

## WAYS TO INCREASE THE EFFICIENCY OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS BASED ON A STAGED AND INDIVIDUAL APPROACH

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### **Abstract**

This article discusses the features of differentiated educational technology in the formation of knowledge, skills and abilities of students in physical education classes. The emphasis is on providing a differentiated approach to students, taking into account their health and physical fitness. The article presents the theoretical foundations of these approaches and methods of their implementation in practice.

### **Keywords**

Differentiated approaches, physical education classes, students, increasing activity, developing knowledge, skills and competencies, ensuring efficiency, forming a healthy lifestyle.

**Relevance of the research.** Today, the issue of developing physical education and sports in our country is being considered at the level of state policy and is being used as a guaranteed means of improving the gene pool of the nation, raising a physically and intellectually capable generation, and as an important area of strategic importance in promoting the ideas of national independence.

However, the changes taking place in the field of education in countries around the world, in particular, are related to the global task of ensuring the entry of a person into the social world and his effective adaptation to these conditions, and raise the need to ensure a more complete, personal and socially integrated outcome of education.

Today, in the age of scientific and technological progress, students and young people have stopped doing physical education exercises. Walking, running, national and active games, sports games and outdoor walks have been replaced by computer technologies, mobile communications and other technologies. Of course, this affects their mobility and leads to a decrease in their health.

The only place where children can do physical exercise is at school. Physical exercise is very important for children. These exercises not only train the heart, muscles and blood vessels, but also develop them. For the normal development of a child, he must continue to do this every day, for at least two hours, with any physical load. Lack of physical activity deprives students of a healthy lifestyle, and makes their body more susceptible to various diseases.

Thus, students with low and high physical fitness and physical development cannot fully realize their potential, which does not meet current requirements. Not all teachers are able to adequately apply a differentiated approach to improving students' physical fitness in the teaching and learning process.

However, increasing the effectiveness of lessons based on a differentiated and individual approach in education allows achieving higher results than other approaches. The most important aspect of a modern lesson is to provide a differentiated and individual approach to students, taking into account their health, physical development, physical fitness, and the development of their mental characteristics.

One of the areas of improving the physical education of students in general secondary schools is the use of a differentiated approach in physical education lessons as an important condition for optimizing the educational and upbringing process.

Differentiated and individualized approaches are important for students with low and high performance in physical education. It has been observed that low levels of physical development often result from students not fully mastering the tools and methods provided in physical education classes.

A student with a high level of knowledge, skills, and abilities will not be interested in a lesson designed for an average student. In addition to dividing students into main, preparatory, and special groups, in almost every class, children can be conditionally divided into several more groups:

- “fat” children who are completely healthy, but do not want to work;
- children who have been temporarily transferred to the preparatory group due to illness;
- children who are not well developed physically, mentally, and have a depressed mood.

Therefore, it is necessary to differentiate both the tasks, the content and pace of mastering the program material, and the assessment of achievements.

Therefore, the development of individual programs for the training of physical qualities in boys and girls with different levels of physical development and

readiness, the development of a set of exercises, the formation of knowledge, skills and abilities in students, as well as the organization and conduct of physical education classes with a differentiated approach for each group during the lesson are among the urgent tasks of theoretical and scientific importance in the field.

**The main purpose of the study** - To develop students' knowledge, skills, and abilities based on a differentiated approach to physical education classes.

**The following research objectives were set:**

1. Analysis of scientific and methodological literature on the effectiveness of using a differentiated approach in the field of physical education;
2. Determination of the physical fitness of 5th grade students;

**Research results and discussion.** Based on the analysis of educational and methodological literature, as well as scientific research conducted by us, the dynamics of physical training of 5th grade general secondary school students were studied and a system of their differentiated group division was developed. This differentiated approach was developed. The teaching methodology in these differentiated groups was aimed at solving the following issues:

1. To learn knowledge, skills, and abilities that are important for life, to be able to apply them in situations of varying complexity;
2. To develop a plan for systematically increasing the level of physical and functional training and to conduct physical education lessons;
3. To develop and improve the individual characteristics of the student, to eliminate weaknesses in physical training;
4. To acquire theoretical knowledge and practical knowledge, skills, and abilities in personal hygiene, as well as to acquire the necessary concepts and theoretical information in physical education and sports;
5. To educate students in the need to engage in physical education and sports exercises and to be able to do them independently, and to improve their work skills.

It is necessary to develop a methodology for a differentiated approach to teaching physical education lessons to students with different levels of physical fitness, aimed at maintaining their health and strengthening their overall physical fitness. Therefore, based on the information obtained from them, we divided the students into the following 3 differentiated groups (Table 1).

**Table 1**

**Division of students into stratified groups**

Group	Physical indicators	
	Physical fitness	Physical development

Strong	Above average, high,	Above average, high, average
Flame	Average	Above average, high, average
Weak	Low, below average	High, above average, below average, low

The division of students into groups is determined based on the effectiveness of various approaches, indicators of physical fitness and physical development, and the results of functional capabilities. The activation of independent activity of students is associated with the identification of assistants and conducting methodological exercises with them, and the development of a differentiated system of homework assignments for students.

The system of organizing a differentiated approach used in the experimental and control groups allows 5th grade students to fully master and fulfill the tasks set in the lesson and the physical fitness criteria in the program. One of the best areas of physical training for students is the widespread use of an individual approach to the formation of knowledge, skills and competencies in physical education lessons, as well as the widespread use of a differentiated individual approach based on work ability, which will further improve the effectiveness of physical education lessons.

The experiment determined the dynamics of physical fitness of 5th grade students of secondary school No. 27 of the M. Ulugbek district of Tashkent. The results are presented in Table 4.

**Table 4**

**Dynamics of physical fitness of 5th grade students**

№	Control exercises units of measurement	Experimental		Control group		The rence	%	t	R
		$\bar{X} \pm \sigma$	V%	$\bar{X} \pm \sigma$	V%				
1.	60 m dash (seconds)	11,5±1,4	12,1	11,2±1,1	9,8	0,3	7,4	1,51	>0,05
2.	1000 m run (minutes, seconds)	6;28±0,59	9,4	5;55±0,51	9,2	0,33	13,1	1,33	>0,05
3.	Pull-ups on the high (times)	2,8±0,44	15,7	3,2±0,40	12,5	0,4	14,3	0,99	>0,05
4.	Long jump (cm)	238,1±8,53	3,6	253,6±7,12	2,8	15,5	9,4	0,64	>0,05
5.	Standing long jump	126,4±6,20	4,9	136,7±5,51	4,0	10,3	8,9	1,53	>0,05
6.	Throwing a small (meters)	18,7±1,0	5,3	21,8±1,4	6,4	3,1	16,6	1,20	>0,05

The results of 60 m running of 5th grade students studying in general secondary schools in the experimental group were  $11.5 \pm 1.4$  seconds, and in the control group this indicator was on average  $11.2 \pm 1.1$  seconds. It was found that the difference in the increase in the results of physical fitness of students in the experimental and control groups was 0.3 seconds (7.4%). The statistical differences between the indicators are not reliable ( $R > 0.05$ ).

The result of the test conducted to determine the state of development of strength quality (pulling on the high horizontal bar) was an average of  $2.8 \pm 0.44$  times in the experimental group, while the control group had  $3.2 \pm 0.40$  times. The difference is 0.4 times, the result improved by 14.3%.

The results of the control test for 1000 m running of 5th grade students were found to be  $6;28 \pm 0.59$  minutes on average in the experimental group ( $V = 9.4\%$ ), and  $5.55 \pm 0.51$  minutes in the control group ( $V = 9.2\%$ ). There is no statistical significance of the difference between the indicators in the control exercise for 1000 m running ( $R > 0.05$ ).

It can be seen that the results of the long jump control exercise in the 5th grade experimental group were  $238.1 \pm 8.53$  cm, while in the control group they were  $253.6 \pm 7.12$  cm, which means that the result increased by 9.4%.

The average standing long jump in the experimental group was  $126.4 \pm 6.20$  cm, compared to  $136.7 \pm 5.51$  cm in the control group.

When students were given control exercises in throwing a small ball to a distance, the result increased from  $18.7 \pm 1.0$  m to  $21.8 \pm 1.4$  m ( $V = 6.4\%$ ).

The above data show that there is not enough scientific research on the use of the tools and methods used to develop the physical qualities of 5th grade students.

**The results of the pedagogical experiment conducted allow us to draw the following conclusions:** by organizing physical education lessons based on a differentiated approach, the formation of knowledge, skills and competencies in students was achieved more effectively;

the results of the study show that differentiated training, taking into account individual differences in improving physical fitness, leads to high results;

as a result of the use of differentiated approaches in physical education lessons, the physical fitness of students has significantly improved. This serves to increase the effectiveness of education, develop the physical qualities of students and form a healthy lifestyle.

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