

## EXTRACURRICULAR ACTIVITIES IN STUDENTS IN GRADES 5 AND 9 DEVELOP SOCIAL INITIATIVE THROUGH EVENTS

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### Annotation

The purpose of this study is that the duration of the use of rhythmic gymnastics complexes will create prerequisites for the purposeful development of specific physical qualities in preschoolers

**Keywords:** Complex, experiment, organism, physical movement, movement, development, coordination.

Physical culture is a part of a person's lifestyle — a system of special exercises and sports activities aimed at developing his physical and spiritual powers. It is based on scientific data on the physical and mental capabilities of the body, on a special material and technical base that contributes to their manifestation and development. Physical culture as a part of the general culture is aimed at the harmonious development of all natural essential forces and the moral spirit of a person. In the system of comprehensive personal development, it forms an important basis for full-fledged life activity: active work, normal family life, organized recreation and fullness of creative self-expression. The mass character and universality of physical culture is ensured by mandatory programs of physical development of preschoolers in kindergarten; a comprehensive program of physical education of students of all classes of secondary and vocational schools; physical training in universities, sports clubs, clubs and health sections; programs of sports schools, sections, clubs, systematic charging at home and at work. The variety of national forms of physical culture is widely used. Every civilized person from a young age should take care of his physical improvement, have knowledge in the field of hygiene and medical care, and lead a healthy lifestyle.

Physical education is a purposeful, well-organized and systematically implemented system of physical culture and sports activities of children. It includes the younger generation in various forms of physical culture, sports, military-applied activities, harmoniously develops the child's body in unity with his intellect, feelings, will and morality. The purpose of physical education is the harmonious development of each child's body in close, organic unity with mental, labor, emotional, moral, aesthetic education. In the comprehensive program of physical education for students of grades 5-9 of a secondary school, the main tasks arising from the main goal include: strengthening of health, hardening, improving working capacity; education of high

moral qualities, the need for systematic physical exercises; understanding of the need for physical culture and health care; striving for physical improvement; readiness to work and defend the Fatherland; acquiring a minimum of knowledge in the field of hygiene, medicine, physical culture, sports, military-applied activities; training of motor skills and abilities, their application in difficult situations; development of motor qualities.

The task of physical education is also the aesthetic development of children by the beauty of the human body, especially in the process of gymnastic and athletic exercises, in game and competitive situations. Physical education and sports classes help to overcome difficulties during puberty of adolescents, the struggle for sobriety among schoolchildren, against the use of drugs, toxic substances and tobacco smoking.

Physical education helps to overcome some of life's contradictions. A child, being an active being by nature, satisfying the natural needs of the body through movement, falls into conditions of limited physical mobility, inactivity, passive contemplation and psychological overload in modern schools and families, generating inactivity, stagnation in the body, obesity, pathological neuropsychiatric and cardiovascular changes. The consequence of insufficient attention to the resolution of this contradiction are various diseases, nervous breakdowns, heart attacks, physical weakness, moral apathy, unwillingness to work, inability to strenuous work, intensive social and family life.

Another subjectively created and aggravated contradiction arises between the normal goal of physical education as a means of achieving health, meeting the needs for rest, communication, activity, on the one hand, and the desire of some teachers, coaches, parents to use physical education and sports activities often to the detriment of children, to satisfy their ambitious claims, on the other. They encourage and sometimes force children to play sports, cherishing the hope that the child will grow into an outstanding athlete, a member of the national team and international competitions. On the basis of inspired illusions, a tragic situation of unfulfilled aspirations and hopes arises. Those who fall into the chosen circle often develop an ugly consciousness of their exclusivity and permissiveness, fall into captivity of philistinism, materialism, spiritual limitations.

Contradictions and their negative consequences are overcome through the inclusion of children in the system of universal physical education, the use of all mechanisms and incentives for physical improvement. The main mechanisms of physical education are: physical culture and sports activities, the system of relations in the process of this activity and the spiritual communication arising on its basis. Thanks to physical culture and sports activities, muscles are getting stronger, the bone, nervous, vascular systems are strengthening, the body's resistance to diseases is growing, physical abilities are being honed, the level of moral and psychological stability is increasing. Such character traits as endurance, perseverance, self-overcoming and self-discipline, perseverance and hard work are manifested in it. The system of relations, as a result of well-organized physical culture and sports

activities, fosters moral qualities: collectivism, immunity against individualism and selfishness, dedication and mutual assistance, restraint, modesty in victory, dignity in defeat. Communication satisfies the spiritual need for another person, in mastering the experience of friends, forms public opinion, unites children in the useful use of free time.

Activities, relationships and communication in physical culture and sports work with children are pedagogically stimulated. The main incentive for a child's activity is the desire to develop physical strength, maintain health, be a useful and active member of a democratic society, help people through acquired physical culture and sports skills and abilities. These stimuli combine the natural desire of children for activity, mobility, activity, which is best realized in socially significant forms of physical education and sports. In stimulating children to physical education, it is also important that their result is a feeling of a surge of strength and vivacity, an experience of physical pleasure. Children gradually develop an aesthetic sense, the ability to enjoy the beauty of the human body and create beauty. Experiencing the joy of victory over external obstacles and their own weaknesses gives rise to the desire for work and struggle among schoolchildren. The bitterness of defeat encourages new and new attempts to succeed and establish themselves in their own and public opinion. The physical culture and sports activities of the children are also stimulated by a healthy ambition, the desire to be popular among friends.

In extracurricular work on physical education, basically the same tasks are set as in the lesson: promoting health, hardening the body, versatile physical development of students, successful implementation of the physical education curriculum, as well as the education of certain organizational skills in children and habits for systematic physical education and sports.

To organize and conduct extracurricular work on physical culture and sports, a physical culture team is being created in primary and secondary schools, and physical culture circles are being created in primary classes. The leadership of the physical culture collective is entrusted to the collective council and the physical culture teacher, and the circle — to one of the primary school teachers. In addition, physical education organizers are elected in each class.

In general pedagogical terms, a number of directions can be distinguished in extracurricular work on physical education. One of these areas includes the expansion and deepening of sanitary and hygienic education of students and the formation of appropriate skills and abilities. It is necessary that teachers, classroom teachers and medical workers conduct conversations with students on the importance of a proper daily routine, about body hygiene, about ways to harden and strengthen physical strength and human health. The subject of sanitary and hygienic education also includes issues of popularization of physical culture and sports and, in particular, organizing meetings with athletes, conducting conversations, reports and lectures on the development of mass physical culture movement, on the most important

events of sports life, on the influence of physical culture and sports on improving human performance, improving his moral and aesthetic development.

An important area of extracurricular work on physical education is the use of natural forces of nature (sun, air and water) to strengthen the health of students. For this purpose, nature excursions and hiking trips are organized in schools. They are usually accompanied by a message to the children of certain knowledge and rules of conduct in the campaign. During the hike, children acquire initial skills in tourism (orientation on the terrain, organization of a place of rest, cooking, etc.). It is better to plan walks and hikes to places where children can replenish their knowledge about nature, hear the stories of interesting people.

In the system of extracurricular work, the sports improvement of students, the development of their abilities in various types of physical education and sports is of great importance. This task is solved by organizing the work of sports sections in gymnastics, sports games, athletics, etc.

An essential area of extracurricular work is the organization and holding of mass sports events at school. These include sports holidays, organization of school sports contests, competitions, evenings, "health days", "Health Weeks", Olympiads, bike races, cross-country races, etc.

Extracurricular forms of physical education and sports are included in the comprehensive physical education program for students of grades 4-9 of a comprehensive school. It defines the content of classes in school sections of popular sports, OFP groups and physical education circles. This means that extracurricular work is mandatory and requires physical education teachers and additional education teachers to fulfill program requirements, and students to pass standards for improving sports skills in the chosen sport. The sections of other school programs do not include extracurricular work with students, but almost all schools have various sections, circles, groups, clubs functioning in their ranks.

The main purpose of extracurricular work is the organization of leisure for schoolchildren, which has a wellness effect.

Classes in sports sections, clubs are held mainly according to a fixed type, i.e. they have an educational and educational orientation, content, time and place; the leading figure is a specialist teacher who, based on pedagogical principles, organizes classes, teaches, educates students, directs their activities according to the logic of solving the planned tasks. tasks; the contingent of students is constant and relatively homogeneous. However, such classes are characterized and determined by features arising primarily from the fact that the choice of the subject of classes, attitudes to achievements, as well as the expenditure of time and effort directly depends on the individual inclinations, interests, abilities of those involved, as well as on the specifics of regulating the budget of personal free time, the expenditure of which is not always amenable to unified regulation. Nevertheless, even in such a situation, the preferred

forms of organizing the process of physical education are often fixed forms, especially when it is necessary to ensure a well-ordered formation of knowledge, skills, and strictly directed influence on the development of motor and related abilities. Fixed-term forms of classes, as follows from the above, represent the most favorable opportunities for this.

Classes organized in the conditions of voluntary physical culture movement of a fixed type are more variable. They are modified depending on the profiling of the content in the direction voluntarily chosen by the students according to their individual aspirations (sports improvement, or prolonged OFP, or physical conditioning training, or classes aimed at the implementation of particular tasks), as well as depending on a number of variable circumstances (change in the student's lifestyle, specific opportunities for allocating time for classes, conditions of their equipment, etc. d.) This determines the uniqueness of the forms of scheduled classes used. In different situations, they differ significantly, in particular, in the ratio of structural elements, the ways of organizing the activity of those involved, the level and dynamics of the loads imposed, the volume and nature of the distribution of time costs.

Extracurricular work in physical culture includes: sports sections in various sports (football, basketball, volleyball, handball, athletics, cross-country skiing, rhythmic gymnastics, choreography, ballroom dancing, shaping, various types of martial arts, etc.), sports clubs, OFP groups, sports clubs, teams, etc.

Extracurricular activities can be organized in several ways: in the form of sports sections, sports clubs, OFP groups, sports clubs, teams, individual and tutoring classes. To achieve any effect from the work process, as we know, 4-5 classes a week are required, plus the opportunity to check the achieved result in friendly matches and competitions.

In many schools, a lot of attention is paid to extracurricular physical education. Health weeks and health holidays are held, which include school sports competitions. These are "Fun starts", cross-country skiing, autumn cross-country, volleyball, basketball, football, pionerbol, table tennis; bike races, review of the system and songs, etc.

sports games, relay races, competitions are often components of collective creative affairs. The folk game "Lapta" is very popular among schoolchildren of different ages. Military sports games on the ground are interesting and exciting.

Every year on Health Day, schoolchildren go hiking.

The main task that physical education teachers set for themselves is the education of students' conscious attitude to their health, its constant strengthening, disclosure and development of individual motor abilities, skills and abilities. The formation of a healthy lifestyle is helped not only by physical education lessons, but extracurricular activities, the involvement of students in sports clubs and clubs also play an important role here. weightlifting, table tennis, checkers, chess. Additional general physical training classes are held several times a week.

For students of grades 5 – 9, physical training sessions are held at each lesson. At recess, everyone can come to the gym and tennis class. Tennis tables are also located in the corridors of the school, where children can get dynamic relaxation between lessons.

Systematic extracurricular physical education promotes the health of children.

#### Management of extracurricular activities

The direct management of the section is assigned to the teacher, who solves all the problems associated with the organization of classes, namely:

- independently selects and uses the chosen teaching methodology;
- is responsible for the safety of those involved;
- conducts selection (may refuse to teach a student in the section);
- sets the date and time of training (in coordination with the school administration);
- \* decides on participation (or non-participation) in any competition;
- is responsible for the results of the wards in competitions in the face of the directorate.

The rights and responsibilities of the school management include:

- creating conditions for the smooth operation of the section;
- responsibility for the creation and functioning of the section to municipal authorities;
- if necessary, stop the work of the section.

Planning extracurricular activities is one of the most important prerequisites for realizing the goals and objectives of physical education of schoolchildren. Classes in the section require students to mobilize motor and moral-volitional qualities. The coach needs to know and rationally use the general and specific principles of training, as well as skillfully apply them in practice. "Do no harm!" - says the first commandment of the trainer – educator.

Planning is the first step in building training sessions. That's how the coach would like to see the workflow. In planning, as in chess: you need to think several moves ahead at once. The plan is made not for one or two workouts, but for the whole process of work. But the longer the plan is designed for, the more difficult it is to accurately predict what the specific features of the planned process will actually be; at the same time, if you plan only for the near future, the prospect disappears. This is the main difficulty. What is calculated and analyzed on paper will not necessarily translate into practice. In addition, it is important to take into account specific background data in the planning process. Initial data on the specific condition of the contingent of students and their readiness for the implementation of target settings; motivational and personal attitudes.

In order to successfully solve the problems of physical education, it is necessary that from class to class, students are offered a sufficient load, which, on the one hand, would have a cumulative effect and, on the other hand, would not be excessive. The dosage of training loads is strictly individual. It depends on age, physical condition, etc.

Thus, in addition to the general pedagogical principles that carry the fundamental requirements for conducting classes, specific principles of education play an extremely

important role, the implementation of which leads to the solution of the main goal of physical education, and ignoring them leads either to the degradation of the physical qualities of an athlete, or, much worse, to deterioration of health and even pathologies.

Let's list the specific principles of physical education and their characteristics:

1. the principle of balanced load increase. Prescribes to take into account changes in load parameters, in relation to the laws of adaptation to it. Repeatedly repeating the same load does not lead to the development of motor qualities. Therefore, the load parameters should be constantly increased;
2. the principle of correspondence of pedagogical influences to the age of students;
3. the principle of systematic alternation of loads and rest. Provides for a rational alternation of activity;
4. the principle of gradual increase of loads. It provides for a gradual increase in the volume and intensity of loads, a systematic complication of the motor tasks being solved as the functional capabilities of the body grow.

As noted earlier, planning only indirectly indicates the result of the education process, i.e., how the process should unfold during the training work, in accordance with the laws of physical education in theory. But in practice, as often happens, it turns out not as planned earlier. The teacher-practitioner must constantly compare the current results with the planned ones and, if necessary, introduces adjustments to the plans. Designed to help the coach in this, the control of classes.

The process of educating schoolchildren (not only physical, but education in general) is very subtle and complex. That is why the results of planning sometimes differ from the actual results of practical work. It is only necessary for any link (coach, management, student) to reduce the requirements for their duties - everything will go wrong.

In modern literature, dozens of names of types and varieties of control can be counted: pedagogical, medical, biological, anthropometric, biochemical, biomechanical, psychological; preliminary, operational, current, stage-by-stage, final, which indicates a lack of ordering of the ideas associated with it. We consider control as a real relationship between the subject and the object of education, so we will distinguish 2 types of control: "pedagogical control" and self-control of students, and pedagogical control plays, of course, a leading role. The term "pedagogical" in this case emphasizes that the control is carried out by a specialist teacher, according to his professional functions, using those means and methods that he can and should apply professionally on the basis of special education and practical experience in the specialty profile.

The main aspects of pedagogical control:

- control of guiding principles and parameters of impacts;

- control of the "object and effect of impacts" (must identify and trace the correlations of pedagogically directed impacts and their effects, assess their compliance or non-compliance with the planned results);
- control of the initial level of capabilities and readiness of the students to implement the tasks set;
- pedagogical self-control;
- control of environmental factors;
- control of motor activity and interactions directly related to it of the educated;
- control of the dynamics of functional shifts in the body of students, the effect of current influences and the overall results of physical education;
- control over the formation of knowledge, skills, abilities, development of abilities, improvement of personal qualities of the educated.

The control over the extracurricular work of your own research will be as follows:

1. the main criteria for selection to the section are, first of all, the desire of the student himself to participate in classes and fulfill the requirements of the coach; as well as the consent of the doctor to practice a certain sport.
2. monitoring of the effect of loads is individual for each child. To do this, various methods of medical supervision are used: heart rate monitoring, monitoring of external signs of fatigue in children, etc.;
3. conducting control classes dedicated to the delivery of regulatory requirements in order to find out about the readiness of students to implement the tasks set, as well as about the success of solving the chosen training methodology;
4. control by the coach of his own actions, norms of pedagogical ethics, educational and educational information and, again, compliance with the planning and results of training;
5. it is important to remember that natural-environmental and hygienic factors, with the correct construction of training, act as additional means of physical education, so classes are held either outdoors or in a clean, ventilated hall;

Subjective control is no less important in the process of physical education. The formation of skills will be as effective as possible if certain patterns of formation of motor skills are observed.

According to the theory of knowledge acquisition management, each action consists of 3 parts:

1. approximate;
2. executive;
3. control and correction.

The indicative part performs the function of the action program, on the basis of which the executive part is performed. And control and correction – monitors the execution of the action, the result of the action is compared with the task of the program and evaluated by progress towards the goal. In case of mismatch of the indicative and executive parts, the

correction is directed to the executive part. When coordinating the indicative and executive parts, but not a successful result of the action, the correction is directed to the indicative part

Training is most effective when the teacher manages the formation of an indicative basis of actions

The physical development of a person creates prerequisites for full-fledged mental work. A physically healthy person can better express himself in productive work, overcome heavy loads, get tired less. Along with the implementation of physical development, physical education is designed to arouse students' need and interest in physical culture and sports, to promote a deep understanding of the psychophysiological foundations of physical development and health promotion, as well as mental, moral and aesthetic development. In this sense, physical education acts as a multifaceted process of organizing active physical culture and recreational activities of students aimed at strengthening the need for physical culture and sports, understanding their psychophysiological foundations, developing physical strength and health, as well as developing sanitary and hygienic skills, habits and a healthy lifestyle.

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