

## **USE PROBLEM-SOLVING TECHNIQUES IN SCHOOL GYMNASTICS**

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### **ABSTRACT**

*Practical teaching of problematic situations to students in order to make gymnastics more interesting in the conduct of physical education classes in schools, the scientific and theoretical analysis of the importance of the educator in their solution. The main purpose of physical education is to provide the younger generation with a series of physical education tasks. The ever-changing social situation requires professionals to conduct research to increase the effectiveness of the organization and mastery of education, the physical development.*

**KEYWORDS:** *Problem, Situation, Sport, Lesson, School, Students, Lesson, Practice, Case.*

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### **INTRODUCTION**

Globally, physical education is taught as a compulsory subject in the primary education system. In the life of society, physical culture is perceived as a part of the social system Physical culture is realized through physical education as education. The main purpose of physical education is to provide the younger generation with a series of physical education tasks. The ever-changing social situation requires professionals to conduct research to increase the effectiveness of the organization and mastery of education, the physical development and preparation of primary school students to solve large-scale and multi-stage tasks.

Globally, general secondary schools are the primary classGymnastics is the main tool in the system of physical education of studentsis one of the tools. Health in primary school studentsThe use of basic developmental gymnastics tools, the development of methods of teaching gymnastics in schools, scientific research in the field of general developmental gymnastics for children. Gymnastics tools such as hanging, leaning, balance, acrobatics, jumping exercises help to develop their basic qualities in the comprehensive development of students and increase motor activity. And studentsenhancing intellectual, psychological, morphofunctional abilitiesIt is actively used as a leading tool in educating the younger generationImproving the teaching process from experts in the field,organization of physical education classes at a high level, gymnasticsit is required to

develop tools and methods for selecting, teaching and conducting exercises.

A.Menkhin, P.K. Petrov on teaching gymnastics in schools; S.F. Bruxin, L.Alekseeva, F.A.Allaxverdiev; G.A.Aksyonov; V.K Spirin is present in research papers, in which the classification of exercises, teaching methods and sequence of exercises, exercises for exercise are technologies that are suitable for primary school students [1].

M. Davurbaeva's work, she acknowledges the importance of the use of various means of physical education in the school agenda, the theory and methodology of physical education, gymnastics in the primary grades to increase the physical activity of students [2].

However, this study addressed the use of health-enhancing tools in basic gymnastics on the school agenda in the primary grades. An analysis of the specialized literature revealed that the use of basic gymnastics in the school agenda has not been sufficiently studied.

Let's look at and analyze the formation of a cluster module in chronological order. "Cluster-module" Dj Russell recognizes the education of the founder of cluster-module education as a training package that is set up by the participants in this activity and includes a conceptual unit of learning materials (1974). In a report to the 1982 UNESCO Conference, the cluster module is recognized as an educational set designed to be studied individually or as a group to gain one or a group of knowledge through the consistent and rigorous study of exercises with personal aspiration. It is not difficult to understand that cluster-module training has gained great recognition in the vocational education system, as operational-type cluster-module programs are aimed at the formation of professional skills. Thus, cluster-module learning is classified in context by the degree of taxonomy of didactic objectives (complex, integrated, and specific) and by appearance (cognitive and operational).

In line with the overall goal, the content of education is also considered: integration-specific goals determine the structure and structure of the perception and conformity of the components of education to the existing principles and selection criteria.

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