PEDAGOGICAL GROUPS OF PHYSICAL EXERCISES

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Abstract: Actual training is a basic piece of balanced schooling, assuming an imperative part in the general improvement of a person. It not just adds to actual wellbeing and prosperity yet in addition improves mental capacities, interactive abilities, and the ability to appreciate anyone on a deeper level. To accomplish these targets, actual instruction programs frequently utilize an organized methodology, ordering actual activities into educational gatherings. This article plans to investigate the idea of educational gatherings of actual activities, their importance, and the different classes that involve them.

Keywords: pedagogical education, exercises, groups, challenges, competitions, strategy, categories

Introduction: Pedagogical groups of physical exercises refer to the systematic classification of physical activities into distinct categories, each designed to achieve specific learning objectives. This approach enables physical educators to organize and sequence exercises in a logical and coherent manner, ensuring that students' progress through a series of developmental stages. By grouping exercises into pedagogical categories, physical educators can create a learning environment that is engaging, challenging, and tailored to the needs of diverse learners.

The categorization of physical exercises into categories is their distribution into groups that are linked together according to their most important signs. The teacher will be able to determine the nature of physical exercises with the help of categories, consequently, facilitate the choice of exercises, which will meet the requirements of the pedagogical task. As long as the discipline of physical education develops, it becomes rich continuously with new information, while categorization does not always remain the same. Any exercise has not one, but several specific signs. That is why exactly the same exercise can be expressed in different categories. For example, tension is manifested both in categories by anatomical signs (exercises for the arms and muscles), and mainly in those that reflect the development of the qualities of movement (more strength). Consequently, a single category suitable for any case cannot be created; in order to solve pedagogical tasks in the category, it is necessary to take into account the most significant characters. Physical education systems are historically divided into categories of physical exercises (Gymnastics, games, tourism, sports) by their constituent characters. In these categories, exercise is divided into five groups.

1. Gymnastic exercises that characterize the variety of movements in artificially created activities, the effectiveness of which affects the body, its structure, are also determined by the coordination complexity and harmony of all movements. Game exercises composed of wellness types of movements (running, throwing, etc.) are performed in a variety of variants in coordination with changing game situations and are evaluated on the effectiveness of exposure to the organism as a whole and on the ultimate outcome of the action. Physical activities on the trip include walking, running, jumping, overcoming obstacles, skiing, cycling, boating, etc. In wellness conditions, walking, running, jumping, overcoming obstacles, skiing, cycling, paddling are added to form physical exercises for the traveler. Their effectiveness is assessed by the result of complex interaction with the body, overcoming obstacles and distance in places. Exercises in sports are the subject of specialization in order to achieve maximum sports results, and with single sports series, the

last group, artificially standardized in national compliance, will be able to include the first three groups if the signs recorded on them are relevant (sports gymnastics training, sports playing training, sports traveling training). The conditionality of these categories is the group exercise, which is seen in the descriptive character discrepancy. Therefore, for example, running, although expressed in different variants in all four groups, similar categories are only general of physical exercises

awarded at the mill. 2. The range of physical exercises given by the signs of muscle activity (by the signs that affect the development of the qualities of movement). Speed-strength training requires the practitioner to make the maximum effort in a relatively short period of time (e.g.: short-distance running, jumps); physical activities that require the manifestation of endurance (e.g. long-distance running, skiing, etc.). Physical exercises (games, one-on-one combat) that regularly replace the levels of exertion in accordance with changing conditions, require a complex of manifestations of driving qualities. The conditionality of this category allows, on the one hand, the selection of physical exercise. With its help, it is possible to effectively achieve the development of qualities of movement. On the second hand, knowing which necessary quality to successfully perform this or that characteristic exercise. 3. Categories of exercise on their importance to solve the task of science. The conditionality of these categories is that exercises aimed at the formation of movement skills, skills and the development of qualities of movement are artificially distinguished in it, at the same time both processes are inseparable. However, the practical meaning of such categorization does not disappear. It helps to choose to solve leading tasks at each stage of training the exercise, and to a large extent helps to solve them. 4. Basically, a series of physical exercises on the signs of the development of certain muscle groups: on the shoulder girdle, it is intended for the muscles of the arms, for the muscles of the neck and torso, for the muscles of the waist and legs. Within this category, the exercise is divided into for the calf muscle, for the knee muscle, etc.; exercises that are given for the development of physical qualities in exercises that are performed standing, sitting, lying down, individually and in pairs, with objects and without objects. 5. Series of physical exercises in sports. Each type of sport has its own series of exercises. In addition to pedagogical categorization, it is accepted to divide into exercises performed in biomechanics (static, dynamic, stickleback, ascetic, combinatorial and other physical exercises), and in Physiology-exercises performed with different forces (maximum, submaximal, large and moderate strength). The presence of several categories allows the teacher to choose from a wide variety of exercises that most correspond to the same laid issues.

One of the primary pedagogical groups of physical exercises is the fundamental movement skills (FMS) category. FMS exercises focus on developing basic movement patterns, such as running, jumping, hopping, skipping, throwing, and catching. These skills form the foundation of more complex motor skills and are essential for everyday life. FMS exercises are often taught in the early stages of physical education, as they provide students with a broad range of movement experiences and opportunities to develop coordination, balance, and overall physical fitness. Another significant pedagogical group is the gymnastics and movement category. This group encompasses a range of exercises that promote flexibility, strength, and coordination, including tumbling, vaulting, and balancing activities. Gymnastics and movement exercises are designed to challenge students physically and cognitively, as they require the integration of multiple movement patterns and the development of spatial awareness. The games and sports category are another essential pedagogical group, comprising exercises that focus on team-building, strategy, and competition. This category includes a wide range of activities, such as soccer, basketball, and volleyball, which promote social skills, such as communication, cooperation, and conflict resolution. Games and sports

exercises also provide opportunities for students to develop specific motor skills, such as dribbling, passing, and shooting, in a fun and engaging environment. The dance and rhythmic movement category are a pedagogical group that emphasizes creative expression and aesthetic appreciation. This category includes a range of exercises that focus on movement quality, musicality, and cultural awareness, such as ballet, modern dance, and folk dance. Dance and rhythmic movement exercises provide students with opportunities to develop their fine motor skills, balance, and coordination, while also exploring their creativity and self-expression.

The outdoor and adventure category is a pedagogical group that focuses on developing students' outdoor and wilderness skills, such as camping, hiking, and rock climbing. This category provides opportunities for students to develop their problem-solving skills, teamwork, and environmental awareness, while also promoting physical fitness and overall well-being. The final pedagogical group is the fitness and conditioning category, which comprises exercises that focus on developing cardiovascular endurance, muscular strength and endurance, and flexibility. This category includes a range of activities, such as aerobic exercises, resistance training, and yoga, which promote physical fitness and well-being. Fitness and conditioning exercises are often used to enhance athletic performance, improve overall health, and reduce the risk of chronic diseases.

Conclusion.

In conclusion, the pedagogical groups of physical exercises provide a comprehensive framework for physical education programs. By categorizing physical activities into distinct groups, physical educators can create a learning environment that is engaging, challenging, and tailored to the needs of diverse learners. Each pedagogical group offers unique benefits and opportunities for students to develop their physical, cognitive, and social skills. As such, it is essential that physical educators incorporate a range of pedagogical groups into their programs, ensuring that students receive a well-rounded physical education that prepares them for lifelong learning and participation in physical activity.

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