

HARAKATGA O'RGATISHNING USLUBIY TAMOIYILLARI

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Annotatsiya

Katta, o'rta, kichik yoshdagi o'quvchilarni harakatga o'rgatishda uslubiy tamoyillarni qo'llashga alohida e'tibor beriladi.

Onglilik va faollilik printsipligamuvofiq yildan yilga bolalar o'rgatilgan harakat faoliyati haqida bilimlarga ega bo'la borishlari, bajarilgan harakat nimaga faqat aynan shunday bajarilishi kerakligi, boshqacha bajarilganda xatolarni sodir bo'lishi mumkinligi haqida fikr yurita oladigan bo'lishlari lozim.

Kalit so'zlar: onglilik, faollik, tamoyil, kundalik turmush, mustaqil fikrlash

V-IX sinf o'quvchilarida nisbatan qiyin harakat mалаkalari shakllantirilaди. Bu jarayon o'rganilgan materiallarni kўp marotaba qaytariш orqaligina amalga oshirilib, shundagina yuqori natijalar uchun kўp ter va ogir mashqatlar tortish kerakligi ularning ongiga singdirilaди. Bu o'sha shartlar ruhiyatiga e'tibor bериш muhim ahamiyatga ega. Ular o'rganilaётган harakat faoliyatini tezdaгina eгallaб olishga urinadilar. Buni yuringli emasligini tushunmay hatolarга йўл kўyadilar. Shuning uchun harakat texnikasi ustida ishlash ogir ekanligini alohida tushuntirish muhim ahamiyatga ega. Harakatlarni o'zlashtirishda bir-biridan hatolar topishga ularni majburlash, hatolarni kўra bилиш, uni tahlil kилишga o'rgatish va йўл kўyilib, mumkin bo'lgan hatolarni oldini olishga zamin yaratadi. Qolaversa, o'qitilgan mavzularni qaytariшda ularni guroхchalarга raхbarlik kилиш mалаkasini shakllantirishni haёtiy shakliy ahamiyati muhim. Mustaqil fikrlashiga e'tibor karatishni qimmatiga katta.

Yuqori sinf o'quvchilariga yangi adabiyotlar, sport texnikasi, tak-tikasi haqida tushunchalar, mustaqil shugullaniшlari uchun maslaхatlar bериш maқсадga muvofiq. Bajarib *kўrsatish printsiplari* o'quvchilarда o'sha harakatlار haqida aniq tushunchalar hosil kiliшda muhim rolъ yўnaydi. Kichik va yўrta o'sha shartlarда taklid kiliш refleksiga juda rivojlangan bo'ladi. Ular kўrsatilgan harakatlarni aynan o'zini, nusxasini, tezda va butunligicha qaytara oladilar. Shunga kўra bu printsipligamuvofiq qiliш o'qituvchidan alohida e'tiborni hamda o'quvchilar bajarayotgan mashqlar ahamiyatini muammal tushuntirish lozimligi talabini kўyadi.

Yuqori sinf o'quvchilari turli xil tayergarliklarni o'zlashtiradilar, harakatlarni o'zlashtirish mustaqil kuzatib baholay oladilar. Mashqlarni yaxshi bajaradiganlarini, yaxshi

намойиш қила оладиганларини услубий тарбиялаш мақсадга мувофиқ, улардан ўқитувчилар машғулотлар пай-тида ёрдамчи сифатида фойдаланишлари мумкин бўлади.

Ҳаракатни бўлакларга ажратиш билан ўргатиш ва ўқитишни индивидуаллаштириш принципи – кичик мактаб ёшидагиларга қўл-ланганда айрим ҳаракатларни ажратиб олиш ва уни аниқ бажариши қийинроқ кечади. Уларнинг организми тез чарчайди ва тез тиклана олади. Айниқса, бир хил ҳаракатлар тез чарчашни тезлаштиради. Булардан ташқари тананинг айрим мускулларини маълум муддатга ушлаб туриш (статик ҳолатдаги) машқлари тез толдиради ва шунинг учун бундай машқларни қўллашдан қочиш лозим.

Биринчи синфдан бошлаб ўқувчилардан айрим машқларни бажариш учун бор имкониятларни сарфлаш талаб қилиш керак бўлади. Чунки уларнинг жисмоний тайёргарлиги ва нерв фаолиятининг типологик хусусиятлари катта эътиборни талаб қилади.

Мунтазамлилик принципи ҳаракатга ўргатиш режалаштирилган материални қатор машғулотларда кўпроқ қайтариш талабини қўяди. Мавзу ўзлаштирилгандан сўнггина бошқа вазифага ўтилади. Кичик, ўрта ва катта мактаб ёшидагилар бир ёки бир неча дарсни (ёки тренировкани машғулотини) қўйиб юбориши, уларда тизимли қатнашмаслиги, таълим жараёнига салбий таъсир кўрсатади ва ўзлаштириш жараёнини чўзилишига сабаб бўлади.

Талабларни аста-секинлик билан ошириш принципи ҳаракатга ўргатишда бажарилаётган машқни аста-секинлик билан қийинлаш-тириш, юклама меъёрига нисбатан керак бўлган талабларни қўйиш, нерв-мускул жараёнида координацион ўзгаришлар содир бўлиши билан боғлиқ қоидаларга риоя қилишни тақозо этади. I-IV синфларда бажариладиган ҳаракат турларини тез-тез ўзгартириш мақсадга мувофиқдир. Машқ бажараётганда зўриққан мускул навбатдаги мускулларга нисбатан дам бериши амалиётда маълум. Мускулларни 5-8 сек. ошиқ зўриққан ҳолда таранг ушлаб туриш, машқни бажариш ва уриниш олдидан ўқувчини кўп куттириш бу ёшдагилар учун тавсия қилинмайди. Навбат кутиш тик туришдан иборат бўлмай, асосий ҳаракатни бажаришда иштирок этмайдиган бошқа мускул гуруҳлари учун зўриқиб берадиган ҳаракатлар билан алмаштирилиши, қорин, кўкрак, бел мускулларини ривожлантирадиган, нормал нафас олиш малакасини шакллантирадиган машқларни бажариб туриш тавсия қилиниши мақсадга мувофиқ деб саналади.

Машқ қилиш усулиятини ўсмирларга қўллашда диққатни гавдани тўғри тута билиш, рационал ритмда нафас олиш (айниқса, юриш ва югуриш машқлари)га қаратишимиз зарур. V-IX синфдагилар бир кўрганини хатосиз бажара олиш қобилиятига эга бўладилар, ҳаракатларни тез ўрганадилар. Уларда аниқ, енгил атлетика машқларига қизиқиш катта бўлади. Машқларни бажаришда айнан ўша машқни нимасига куч сарф

қилиши ёки машқдан сўнг машқни бажариш учун зўриққан мускулни бўшаштиришни билишга ўргатиш, чиройли, юқори даражали куч сарфлагандагидек ҳаракатларни бажаришга ўргатиш керак бўлади.

Юқори синфдаги болаларда жисмоний машқларни кўпроқ куч талаб қилувчиларини, чидамлилиқ ва бошқа жисмоний сифатларни ривожлан-ишига олиб келадиганларини бериш тавсия қилинади.

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