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THE INTRODUCTORY PART OF THE LESSON OF PHYSICAL CULTURE

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Аннотация. Сабақ-педагогикалық процесі ұйымдастырудың негізгі формасы. Педагогикалық үдерісті ұйымдастыру формасы ретіндегі сабақтың артықшылығы педагогикалық қызметтің барлық құралдары мен әдістерін ұштастыруға қолайлы мүмкіндіктері бар; мұғалімге материалды жүйелі және жүйелі түрде баяндауға мүмкіндік береді; танымдық және қозғалу қабілеттерінің дамуын басқару; студенттерде ғылыми дүниетанымды қалыптастыру; оқушылардың басқа да іс-әрекеттерін, соның ішінде сыныптан тыс және Үй іс-әрекеттерін ынталандыру. Сабақта студенттер меңгереді ғана емес білімдер жүйесін. сонымен қатар танымдық іс-әрекет әдістерімен де. Сабақ тәрбие міндеттерін педагогикалық қызметтің мазмұны мен әдістері арқылы тиімді шешуге мүмкіндік береді. Сабақ оның бастауына немесе сабақтың кіріспе дайындық бөлігіне байланысты. Сабақтың кіріспе бөлігі қандай болуы керек, біздер осы мақалада сөйлескім келеді.

Кілттік сөздер: сабақ, дене тәрбиесі мұғалімі, моторлық режимдер, жылыту, жүктеме.

Аннотация. Урок-основная форма организации педагогического процесса. Преимущества урока как формы организации педагогического процесса состоит в том, что он имеет благоприятные возможности для сочетания всех средств и методов педагогической деятельности; позволяет учителю систематически и последовательно излагать материал; управлять развитием познавательных и двигательных способностей; формировать научное мировоззрение у студентов; стимулировать другие виды деятельности учащихся, в том числе внеклассную и домашнюю. На уроке студенты овладевают не только системой знаний, умений и навыков, но и самими методами познавательной деятельности. Урок позволяет эффективно решать воспитательные задачи через содержание и методы педагогической деятельности. Урок зависит от его начала, или вводной подготовительной части урока. О том, какой должна быть вводная часть урока, нам и хочется поговорить в данной статье.

Ключевые слова: Урок, преподаватель физического воспитания, двигательные режимы, разминка, нагрузка.

Abstract. The lesson is the main form of organization of the pedagogical process. The advantages of a lesson as a form of organization of the pedagogical process are that it has favorable opportunities for combining all the means and methods of pedagogical activity; allows the teacher to systematically and consistently present the material; manage the development of cognitive and motor abilities; form the scientific worldview of students; stimulate other types of student activities, including extracurricular and home activities. In the lesson, students master not only the system of knowledge, skills, but also by the methods of cognitive activity. The lesson allows you to effectively solve educational problems through the content and methods of teaching.

Key words: lesson, teacher physical culture, motor modes, warm up, load.

The lesson depends on its beginning, or the introductory preparatory part of the lesson. We would like to talk about what the introductory part of the lesson should be in this article. The introductory part of the lesson provides the prerequisites for the productive activities of those engaged in the main part. Tasks and content of the introductory part: the initial organization involved (construction, report on readiness for classes, drill exercises on the spot); creating a target installation (message lesson tasks); providing a favorable mental and emotional state (exercise frontally, using small equipment or game method); general warming up, gradual drawing in and moderate activation of body functions (performance of previously acquired or easily mastered simple physical exercises, various combinations of walking, jogging, jumps with gradually increasing but moderate exercise). [1, p.190.]

At the lesson of physical culture in the introductory part of the lesson is always a warm-up. This is the most important step in preparing the body for the load on the lesson. Before classes, the body must be prepared for the load. Warming up helps to raise the overall tone of the body, charge it with energy, activate muscles, improve blood circulation.

In the introductory-preparatory part of the lesson, exercises are performed that increase the efficiency of the body, its systems and organs, stimulate the function of the aerobic system, and contribute to preparing for the main part of the occupation of almost all body systems, especially the cardiovascular and respiratory systems.

This allows, on the one hand, to perform more intense loads, and on the other, to reduce the risk of their damaging effects. To perform a warm-up correctly, it is important to understand its physiological mechanisms. Simple movements without large amplitude and burdens cause the release of synovial fluid into the joint cavity, which protects the articular cartilage from direct friction and thus from their damage. This allows, on the one hand, to perform more intense loads, and on the other, to reduce the risk of their damaging effects. To perform a warm-up correctly, it is important to understand its physiological mechanisms. Simple movements without large amplitude and burdens cause the release of synovial fluid into the joint cavity, which protects the articular cartilage from direct friction and thus from their damage. You cannot start the lesson with running, as there are not enough synovial fluid in the knee, hip, ankle, spinal joints, and during the run after the flight phase in each step, a touchdown occurs with a fairly strong shock wave on the leg and spine joints, so before running it is necessary to perform elementary movements in the joints of the legs and spine (squats, lifts on toes, swinging movements of the legs, bends and turns of the body and neck).

Occupation begins in a benevolent tone. The greeting sets the lesson and to some extent makes the students think about the meaning of the statements.

The theme, tasks of the lesson is announced. Be sure to remind students about the observance of safety measures in the classroom.

At the beginning of the study of a topic, you must give theoretical information related to the topic of the lesson. For example, if the program begins the study of basketball, then we find out in which year and in which country this sport appeared; what basketball teams are in Kazakhstan; who is currently the champion of Europe, the world, the Olympic Games. In another class, you can go to the well-known players, vivid episodes from basketball competitions, etc.

Next begins the warm-up, which should be the first link in the logical chain of the lesson.

The content of the workout should correspond to the topic of the lesson. It should be the best way to prepare exactly the muscle groups that will be most fully involved in the main part of the lesson. For example, if the topic of the lesson is "Athletics", then the warm-up should focus on the joints and muscles of the legs. If gymnastic exercises are studied in the lesson, then during the warm-up, more attention should be paid to the muscles of the abdominals, back and shoulder girdles, etc.

If someone performs exercises with errors or is not attentive, by means of a change in intonation and loudness of a voice, indicate this to him, and usually the practitioners correct their movements.

To pay attention to the correctness of the exercises, so that students realize that they are in a physical education class. Effective control over the work of students is also carried out when they perform exercises for the account. For example, when performing an exercise, tilt, at the expense of "one, two" and instead of the score "three", say: "Tilt", and instead of the score "four", say: "Deeper" and continue to continue the account "one, two, three, four" . So we help to fix other inaccuracies in the implementation of exercises.

When performing exercises before the last count, you should always say: "And", so that the students understand that the exercise is over.

When conducting a warm-up in the ranks, the teacher must show exercises in a mirror image (if the motor action must be performed to the left, the teacher shows it to the right). When performing exercises in a circle, the teacher stands in a circle for a better view, the exercises are shown as usual.

Weather conditions affect the duration of the warm-up in the open air. In sunny, calm weather, exercises are performed with fewer repetitions and intensity. If it is cool and windy, then warming up is carried out for a longer time with greater intensity.

More important for students, especially first-year students, is how the teacher shows the exercises.

At the lessons in senior courses, the most prepared students do the warm-ups, for which the corresponding homework is given.

We offer several types of warm-ups, which, of course, does not exhaust the variety of other options.

Varant I (in motion).

Build. Report.Greeting.

Post lesson tasks.

1. Exercises in place. Turns on the right, on the left, around.
2. Walking:
 - on the toes, arms up,
 - on the heels, hands behind the head,
 - on the inside, outside of the foot, hands on the belt.
3. Slow running 10-15 minutes
4. Running with the implementation of tasks: with a high raising of the thigh, with the overrun of the lower leg, with the abduction of straight legs forward, back.
5. I. p. - right hand up; change the position of the hands of arcs forward at each step. Run 12-15 times.
6. I. p. - hands to shoulders, circular movements of the arms in the shoulder joint 1-4 forward; 5-8 - back. Repeat 8 times.
Dial a distance.
7. I. p. - hands on the belt; forward tilts for each step: one tilt forward; two and n. Run 15-20 times.
8. I. p. - hands behind the head; time step left foot, turn left; two-step right, turn right; three or four the same. Run 10-12 times.
9. I. p. - hands forward straight; kick your feet; fold left foot to right hand; two and P.; three-max right foot to the left hand; four ip Run 12-15 sweeps.
10. Jumps forward and up and back. Run 15-20 jumps.
Go one step, regain your breath.

Varant II.

Build. Report.Greeting.

Post lesson tasks.

1. Drill exercises in place. Turns on the right, on the left, around.
2. Move by step; hands on the belt, go on the heels; hands up, go on the toes, on the outside of the foot hands on the belt, on the inside of the hand on the belt,

walking with the transition to slow running.

3. Slow running with the use of running exercises, running with added steps, jumping exercises.

Rebuilding into a column of four. Perform general developmental exercises.

4. I. p.-Feet shoulder-width apart, hands on the belt: fold head tilted forward; two-back; three left; four to the right. Run 16-18 times.

5. I. p.-Feet shoulder-width apart, hands on a belt: fold shoulders; two and P.; three-lift shoulders; four and n. Run 16-18 times.

6. I. p.-Legs shoulder-width apart, arms up; one-two-circle hand rotation right; three-body tilt to the right, arms up; four and n. Then the same to the left. Run 8-10 times.

7. I. p. Legs wider than shoulders, hands on a belt; one-half squat on the right, inclination to the left, touch the foot with the tassels; two and P.; three-half squat on the left, tilt to the right; four and n. perform 10-12 times

8. I. p. - sitting on the right, left side, hands free. Transferring the center of body mass from one foot to the other. Run 10-12 times.

9. I. p., Lunge right forward, hands on the belt, changing the position of the legs with a jump. Run 12-15 times

10. I. p. - hands forward, kick your feet; fold max right foot to left hand; two and P.; three-max left foot to right hand; four and n. Run 10-12 times.

11. Jumping on the spot with the movement of hands on each jump to the shoulders, up; to the shoulders to the starting position. Perform 15-20 jumps.

12. Walking on the spot. Restore breath.

Varant III

Build. Report.Greeting.

Post lesson tasks.

1. Drill exercises in place. Turns on the right, on the left, around

2. Moving in increments on toes, on heels, on the outside and inside of the foot. Warm up hands, elbow joints.

3. Easy running on the socks; arms on a belt, assignment of direct legs forward and in the parties. Movement with the cross steps to the left and right.

4. Rebuilding into a column of two. Doing exercises in pairs.

5. I. p. - facing each other, the partners' hands are locked in a "lock", the right leg is in front. Movement of hands back and forth with resistance. Run 10-12 times.

6. I. p. - back to each other, legs apart, arms above head are coupled with partner's hands; Step to the left while tilting to the right, do not release the hands; two- I. p .; three- simultaneously with the inclination to the left step to the right; four –and. n. Run 10-12 times.

7. I. p. - legs apart widely, facing each other at arm's length. Hands put your hand on your shoulders. To bend forward, helping each other, pressing hands on the partner's shoulders.

8. I. p. - feet shoulder-width apart, back to each other, arms above, locked with partner's hands. Without uncoupling your hands, turning the body, start one partner to the left, the other to the right. Run 6-8 times in both directions.

9. I. p. - facing each other, legs wide apart, hands at the level of the abdomen are locked in a lock, once - on the right leg, hands do not disengage; two- I. p .; three to left foot; Four- I. n. Run 8-10 times

10. I. p. - back to each other, hands are coupled at the elbow joints with the hands of a partner. Squat 12-15 times.

11. I. p. - shoulder to each other at arm's length, hand on partner's shoulder. Swing feet. Run 15-20 times.

12. Jumping on one leg; pushing each other shoulder, forcing the partner to stand on both legs. Perform on time 30 seconds on 3 series. Walking on the spot.

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СПОРТШЫ ЖАСӨСПІМДЕРДІҢ ЖЕКЕ ТҰЛҒАСЫН ТӘРБИЕЛЕУДІҢ МАҚСАТТАРЫ

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Аңдатпа. Жас-жеткіншектердің спорттық белсенділікке тәрбиелеудің маңызды міндеті - спорттың негізгі құндылықтарына байланысты мотивациялық жүйені дамыту болып табылады. Балалардың спортқа деген құлшынысын қалыптастырумен қатар жас-жеткіншектердің қарсыласына белсенді әрекет етуіне,