

Table Of Content

Journal Cover	2
Author[s] Statement	3
Editorial Team	4
Article information	5
Check this article update (crossmark)	5
Check this article impact	5
Cite this article	5
Title page	6
Article Title	6
Author information	6
Abstract	6
Article content	7

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Physical Potential of National Traditions in Physical Education Class

Potensi Fisik Tradisi Nasional di Kelas Pendidikan Jasmani

Khudoynazarova Gullola Mirkhojiddinovna, dildoraxonyangiboyeva@gmail.com, (1)

teacher of the Faculty of Physical Education of Kokand State Pedagogical Institute, Uzbekistan

⁽¹⁾ Corresponding author

Abstract

This paper analyzes major points of the physical potential of national traditions in physical education classes. In this case, research has been pinpointed on the theoretical and methodological points of the physical education classes. In conclusion, major aspects were discussed pros and cons of the issue.

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Introduction

The order of completion of tasks in the early stages of national traditions in physical education classes for students of physical education, how much experience students have in movement and the complexity of movement in the studied games, as well as the physical capabilities of national traditions compliance and the educational and pedagogical significance of its content.

The formation and quality of the initial skills largely depend on how rich the students' movement experience is. The more comprehensively developed this experience is in students, the easier it will be for them to absorb the features of the national traditions they are mastering.

Formative experiments were carried out step by step in the preparation and final parts of direct physical education classes, as well as in additional teaching groups.

In the fourth phase of the pilot project, the final pilot project was completed. The final experiment was aimed at determining the level of formation of national traditions in physical education classes of students majoring in physical education. In the course of this research, targeted work was carried out to identify the strengths and weaknesses of the scientific and methodological recommendations tested in practice, and to identify ways to improve them.

In pursuance of the stated purpose, the following tasks were performed:

- The levels of knowledge of students in the experimental groups were compared and conclusions were drawn based on the results of control work and questionnaires;
- The developed methodology was enriched with new recommendations and conclusions;
- A general analysis of all experiments on the criteria of Student-Fisher, Neumann and Pearson in mathematical statistics was developed and reliable differences between them were identified.

The general analysis of the final experimental work is formed:

- The results of empirical and formative experimental work were compared and the important aspects of the use of new pedagogical technologies, methods and techniques used to increase the effectiveness of the lesson were identified;
- The results of the developed scientific and methodological recommendations were compared with the results of other methods, its pros and cons;
- Identified aspects of the formation of the didactic potential of national traditions in the minds of students in the field of physical education in the field of physical culture and identified recommendations for future research.

During the experiments, students' behavior, attitudes, interests were observed during the performance of tasks in the field of physical culture education to justify the didactic potential of national traditions in physical education classes. The results of the observations showed that the use of a number of methods and techniques played a significant role in the acquisition of theoretical knowledge and practical skills. Initially, the students' lack of interest in understanding the educational features of the games was evident in their behavior. However, the repetitive and systematic approach to national traditions in the classroom has increased their activity and interest. This is due to the fact that these games are increasingly accepted by students, and their widespread use in future activities, as well as in the teaching of pedagogical activities to students in all respects, the study of games adapted to their age and physiological capabilities.

Emphasis was placed on the development of the didactic framework for the conduct of national traditions in physical education classes for students majoring in physical education.

The use of national traditions in physical education classes also focused on students' interest in games and the level of development of their physical qualities. In addition to practical training, physical education classes also provided theoretical knowledge. Experiments show that students in the field of physical culture have a good knowledge of national traditions in physical education, as well as a good understanding of the importance of the formation of educational qualities. Thus, the inclusion of educational topics in the content of national traditions in the physical education classes of students of physical culture education increases the level of knowledge of students about national customs, as well as the importance of educational features in enriching their personal qualities. It became clear that they understood more and more deeply.

One of the ways to influence the organization of national traditions in physical education classes for students of physical education, especially in terms of creative influence, is to repeat the requirements of the games. The requirements should be clear and specific to the students. This requirement was applied until students were formed as practical skills and competencies.

Their pedagogical skills and communication also play an important role in the work of teaching national traditions in physical education classes. Through the application of this skill and communication with students, the teacher expresses his / her attitude to the students, observes his / her behavior and develops his / her perception of the educational activity in the

games. The method of direct and indirect influence during this activity is also a unique method of teaching.

Methodical recommendations used in the experimental work The students of the field of physical culture education gained their theoretical knowledge and practical skills on the subject under study for the teacher of national traditions applied to physical education classes. and prepared for activities in their specialties. Shortcomings identified during the experiments were corrected in a timely manner, and training was provided on a regular basis. In the course of physical education classes, teachers were given targeted tasks aimed at inculcating in the minds of students the didactic aspects of national traditions. Teachers are constantly tasked to form the characteristics of national games in students, to compare different pedagogical approaches in the educational process, to learn from their experience. They were also given advice and guidance on how to conduct a successful pilot project.

In the process of experimental work, teachers should plan their activities, work to improve their knowledge, to form the educational and pedagogical qualities of national traditions, first of all, to use advanced experience and theoretical knowledge and it was important that they have practical skills.

In the analysis of the results of pedagogical experiments, the direction of physical culture education is based on the results of mathematical and statistical methods based on the results of the experimental group and the control group on surveys with students on the formation of national traditions in physical education. A total of 43 students were involved in the experimental work, the 21 students in the experimental group and 22 in the control group. The experiment was conducted with students based on oral and test questions. The results obtained are shown in the table below.

In the analysis of the results of pedagogical experiments, the experimental work on the questionnaires with students on the formation of students' ability to understand the didactic basis of national traditions was conducted in the following universities.

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