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NEW THEORETICAL PERSPECTIVES AND METHODOLOGICAL FOUNDATIONS IN PHYSICAL EDUCATION AT SCHOOL

Abstract. The article is devoted to the presentation of new theoretical and methodological views on the development of physical fitness of the new generation. The main goal of the experiment is to eliminate deficiencies in physical and functional development indicators in 5th-6th grade students, to reveal their motor abilities, to reveal the role of hygiene and athletics in physical development, and to take into account the full functional activity. Then, the physiological measures, stimulations, biomechanical measures, content analysis, questionnaires, interviews, and observations are included in the methodological list. Methods and organization of the research of the study enrolled V–VI grade students (12), 2 teachers, and 1 coach for the pedagogical experiment. The duration of the experiment was one month to realize their moving ability, healthy lifestyle. Data collection presented the descriptive method of statistics by using different indicators (mean-median-mode) and some calculations to use shifting positive changes of dynamic growth. The stimulation method was designed to correct some errors in students' motor abilities; active exercises were performed; and students' physical and functional activities in terms of height, weight, and speed were evaluated. Findings showed that students' athletic and movement abilities increased regardless of their height, weight, or speed. Physical health, a healthy lifestyle, and hygiene are all important factors in their physical development. Students were tested on their ability to perform the corresponding motor skills under the supervision of the teacher. The goal was to identify the student's motor skill deficiencies. Several physical exercises have been implemented aimed at increasing movement ability through the development of physical activities, keeping a healthy lifestyle, and hygiene. The proper daily routine, healthy hygiene and nutrition, and the method of stimulating daily activities create dynamism in physical activity and movement abilities, as

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well as raise children's awareness of the effects of actions and health-improving means on the body.

Keywords: physical and functional development; healthy lifestyle; motor skills; speed; physical exercise.

INTRODUCTION / ВСТУП

Formulation of the problem / Постановка проблеми. According to recent research, involving active games at this age (11–13) is more crucial in developing physical activities. Moreover, active games are a broad, inclusive concept that includes the imagination of many colorful activity-based games. Movement is very important in these games.

These games generally do not require any special preparation from the participants. The same dynamic game can be played under different conditions, with fewer or more participants, and with some rules. Such games are popular among students of V–VI classes [6], [15].

The main challenges that students face in physical training classes are the lack of time; inconvenient exercise, self-motivation, exercise enjoyment, boredom, lack of belief in their ability to engage in physical activity, and fear of being injured [1], [4], [6].

Analysis of major research and publications / Аналіз (основних) останніх досліджень і публікацій. During the course of the dissertation, various research was conducted and several scientific research papers were written on the issue of physical education. Russian scientists such as B. Balsevich [8], L. Glazirina, T. Lopatin [14], and Y. Kopylov [9] identified the main social and psychological goals of physical education, but they did not adequately research the methodology and principles of its application in lower grades. There have been several works on teaching physical education, including its inclusion as a sports lesson.

This research focuses on new aspects of physical education methodology. It involves the creation of special rules and laws of physical education and their implementation in the pedagogical process. The research work describes common patterns typical of physical education for all individuals, including children, adults, beginners, and skilled athletes.

Additionally, new theoretical considerations suggest that increasing physical activity and fitness can improve academic performance and physical activity within the classroom. as any skeletal muscle movement that results in energy expenditure.

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AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

Regarding to the relevance of this research work allowed to formulate the ***purpose*** of this study – to enhance the physical and functional development of fifth and sixth-grade students through improvements in speed, motor skills, athletics, gymnastics, and angle of motion. These indicators contribute to a healthy lifestyle and hygiene.

The and ***tasks*** of the experiment were as follows:

- select of physical health information about students, determination of physical and functional development indicators;
- determine motor activity awareness of the main content and goals of the subject of physical education in V–VI classes;
- interplay between teaching and learning centered on achieving the discipline goals in gaining speed movement ability and athletics in the 5th grade;
- identify speed and speed-power ability in the 6th grades;
- choose the best ones based on goals and objectives teaching, education, and development means, forms, and methods directing the educational process;
- examine the principles of organization of methodical work on the development areas of physical education in secondary schools.

THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ

Physical education is a strategic priority for secondary school students because it includes the health and physical fitness of the next generation. Physical education is a type of education with the specific content of movement training, physical quality development, mastery of special physical education knowledge, and the formation of a conscious need for physical education classes [3], [4], [6].

The primary goal of physical education is to ensure students' harmonious physical development, the formation of a physical movement culture, and the development of moral-will characteristics. Moreover, physical education affects not only a person's overall, harmonious physical development but also increases endurance and creates high emotions. This subject's teaching has various characteristics related to the physical development of students at different levels of education. Moreover, the theory and methodology of teaching "Physical Culture" is a new and developing educational discipline. It is a subfield of pedagogical knowledge and a branch of pedagogical science in the fields of physical education theory and methods, sports training, health, and adaptive physical culture [12], [13].

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Our Azerbaijani scientists, A. Abiyev [1], F. Huseynov [1], H. Gurbanov [3], A. Ramazanov [3], A. Asgerov [3], B. Guliyev [2], along with Russian scientists A. Baranov and P. Vinogradov, are researching innovations in the field of physical education in Azerbaijan. They suggest that we should value physical education as a subject that promotes growth and development in the physical, cognitive, and social areas. They emphasize the importance of understanding the benefits of physical education in our lives and demonstrating the skills and behaviors associated with a physically active lifestyle at all times.

Acquiring the skills mentioned as a requirement must occur through education; thus, teaching physical education in our schools must cause various changes in our students. Nonetheless, research scientists M. Branikowski [16], L. Cale [19], and J. Harris [19] (M. Bronikowski, L. Cale, J. Harris, 2009), note that mobility, kinesthetic activity, flexibility, continuous activity, and appropriate interaction in modern youth who graduate from secondary school are rarely observed, as are communication and social skills. A lack of psychological training in education makes it difficult for students to develop the necessary skills. For this reason, the methodology of teaching physical education to enjoy the benefits of the subject and express oneself serves as a constant guide for students to select their own physical activities, participate in them, and incorporate them into their lifelong routines.

According to the Physical Training Curriculum of Azerbaijan [4], physical education instruction entails the planned, harmonious development of motor abilities, the formation of moral and voluntary characteristics, and the development of motor culture. Furthermore, this stage of education includes a critical period in the realization of the student's cognitive, physical, cultural, and psychomotor development. The following are the characteristics of teaching the subject at this stage [6], [8], [11], [12]:

- health improvement, learning about movements and their purposes, sports types, performance methods, motor abilities, and methods;
- provision for planned motor skill development;
- incorporating elements of various sports into physical training;
- teaching the technical and tactical aspects of individual sports and mastering practical execution methods, as well as providing the necessary physical training in these sports;
- the development of a movement culture;
- the formation of moral and voluntary characteristics is the primary goal of education;

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- personal health, body strengthening, and instilling a sense of personal responsibility in the development of a proportionate body structure.

To say briefly, the study of the theory of physical education deals with the general regularities of the subject as a pedagogical process. This includes common patterns, defined as patterns typical of the physical education of any person, including children and adults who are new to physical activity, as well as skilled athletes. The new content of the physical education methodology is the creation of special physical education rules and laws and the implementation of general laws in the pedagogical process. New theoretical considerations suggest that increasing physical activity and fitness improves students' academic performance and physical activity in the classroom. V–VI grade students' physical activity is defined as any skeletal muscle movement that results in energy expenditure [14], [15], [19].

Daily physical activities

I. Adriadi [9], V. Alabin [10], identified that daily physical activity (PA) can be classified as occupational, sports, conditioning, household, or other activities. The movement of students' physical activity determines speed, speed-power, flexibility, strength, agility, and endurance [7], [8]. Therefore, physical education is presented in the pedagogical literature as the subject of two concepts: physical activity and the proper development and education of the body following this activity. The problem is examined by E. Naiminova [21] from the standpoint of didactics and various teaching methods. It is well known that the learning process is presented as both didactics and methodology content. Some literature claims that the methods are practically oriented, and in theoretical considerations, didactics in physical education teaching are understood on the same level as teaching methods [17], [20], [22].

Researchers have discovered that children and adolescents' participation in PA is dependent on age, gender, ethnicity, immigration status, parental income, and education, as well as social and environmental factors. Some scientists have proved that PA is affected by density and neighborhood walkability as proximity to recreational facilities, traffic jams and volume, and living neighbored residentials [12], [14], [16]. According to new theoretical literature, physical inactivity and a lack of exercise are significant social health problems, and habits of unhealthy food. It is necessary to increase children's motivation to participate in physical activity and sports for this purpose. Moreover, referring to psychologists conducting scientific research on sports, for 11–13-year-old students to be active, it is necessary to instill confidence in overcoming a variety of obstacles, change their decision balance, increase their effectiveness, and motivate them to create a social environment [13], [15]. Sometimes, a lack of

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knowledge about physical and functional development indicators of children's organization in schools leads to failure in performing sports.

Additionally, recent theoretical cites proved that nutrition before and after exercise has a significant impact on our performance. To gain muscle mass, we must eat properly, especially before and after exercise. The muscles that work during exercise cannot complete their tasks if they are not fed [3], [5], [7], [9]. Regular exercise and a well-balanced diet are essential for those who want to look good while staying healthy. The main goal of the article is to investigate the modern requirements in the teaching of physical education subjects based on new theoretical analyses.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The study involves a pedagogical experiment with two teachers from Azerbaijan's Academy of Physical Education and two physical education teachers from secondary school No. 200.

First and foremost, the students were advised to keep a "sports diary". They will be able to track your physical progress until the end of the school year. They will be able to monitor and control their physical and functional development indicators. Height, weight, and height index are all examples of physical development. X = m/h2. The following criteria were used to assess the students' speed:

- Quickness and mobility.
- Movement reaction frequency development.
- Frequency of movement execution development.
- Increasing your running speed.
- Increased speed.

To check students’ interests in physical activities the survey was conducted to make sure their attitudes to PA on their off time. As research methods, the following methods were applied:

- stimulations;
- observational studies;
- interviews, and questionnaires;
- qualitative and quantitative research.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

As a result of research experiment students were shown interesting videos about the role of physical activity in living a healthy life as a method of stimulating them to be healthy as the next generation's successors.

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The daily work routine of each student was then observed, and some discipline rules were considered to develop the students' physical activities. Students in both groups were able to demonstrate age-appropriate motor skills and reconcile their appreciative activity with the activity of their peers.

Students' knowledge of the organization and management of movement activities in both classes was tested using the interview questions. They were then asked how they would apply their knowledge of examples of body-strengthening remedies. Later, the students' complex movement abilities in improving their health were observed. Another goal was to observe the sequence of actions for the anticipated activities based on the commands and patterns. In all cases, the students' indicators of functional development, pulse pressure, and pulmonary vital capacity were determined using normal body height and weight indicators in both grades.

As a result of the exercises, all of the mentioned physical activities were evaluated. It was discovered that 5th-grade students' motivation for physical activity fosters a love of life in them. Life activities began to feel renewed. They began to make changes in their daily routine, and by selecting the appropriate time and type of task, as well as planning functional activities that develop motor movements, they were able to create dynamism in their activities. Given the differences in height, weight, and speed, it was discovered that some students do not have the proper eating habits, do not follow the proper sleep routine, and have little knowledge of the choice of physical activity.

1) A demonstration of the motor abilities of morning gymnastics was used during the experiment. Although the motor activities occurred concurrently, the physical activity of each student became the focus of the learning. Nevertheless, the motor activities occurred concurrently, and each student's physical activity became the focus of attention during the learning. The students were initially taught how to demonstrate appropriate physical movements correctly in the morning gymnastics on a video clip to improve their motor abilities. They were able to provide brief information on the healing effect of movements.

2) As a follow-up activity, the daily routines, eating habits, and the amount of physical activity of students were examined. All results were evaluated after being analyzed. The first task was to establish a daily routine. according to maintaining physical activities. As a second activity, students' daily routine, eating habits and amount of physical activities were analyzed and all results evaluated. The first task was to determine daily routine according to maintain physical activities. Students aged 10 to 11 were given some freedom as long as they were guided and supervised in certain areas. Students were taught how to establish a daily routine and how to choose food and clothing. They were given

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the authority to choose the time and amount of physical activities to be completed during the day. The goal is to be accurate and correct in them, as well as to form the proper motor skills.

3) Additionally, students were involved in active games. Participating in healthy active games on a daily basis increases the dynamism of students' physical activity. They give brief information about the effect of healing agents on the body. A smooth, green field was chosen for the outdoor game, and a suitable location was prepared. The students and teacher worked together to prepare the venue for the games. Before the game began, the teacher became acquainted with the location and established traditional game boundaries. Netting was installed on the windows and lamps. The air in the hall was changed before the game, and the floor was mopped and cleaned.

4) The teacher explained the game in a concise, logical, and coherent manner. A lengthy explanation is known to have a negative impact on the perception of the game. The explanation began with the name of the game, the role of the players and their arrangement, the flow of the game, the purpose of the game, and the order of the game. At the end the game was evaluated by the teacher. The games held in class had a positive impact on the students. As a result, it was preferable that the games that took place on the fields. If the games were held in halls or buildings, it would be critical to create sanitary conditions.

5) Jogging, walking, cycling, kicking a ball, and other daily active games are examples. The agreement on such games demonstrated that children require some training and time to become accustomed to them. Students who imitated the game stage of running and jumping from the turnstile were discovered to have two distinct health issues. Children felt both excitement and fear. It was discovered that they had little knowledge of what speed of movement to achieve in the game's implementation. The second condition was a lack of speed and weight. Overweight children, it turns out, have difficulty running and jumping. Because the high jump plank was 4480 mm long, it was discovered that they had little knowledge of the proper speed limit and healthy nutrition during the day.

6) Analytical results of students' motor abilities in research study.

Table 1

Students (12 students) daily physical activities per a week: How do you follow daily physical activities?

Physical activities	none	1–2	3–4	5–6	7 and more
1	2	3	4	5	6
Skipping	–	1	2	3	6
Jogging	–	1	1	3	7

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Continuation of Table1

1	2	3	4	5	6
Cycling	–	2	2	3	5
Walking	–	–	2	2	8
Playing Outside	–	–	1	2	9

The table clearly shows that the majority of V–VI graders prefer motor activities. 7 out of 12 students said they did these activities more frequently during the week (Table 1). It was discovered that students of this age are very interested in outdoor activities. This is because children aged 11 to 13 have a greater sense of freedom and self-expression when playing games. According to the information gathered from the interviews, only 5–6 students devote some time to these activities, which they attribute to their obesity and a lack of a nearby area for games.

7) One of the most significant fields of research in terms of health and proper daily routine was students' interest in motor activities. Students' health-related tasks were used for this. Athletics, running, jumping, and ball-throwing tasks were among them. A questionnaire survey was looked into the findings and concluded that a proper daily routine and sports activities that strengthen motor skills increase children's interest in sports.

Table 2

Benefits of daily activities

№	Benefits of motor tasks	Median	Range
1	Physical activities help me have a healthy lifestyle.	4	1–5
2	Physical activities improve my self-confidence	4	1–5
3	Physical activities make me sleep better and feel happy	4	1–5
4	Physical activities engage me normal activities without any tiring	4	1–5
5	Physical activities boost my study skills	4	1–5

As can be seen, participation in physical activities by 11–13-year-old students improves the quality of their daily activities while also improving their mental abilities. Students correctly rated physical activities from 1 to 5, with an average activity of 4. Physical activities, it turns out, serve to establish a healthy lifestyle, not just as a separate thought of doing sports.

8) The students' speed and mobility in both classes were then evaluated, as well as the development of movement reaction frequency, movement

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execution, increasing running speed, and determining increased speed.

It was discovered that the evaluated areas were capable of producing certain positive results as a result of the application of various methods. It was realized that outdoor games, cycling, jumping, and running increased students' speed and mobility when compared to the results of the previous inspection.

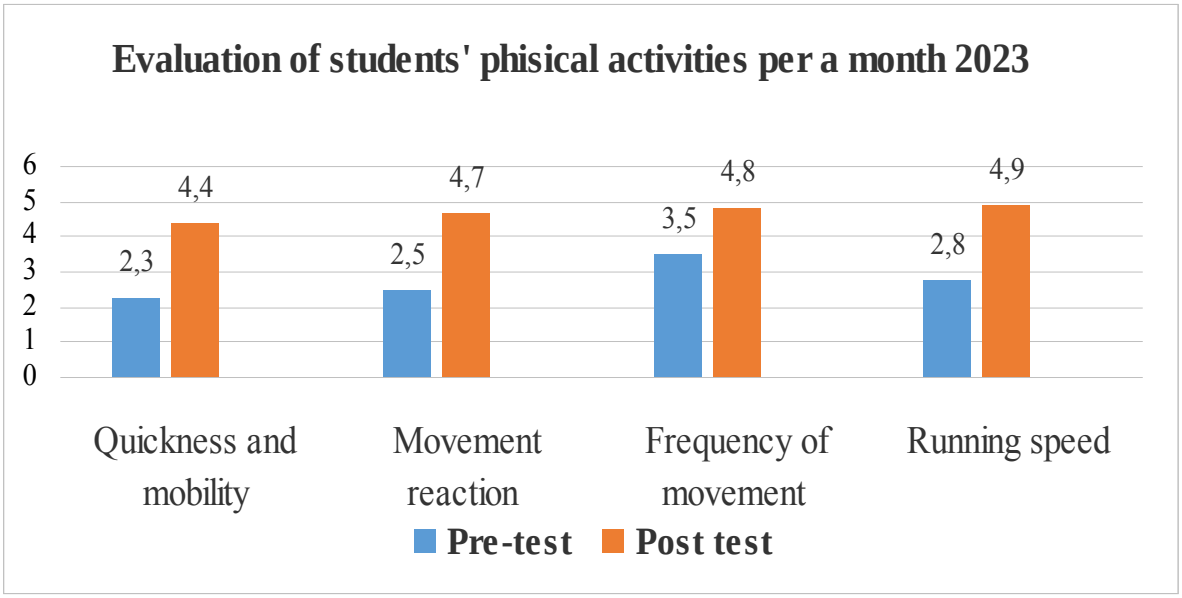

Figure Evaluation of students' physical activities per a monts

At the same time, the movement response frequency demonstrated its level of growth. According to the pre-test results of quickness and mobility increased two more times (2.3 %/4.4 %); movement reaction increased 2.5 %/4.7 %; frequency of movement determined with 3.5 %/4.8 %; running speed was 2.8 %/4.9 %. Thus, it is clear that the systematic development of physical movement activity in 11–13-year-old students is dependent on the correct construction of methodical work and motivational strengthening.

CONCLUSIONS / ВИСНОВКИ

The results of the pedagogical experiment allow us to draw the following conclusions:

1. Physical education encourages students' harmonious physical development, the development of a physical movement culture, and the development of moral-will characteristics. This education encourages students' harmonious physical development, the development of a physical movement culture, and the development of moral-will characteristics.

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2. Motivation is the best tool to increase students' participation in physical activity, sports, and games and increases the effectiveness of mobility in a social environment. It is proved that a lack of knowledge about physical and functional development indicators of children's organization in schools leads to failure in performing sports.

3. Nutrition was discovered as a beneficial activity before and after exercise that has a significant impact on students' performance. They need to have strong muscle mass and eat properly before and after exercise. The analysis of modern theoretical considerations proved that the teaching of physical education needs to apply relevant techniques to the student's age level, interests, and healthy eating habits.

4. The research methodology has implemented regular exercises that students have a great interest in. Following a daily routine regime, regular exercise, and a well-balanced diet are essential for developing physical culture. As a result of the formation of motor abilities and the strengthening of exercises according to various methods aimed at development, the movement frequency of the students, their reaction to it, and their running speed increased. At the same time, the correct establishment of the daily regime and healthy nutrition were able to influence the movement abilities of the students to the maximum extent.

Prospects for further research in this direction / Перспективи подальших досліджень. According to the study, students from V to V grade need to maintain a good routine and nutrition to ensure a healthy lifestyle. Physical education plays a crucial role in developing healthy habits and moral values in children. The research also presents a modern methodology to enhance gymnastics, speed, and dynamic activities that can improve motor skills and lead to a healthy life for the next generation. This study can be a helpful tool in achieving academic progress in the field of physical education.

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НОВІ ТЕОРЕТИЧНІ ПЕРСПЕКТИВИ ТА МЕТОДИЧНІ ОСНОВИ ФІЗИЧНОГО ВИХОВАННЯ В ШКОЛІ

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Анотація. У дослідженні представлено нові теоретико-методологічні погляди на розвиток фізичної підготовленості молодого покоління. Основна мета експерименту – усунути недоліки у показниках фізичного та функціонального розвитку учнів 5–6 класів, розкрити їх рухові здібності, розкрити роль гігієни та легкої атлетики у фізичному розвитку, врахувати повноцінну функціональну активність. Потім фізіологічні заходи, стимуляція, біомеханічні заходи, контент-аналіз, анкетування, інтерв'ю та спостереження

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включаються до методичного списку. Методика та організація дослідження До проведення педагогічного експерименту залучено учнів V–VI класів (12), 2 вчителів та 1 тренера. Тривалість експерименту становила один місяць для реалізації їх рухової здатності, здорового способу життя. Збір даних представляв описовий метод статистики з використанням різних індикаторів (середнє-медіанний режим) і деякі розрахунки для використання змінних позитивних змін динамічного зростання. Стимулюючий метод був розроблений для виправлення деяких недоліків рухових здібностей студентів; виконувалися активні вправи; оцінювалися фізична та функціональна діяльність студентів за ростом, вагою та швидкістю. Результати показали, що спортивні та рухові здібності студентів зросли незалежно від їхнього зросту, ваги чи швидкості. Фізичне здоров'я, здоровий спосіб життя та гігієна – все це важливі фактори їхнього фізичного розвитку. Під наглядом викладача студенти перевіряли здатність виконувати відповідні рухові навички. Метою було виявити недоліки рухових якостей учня. Впроваджено ряд фізичних вправ, спрямованих на підвищення рухової здатності шляхом розвитку рухової активності, дотримання здорового способу життя, гігієни. Правильний режим дня, здорова гігієна і харчування, метод стимулювання повсякденної активності створюють динамізм рухової активності та рухових здібностей, а також сприяють усвідомленню дітьми впливу дій і оздоровчих засобів на організм.

Ключові слова: фізичний та функціональний розвиток, здоровий спосіб життя, моторика, швидкість; фізичні вправи.

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