

The use of recreational activities to increase the daily motor activity of elementary school students

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Abstract

Purpose: To substantiate in the study the methodology of using recreational activities to increase the daily activity of elementary school students.

Methods: analysis of materials from scientific and methodological sources, visual and pedagogical observation, exclusive interview-questionnaire, traditional tests, computerized measuring equipment developed for the purpose of differential assessment of speed, heart rate monitoring, determination of respiratory rate (RR), methods of mathematical statistical analysis.

Results: In the long jump from the place, the boys and girls of the experimental group jumped by 28-23 cm, and the boys and girls of the control group jumped by 20-15 cm. When leaning forward, without bending the knees, sitting on the ground with legs spread apart by 30 cm, the children of the experimental group improved by 3.0-4.1 cm, and their peers of the control group - by 2.0-3.5 cm. Torso flexion within one minute improved on average 5-4 times in boys and girls of the experimental group and 3-3 times in boys and girls of the control group.

Conclusion: Pedagogical observations conducted in secondary schools have shown that currently students spend more time preparing lessons, watching TV and working at the computer, so their body's need for daily physical activity is higher and, as it has become known, increases every day.

Keywords: physical education, rehabilitation, physical development, physical fitness, motor activity, pedagogical experience.

Introduction

Daily motor activity of students at school: observance of the daily routine; weekly physical education classes and active participation in recreational activities of the educational program; regularly engage in sports clubs organized outside the classroom and school; active participation in mass sports events, competitions; on physical culture and sports holidays organized at school, district and family; depends from the conditions created for living.

It is known that, according to N. T. Lebedeva, a two-hour weekly physical education lesson at school satisfies the children's need for movement by 11%, and at high intensity of classes by a maximum of 40%.

Other forms of physical training include pre-workout gymnastics, physical training minutes, active games and physical exercises during a long break, entertaining outdoor games, sports clubs, competitions, etc., with regular holding of which 60 percent meet the needs of weekly activity of children.

According to T. S. Usmonkhodzhayev, the volume of daily activity of elementary school students should not be less than 2 hours, and weekly activity should not be less than 14 hours.

One of the most important and urgent tasks today is to increase the daily physical activity of elementary school students.

The importance of increasing the daily activity of elementary school students in improving their physical fitness and strengthening their health is incomparable. Weekly physical education classes, physical culture and wellness activities in the curriculum, extracurricular and extracurricular physical education classes, mass sports events, sports competitions, sports holidays, walks and family sports events have an important place and importance in increasing the motor activity of elementary school age students.

Methods

This experiment were, attended by elementary class students studying at the 1st general secondary school of the Balykchi district of the Andijan region.

Results and discussion

In order to increase the daily motor activity of elementary school age students, a program of physical culture and wellness activities has been developed within the framework of the curriculum, taking into account the pedagogical characteristics of children. Based on the program developed during the research work, the physical education teacher conducted and regularly supervised recreational activities of

the educational program in the experimental group. Physical culture and recreation activities of the curriculum with students of the control group were carried out in the same mode, without the influence of the supervisor.

In order to study the physical development of 4th grade students, initial and final anthropometric indicators were measured in experimental and control groups. The results obtained and analyzed are presented in Table 1. From the analysis of the data obtained, it turned out that according to the anthropometric parameters of the body length of children in boys and girls of the experimental group, it was 4.0-3.0 cm, in boys and girls of the control group - 3. It was found that it changed by 0-3.0 cm. 3.0 cm. Body weight increased by 3.0-3.1 kg in boys and girls of the experimental group, and in the control group - by 3.4-3.3 kg. It was found that the chest width increased by 3.1-2.9

groups. When comparing the recorded indicators of students of the experimental and control groups, it was found that the children of the experimental group had slightly better physical development compared to their peers of the control group. From the analysis of the conducted scientific research, it can be seen that wellness activities conducted with students contribute to improving their physical development.

Tests were conducted to determine the physical fitness of 4th grade students. The test results are shown in Table 2. As a result of mathematical and statistical analysis of the results obtained, it was found that in boys and girls of the experimental group, the results improved by 1.1-1.0 seconds, and in the control group - by 0.9-0.7 seconds. In the 4 x 10 m shuttle run,

Table-1. Indicators of physical development of boys and girls of the 4th grade

№	Anthropometric indicators	Sex	Experiment group			Control group		
			Before the experiment	After the experiment	Before the experiment	After the experiment		
			x□	x	x	x		
1	Body length (cm)	b	15	136	140	13	136	139
		g	16	137	140	18	135	138
2	Body weight (kg)	b	15	30,5	33,5	13	31,5	34,9
		g	16	29,9	33,0	18	30,6	33,9
3	Chest width (cm)	b	15	66,5	69,6	13	67,0	69,7
		g	16	65,3	68,2	18	65,4	67,9
4	Vital capacity (ml)	b	15	1780	1850	13	1715	1780
		g	16	1720	1770	18	1705	1745
5	Right and left hand (kg)	b	15	17,4	18,8	13	18,0	19,3
		g	16	15,2	16,6	18	15,0	16,0
		b	15	17,1	18,4	13	17,5	18,5
		g	16	16,2	17,2	18	15,5	16,5

cm in boys and girls of the experimental group and by 2.7-2.5 cm in boys and girls of the control group.

Vital capacity increased by 70-50 ml in children of the experimental group, and in boys and girls of the control group - by 65-40 ml. The strength of the hands and paws in the right-handed experimental group changed in boys and girls by 1.4-1.4 kg, in the control group by 1.3-1.0 kg, in the left-handed experimental group by 1.3-1.2 kg, by 1.0-1.0 kg in the control group. As a result of the analysis of the collected data, it was found that the anthropometric indicators of initial and final physical development in the experimental and control groups showed positive changes in both

the results changed by 1.2-1.0 seconds in the boys and girls of the experimental group and by 0.7-0.6 seconds in the boys and girls of the control group.

According to scientific research conducted in September-May of the academic year, the differences between the initial and final tests in the experimental and control groups have changed in a positive direction. When we compared the results obtained between our experimental and control groups, it became clear that the experimental group showed better results on all tests

Table-2. Indicators of physical development of boys and girls of the 4th grade

№	Test	Sex	Experiment group			Control group		
			p	Before the experiment	After the experiment	p	Before the experiment	After the experiment
				x	x		x	x
1	30 m run (s)	b	15	7,6	6,5	13	7,5	6,4
		g	16	7,8	6,8	18	7,4	6,7
2	4x10 m shuttle run (s)	b	15	15,2	14,0	13	15,1	14,4
		g	16	15,4	14,4	18	14,2	14,8
3	Long jump from the place (cm)	b	15	97	125	13	100	120
		g	16	90	113	18	95	110
4	Leaning forward, without bending the knees, sitting on the ground with legs spread apart	b	15	3,0	6,0	13	4,0	6,0
		g	16	3,0	7,1	18	3,5	7,0
5	Torso flexion within one minute (times)	b	15	14	19	13	15	18
		g	16	13	17	18	13	16

compared to their peers from the control group.

As a result of socialization work carried out with pupils of the 4th grades of elementary schools, it was found that if activities are organized and carried out taking into account age characteristics, physical development and fitness of children, as well as school conditions, their daily activity increases and physical quality indicators improve.

When organizing and conducting recreational activities of the educational program, it is necessary to take into account the age characteristics of children, attach importance to their sequence, content and essence of exercises.

From a study conducted with 4th grade students, it became clear that as a result of the timely and regular introduction of recreational activities into the curriculum, the physical development,

fitness and motor activity of students improves.

Conclusion

As a result of the analysis of the collected data, it was found that along with the improvement of the physical fitness of the students of the experimental group, it was found that their daily motor activity increased, and a statistical difference in the initial and final tests was achieved.

Compared with the children of the control group, their physical fitness and daily physical activity improved, but no statistical difference was achieved.

Based on experimental work conducted with experimental school students, it can be concluded that, taking into account the educational characteristics of children, physical fitness and daily motor activity, along with strengthening their health, increase.

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