ba'zi qismlarida jismoniy tarbiya o'quv dasturiga kiritilgan yana bir mashg'ulot. Shaxmat o'quvchilarning kognitiv fikrlash qobiliyatini rivojlantirishga yordam beradi va diqqatni jamlaydi, shu bilan birga sport mahorati va halol o'yin haqida o'rgatadi.[9] Gimnastika va kurash mashg'ulotlari o'quvchilarga jismoniy tayyorgarlikning turli sohalarini, jumladan, moslashuvchanlik, kuch, aerobik chidamlilik, muvozanat va muvofiqlashtirishni yaxshilash uchun qo'shimcha imkoniyatlar beradi.[9] PE bo'yicha qo'shimcha mashg'ulotlarga futbol, netbol, xokkey, rounders, kriket, to'rt kvadrat, poyga va boshqa ko'plab bolalar o'yinlari kiradi. Jismoniy tarbiya shuningdek, ovqatlanish, sog'lom odatlar va ehtiyojlarning individualligini o'rgatadi.[10]

Zamonaviy jismoniy tarbiyani o'qitishning asosiy maqsadlari:[11]

Bolalar va o'smirlarni turli xil jismoniy mashqlar va sog'lom faoliyatga jalb qilish. Chunki P.E. deyarli barcha bolalar uchun ochiq bo'lishi mumkin, bu bolalarda foydali va sog'lom faoliyatni kafolatlaydigan yagona imkoniyatlardan biridir.

Umr davomida sog'lom va sog'lom bo'lishni saqlash ko'nikmalarini o'rgatish. O'z-o'zidan hisobot berish va mashqlar monitoringini rag'batlantirish. Faoliyatning davomiyligi, intensivligi va turini individuallashtirish. Fikr-mulohazalarni natijaga emas, balki ishga qaratish. Faol rol modellarini taqdim etish.

Jismoniy tarbiyachilar uchun vosita ko'nikmalarini rivojlantirish va mustahkamlash, bolalar va o'smirlarga ularning harakat repertuarini shakllantiradigan asosiy ko'nikmalar to'plamini berish juda muhim, bu esa o'quvchilarga hayoti davomida turli xil o'yinlar, sport va boshqa jismoniy mashqlar bilan shug'ullanish imkonini beradi. [12]

Ushbu maqsadlarga turli yo'llar bilan erishish mumkin. Milliy, shtat va mahalliy ko'rsatmalar ko'pincha jismoniy tarbiya bo'yicha qaysi standartlarni o'rgatish kerakligini belgilaydi. Ushbu standartlar qaysi tarkibni qamrab olishini, o'qituvchilarning malakalariga

mos kelishini va foydalanishi kerak bo'lgan darsliklar va materiallarni belgilaydi. Bu turli standartlarga sport ta'limiga o'rgatish yoki sportdan jismoniy mashqlar sifatida foydalanish kiradi; umumiy salomatlik va fitnes bilan bog'liq fitnes ta'limi; va sportdan tashqari kontekstdagi harakat bilan shug'ullanadigan harakat ta'limi.[12]

Ushbu yondashuvlar va o'quv dasturlari 1800-yillarda bolaning o'zini namoyon qilish uchun o'z tanasidan foydalanish qobiliyatidan foydalanishga e'tibor qaratgan Fransua Delsarte, Liselott Diem va Rudolf fon Laban kabi jismoniy tarbiya sohasidagi kashshoflarga asoslangan. Bu 1960-yillardagi yondashuvlar (tanadan foydalanish, fazoviy ong, harakat va munosabatlarni o'z ichiga olgan) bilan birgalikda jismoniy tarbiyaning zamonaviy ta'limotini tug'dirdi.[13]

So'nggi tadqiqotlar, shuningdek, ijtimoiy inklyuziya va ijtimoiy adolat kun tartibini qo'llab-quvvatlashda axloqiy rivojlanish uchun jismoniy tarbiya rolini o'rganib chiqdi [14], bu erda, ayniqsa, nogironlik kontekstida va nogironlarning ijtimoiy inklyuziyasida kam tadqiq qilinadi.[15].

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