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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ  
ДОЛЗАРБ МУАММОЛАРИ

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ  
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

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ACTUAL PROBLEMS OF HUMANITIES  
AND SOCIAL SCIENCES



**ЭЛЕКТРОН ЖУРНАЛ**

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**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2023**

## **БОШ МУҲАРРИР:**

Исанова Феруза Тулқиновна

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

### *12.00.00-ЮРИДИК ФАНЛАРИ:*

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат ҳавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

#### *13.00.00-ПЕДАГОГИКА ФАНЛАРИ:*

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

#### *19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:*

Каримова Васида Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш

ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарқанд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

#### *22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:*

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

#### *23.00.00-СИЁСИЙ ФАНЛАР*

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

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## **ОАК Рўйхати**

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Телеграм канал: [https://t.me/scienceproblems\\_uz](https://t.me/scienceproblems_uz)

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### **AN INNOVATIVE APPROACH TO THE DEVELOPMENT OF STUDENTS' MOVEMENT SKILLS AND COMPETENCIES IN PHYSICAL EDUCATION CLASSES**

**Abstract.** This article is aimed at developing students' movement skills and abilities by effectively mastering physical exercises in physical education classes. It is intended to increase the knowledge of the students about the process of physical education.

**Keywords:** Innovation physical education, Health, Sports, Education, Skill, Knowledge, Movement activity education, Movement training, Movement skill, Theoretical knowledge, Ability to do, Education, Development.

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### **ИННОВАЦИОННЫЙ ПОДХОД К РАЗВИТИЮ ДВИГАТЕЛЬНЫХ НАВЫКОВ И КОМПЕТЕНЦИЙ УЧАЩИХСЯ НА ЗАНЯТИЯХ ПО ФИЗИЧЕСКОМУ ВОСПИТАНИЮ**

**Аннотация.** Данная статья направлена на развитие двигательных навыков и умений учащихся путем эффективного освоения физических упражнений на занятиях по физической культуре. Он предназначен для расширения знаний студентов о процессе физического воспитания.

**Ключевые слова:** Инновационная физическая культура, Здоровье, Спорт, Воспитание, Навык, Знание, Обучение двигательной активности, Тренировка движений, Двигательное мастерство, Теоретические знания, Умение, Воспитание, Развитие.

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### **JISMONIY TARBIYA DARSLARIDA TALABALARNING HARAkat KO'NIKMALARI VA MALAKALARINI RIVOJLANTIRISHGA INNOVATSION YONDASHUV**

**Annotatsiya:** Ushbu maqola jismoniy tarbiya darslarida jismoniy mashqlarni samarali o'zlashtirish orqali talabalarning harakat ko'nikmalari va qobiliyatlarini rivojlantirishga qaratilgan. Bu talabalarning jismoniy tarbiya jarayoni haqidagi bilimlarini oshirish uchun mo'ljallangan.

**Kalit so'zlar:** innovatsion jismoniy tarbiya, sog'liqni saqlash, sport, ta'lim, ko'nikma, bilim, harakat faoliyati ta'limi, harakatni o'rgatish, harakat mahorati, nazariy bilim, qilish qobiliyati, ta'lim, rivojlanish

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In the decision of President Sh. Mirziyoyev dated August 10, 2022, "On broad involvement of Uzbekistani athletes who have achieved high results in prestigious international sports competitions, in public and sports activities and on encouraging athletes and their trainers", the stars of our sport and those who brought them to maturity it is worth noting that care was taken to adequately reward the hard work of the trainers, to effectively use their experience and potential, to receive higher and special education, and to restore their health. This document provides an opportunity to further improve the system of financial incentives for athletes and coaches in Uzbekistan, and for them to make a worthy contribution to the preparation of the reserve of athletes who will successfully participate in prestigious international competitions. Knowledge of the process of physical education also occupies an important place in the stock of students' knowledge. This process is taught to purposefully perform a movement activity or a certain part of it. Training is carried out through practice - repetition and causes the formation of theoretical knowledge about this movement, development - education of physical qualities. So, in the process of physical education, education consists in organizing the ability to perform special knowledge and movement and transfer it to the student and the student. In teaching practice, such as "movement activity education", "movement training", "movement skills", "movement skills", "theoretical knowledge", "ability to do", "education", and "development", etc. terms are used, and the common goal of preparing for creative work and military practice as mentioned above, and the common tasks of education, and health are solved in accordance with each link of the physical education system of our country.

In the process of teaching movement activities, not only the tasks of education and training are solved, but also the tasks related to the nature of health are solved. The task of health, which is not so clearly manifested in any general education subject, is a bright example in the teaching of movement activities. The tasks of imparting knowledge in the teaching of movement activities also have their own characteristics. The leading component of the process of acquisition of educational materials is the active movement of students. Their educational and work activities require, first of all, potential physical effort. Knowing some laws of the student's educational activity, it is necessary to take into account the general laws of a person's ability to work. An individual's ability to work depends on several factors: abilities inherited from his generation (parents), experiences accumulated in the life process, and the ability to manage specific activities in certain defined conditions. The better these factors are developed, the more a person can show great work (ability)<sup>1</sup>.

The second feature of movement activity training is the formation of a system of movement skills. Only the movement activity system determines the character of the student's physical fitness. According to the principle of practicality, the system of movement activities in the physical education program of schoolchildren was selected in such a way that most of them

used them in daily life practice or, if necessary, they can use them later. For the system to be used in practice, activities that repeat each other or are secondary are excluded from it. To objectify this process, the methodology of mathematical calculation (statistics) is currently being used. With their help, the nature of the amount of interrelated and similar elements in the structure of movement activities is studied.

The third feature of the educational process is its connection with the comprehensive development of movement qualities in the implementation of education in two directions.

a) movement skills are related to the development of movement qualities. First of all, movement qualities related to that movement skill are developed.

b) the development of the quality of movement, which has a special feature for the skill of movement, is more effective than the development of other qualities at the same time.

For example, speed is developed when training to run short distances, but this quality is developed more effectively only when speed optimally develops strength, endurance, etc. The effectiveness of teaching movement activities is determined by indicators of the level of physical knowledge and physical development. A properly organized pedagogical process of acquisition of the knowledge system and movement activities will certainly lead to an increase in physical development indicators.

The solution of educational tasks is organically united with the implementation of educational tasks. The concept of the educational nature of education is emerging as one of the main laws of physical education<sup>2</sup>. As a specially unorganized process, the process of using physical exercises does not have any pedagogical value, their educational effect depends entirely on the quality of the pedagogical process. In his time, P.F. Lesgaft viewed muscle training as a powerful tool that affects the human psyche and intellect.

Along with the teachers of all subjects, the physical education teacher should also get used to keeping the complex of all elements of education under his control during the education process. Although it is clear to experts that educational science does not have its influence on the solution of the general tasks of education, it also puts forward some specific tasks characteristic of physical education in education:

- getting used to doing physical exercises. This habit is especially necessary for our modern age. Lack of exercise, lack of physical activity, creating the problem of lack of movement activity and forming a habit to overcome it, made it necessary to find time for independent physical exercise training.

- training to overcome physical difficulties and bravery. Mastering a series of movement activities requires a certain level of risk, risk, and maximum physical and mental stress. It is carried out by training the body to endure a significant level of stress in the background where it has not recovered the energy it has spent.

- education on hygienic skills and habits. The effectiveness of physical exercises is mainly related to the correct use of hygienic factors. The process of training movement activities includes training to follow the work regime, nutrition, sleep, body and body care, clothing, etc.;

- to achieve the correct formation of mutual relations among students. Because mastering and improving movement activities, and organizing relationships based on teamwork are related to emotionality. The high level of mutual support or competition between the participants, especially those of different sexes, is an invaluable tool in the formation of friendship, camaraderie, and high moral relations between boys and girls;

- education of independence during movement activities. Giving independence to the movement of students in the gym or on the sports field, on the one hand, allows students to manage themselves, on the other hand, conditions are created for them to feel responsible for their activities, to have a conscious attitude to their own movement activity and teach to think about the method of its implementation;

- the solution of general and private educational tasks is carried out in conditions of high-level and private communication between the teacher and the student (the communicative component of the teacher).

It has been proven in practice that in order to fully implement the tasks of education in the educational process if it is not systematically combined with solving the tasks of acquiring knowledge, the expected result will not be achieved.

- tasks of rehabilitation are solved by the comprehensive use of all means of physical education in the teaching of movement activities.

The educational process is differentiated according to the conclusions of the medical examination (control) and students are divided into groups known as basic, preparatory, and special medical groups.

The content of the educational material and the physical load received by the students through this material should be strictly differentiated depending on their age, gender, and physical fitness. Violation of this requirement can not only lead to failure to master the learning material but also cause serious damage to the student's health.

There is a risk of injury in the learning process itself, even in the most well-organized education. Naturally, this requires the teacher to carefully prepare the place for physical exercise, observe the organization of the student's activities, and be ready to help the student or ensure his safety (insurance), always be alert. The effect of education is significantly influenced by external factors (quality of sports equipment and equipment), and the solution of health problems (cleanliness of the training place, air, etc.).

The above-mentioned features of teaching movement activities require the teacher not only to have pedagogical and spiritual knowledge, but also to have knowledge of high-level anatomic-physiological and methodical training.

About any action, even if it is performed for the first time, it is impossible for the student to be able to do this action. You have heard of it, maybe you have done it for the first time, you can improve your ability level by practicing it, and then you need to perform this movement in the highest order, spending little energy and muscle tension for high results. eliminating non-muscle involvement will do. As a result of a special knowledge base and systematic exercises, the learner (practitioner) reaches the limits of the specified possibilities for performing movement activities and has unlimited possibilities for improvement (being able to move in a higher order). It is necessary to divide the movement activity into three stages. The presence of stable boundaries of stages is convenient for defining and solving educational tasks.

The formation of the ability to do based on old experiences and knowledge begins with the process of acquiring motor activity. Movement skills can deteriorate not only by not repeating the exercise but also by reducing the level of movement qualities and the functional capabilities of the body. For example, sports performance decreases due to the deterioration of the maximum oxygen consumption of stayers due to their age. Later, the athlete can completely lose the movement skills that he once showed high results.

When working on physical training programs, planning the educational process, choosing a guiding exercise system, and studying and taking into account the nature of the interaction of skills is useful in the classification of physical exercises. This will facilitate the formation of skills to use the beneficial effect of positive migration as effectively as possible and to be aware of the elements of negative migration<sup>3</sup>.

In conclusion, it should be said that the last limit of improvement of the formed movement skills is called the act of movement or the highest status of performance of movement activities. Its main task is to accustom and teach the practitioner to acquire and improve his skills in any conditions (in production, marriage, military, sports). Only in this case, the qualification will have its practical value. at the Mobodo gym; If a practitioner (in the field) can confidently jump from a height, but cannot apply that skill in practice (in life) to cross natural obstacles, such a skill is of little value. To be able to perform the action in the highest order is to be able to use the mastered, learned actions clearly in life with little effort and with extreme economy of expended energy. Such executive competence is created on the basis of the formed action competence and at the expense of a relatively high level of special knowledge. In fact, the ultimate goal of education is to form the ability to perform actions in high order. Ability to effectively use two or more formed skills in a row. For example, being able to perform balance exercises after push-ups. The laws of the formation and improvement of movement skills are manifested in every situation of teaching movement activities. But the duration (length) of its formation, improvement, and fading is very different and depends on the student's ability, especially on the specific characteristics of the qualification, on the improvement of the teacher's personality and educational methodology, and on the growing experience of movement.

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*№ 7 (3) – 2023*

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