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Approach to Teaching Physical Training

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Abstract**:** *In addition to didactic approaches, special approaches to educational work are required for physical education as a distinct educational field. The primary objective of this review is to demonstrate the significance and function of sports training-based teaching strategies in physical education instruction. Because the majority of tasks are completed through practice, the method of practical practice is regarded as the most important. On the other hand, the method of living words and the method of demonstration are utilized more frequently during the initial phase of learning. Additionally, the sports training methods of standard, repetitive, and variable exercise play a significant role. Unique longitudinal examination gives a more noteworthy chance to find new logical regulations, which is a suggestion to future specialists on this point.*

Key words: *physical education, methods, primary school, teaching, students.*

Introduction: The implementation of the curriculum is one of the fundamental issues that arise in physical education classes. When the requirements of contemporary teaching are taken into consideration, the distribution and concretization of program tasks in the teaching of physical education for a large number of teachers is complex and even challenging. There are programs and methods in physical education that make it possible to study personality in depth and how it changes over time. It is sure that overall perspectives and actual advancement are formed in school and over the course of life through different impacts. The inquiry is entirely legitimate: How much and how much does structured exercise influence physical development? Taking into account that the projects of actual training classes in elementary schools depended on the demeanor that a bigger measure of engine data is got from a bigger number of different proactive tasks, understudies can't dominate them, and because of the lacking measure of redundancy, it doesn't significantly affect actual turn of events. Physical education classes in primary schools are currently not performing at the required level. Based on the data that are available, the quality of physical education in primary schools is such that, in addition to not sufficiently expressing the desire for comprehensive physical exercise, it lacks adequate intensity and explicitly better organization (lack of gyms, teaching aids). and props, insufficient

material resources for their acquisition, students' lack of enthusiasm for technological advancements, and Internet social groups that cause students to hypokinesia). For objective reasons, many curriculum tasks cannot be completed even by schools' planned annual work programs. The anthropological status of students can be transformed in the desired sense and scope through organized physical activity.

Motor abilities are without a doubt the most crucial aspect of teaching physical education of all anthropological abilities and characteristics. Recent scientific studies demonstrate that students' motor skill development can be positively impacted by physical activity. However, Jovanovi (2013) argues that people don't exercise enough, especially during critical developmental times when physical activity is crucial to the development of motor skills. Only proper planning and implementation of each physical education class, improvement of material and spatial conditions for the implementation of planned contents, and permanent staff training with mandatory monitoring of their work and evaluation of student achievements in motor skills transformation and sports-technical achievements can mitigate the negative effects of insufficient weekly hours. Zrnzevi (2007) also notes that physical education classes are not effective enough, affecting motor skills insufficiently. The primary objective of this literature review is to demonstrate the significance and function of sports training-inspired teaching strategies in physical education instruction.

The concept of teaching methods and practical experience. Because the teaching of physical education incorporates elements and movement techniques from a variety of sports and is closely linked to education, it is safe to say that students' education is not complete without education. Teaching physical education emphasizes the individual's change as a result of exercise, the environment, and the changing needs of the student. "Transitional operational provision of teaching and physical education teachers, then we have enough reason to deal with teaching structures and norms whose application may result in the lesson being better formally shaped and technically correct, and more importantly that the essential effects of that class on the anthropological status of students be greater," according to "transitional operational provision of teaching and physical education teachers." Inquiries concerning the best approaches to learning in actual schooling classes that raise the progress of figuring out how to a more significant level, should be visible in showing strategies and predictable utilization of educating standards. "scientifically verified ways and procedures of work of teachers and students in the teaching process, which provide optimal conditions for rational and efficient teaching, full realization of teacher or expert didactic creativity, maximum expression of the student's or participant's individual-collective activity, and complete development of the student's or participant's personality," is what the term "teaching method" stands for. Leskoek's (1980) attempt to explain the same idea is as follows: The system of procedures, also known as the methods by which people learn new knowledge, habits, and skills and decide for themselves The final way to explain the term "method" is that it is typically interpreted as a path, a planned procedure for studying facts, or a way to present teaching material. To be more specific, they are the fundamental means by which many of the tasks of the teaching process and the goal of teaching are achieved. However, because teachers and students must constantly exchange information, instructions, and messages in the classroom (interaction), modern teaching methods can be understood as the process of exchanging information and messages in class. In any case, the way physical education classes are taught and how certain lessons are taught will be determined by teaching methods. As a field of study in education, didactics has developed a number of methods for teaching general education subjects in primary and secondary schools.

Teaching methods in teaching physical education. Teaching techniques also evolved as physical education evolved. The selection of effective methods is a real challenge when one considers that

teaching physical education can only influence students' proper growth and development of their motor and functional abilities. Teaching practice and teaching methods are derived from each teacher's ongoing research and incorporation of new ideas. The teacher will choose a method of instruction based on the class's specific tasks, the nature and specifics of the content, the students' level of ability and preparation, their motor skills, and the environment. We know from experience that all methods are connected, frequently complement one another, and frequently used interchangeably. Methods from general didactics are typically used to teach physical education. However, because physical education is a unique educational field, it requires specialized approaches when working with primary school students. Because it is up to the teacher to choose which methods to use, he or she has the opportunity to constantly research and develop new ones. Kragujević (1987) points to the following teaching methods in the teaching of physical education:

- the method of verbal communication or the method of "living words",
- demonstration or illustrative method;
- method of practical exercise;
- combined method;
- play as a method;
- method of imitation and dramatization.

Milenković and Simić (2009) distinguish the following methods in teaching physical education :

- living word methods (oral presentation, verbal communication),
- methods of presentation and observation (obviousness, demonstration, showing and illustration),
- methods of practical exercise - analytical, synthetic and complex method. In the following chapters that follow in this review, the teaching methods of Milenković and Simić (2009) will be presented and explained in more detail.

The method of living words - verbal communication. Because choosing the right words at the right time can have a very stimulating effect on students' motivation and work, the method of living words has an important role and can be used in all types of teaching. It ought to be continually stressed that actual training classes are not simply mechanical development and development of the body and portions of the human body in a specific space, yet that a cycle is started, directed as a trade of sentiments, as correspondence that unquestionably affects youngsters and youth. that verbal communication is involved. The living expression of the educator is indispensable when understudies are posed three inquiries that are pivotal for each actual development: What exactly is movement? What does it serve? What does it do?

The term "has" is used in physical education instruction to: a role that is shaping, correcting, and stimulating; consequently, this method is used through description, explanation, analysis, and discussion. Before an element's training begins, description is used in the early stages. When students need to create a true picture of a certain movement, it is also the first step in learning what that action should be and how to do it. Clarification is the prevailing type of this strategy utilized in the underlying phases of preparing, particularly while showing given components. The interpretations must be accompanied by clear, understandable, accurate, and precise explanations that are tailored to the students' ages and psychophysical abilities. In order for this to be beneficial, professional terms should be used that students can understand. The instructor can accomplish a lot by focusing on

potential mistakes and conducting an analysis in terms of efficiency and effectiveness. Before, during, and after exercise, the instructor corrects and motivates the students by discussing and analyzing their work with them. The verbal method also includes a special category of teaching procedures known as methodical procedures. These verbal contacts, which we typically refer to as impulses, are used to encourage or direct the students' attention to specific points that may be crucial to successfully mastering the exercise.

Method of presentation and observation-Demonstrations. When students need to get a clear picture of the exercise they'll be doing later, this approach helps them process new information. It is not enough to simply describe an activity and ask children to perform it; children must also be shown or demonstrated in order for them to learn it. This approach is also referred to as the method of obviousness in professional literature. Physical education instruction is best conveyed through the teacher's own direct demonstration or presentation, indicating that visual communication is more prevalent than verbal communication as the first step between students and exercises. It is utilized in the underlying phases of preparing specific actual developments or activities. It contains the accompanying structures: demonstrating, illustrating, and showing in a physical education class. When training a new element, the fundamental method is demonstration (demonstration). However, there must be a distinction made between illustration, which includes visual communication, and showing. Showing is seeing the true, that is. observation of moving activities that take place in real environments (sports fields, gymnasium, stadium, competition) for them. This means that if we want to demonstrate a phenomenon to students, we need to put them in a situation where they can see it for themselves. We will use showing for the majority of the physical education program content if we are unable to demonstrate a particular phenomenon. A teacher's demonstration is an attempt to demonstrate certain phenomena or movements in the context of the physical education class while remaining technically correct. Students will be able to better and more successfully comprehend the technique of an element or physical movement if the teacher is able to successfully present certain motor forms. The physical education class uses the presentation as its primary didactic tool. There are two options for the presentation in the physical education class: straightforwardly and by implication. Illustration is very similar to representation in the didactic sense. It is not appropriate to interpret the illustration in its original context or to equate its use with any artistic contribution. The illustration is related to a part of the whole that is a detail, but it isn't as obvious or even visible because it is so crucial. The connection between illustration and representation can be compared to the connection between the general and the particular. Because it is the only way to deal with a single, isolated part of the exercise, it is related to indirect presentation.

Methods of practical exercise. Practical exercise is the foundation of the method of developing motor skills, habits, and abilities. After numerous repetitions, the training aims to have students master motor skills, abilities, and habits as quickly as possible. This technique interfaces hypothesis and practice in which understudies obtain the essential reasonable and hypothetical information, abilities and propensities in the field of actual schooling, as well as to prepare understudies for later autonomous activity straightforwardly what's more, sports exercises, which, obviously, increments engine levels. , sports-technical and functional accomplishments of students. With direct control over the work, the teacher is obligated to plan, organize, and implement these methods. The commonsense activity of not set in stone by a few strategies that are made by noticing them from the part of whether certain developments that are handled are performed and drilled in general or in parts, or whether a mix of the first also, the second is available. In this sense, we differentiate: combined, synthetic, and analytical approach.

Synthetic method. The engineered strategy for useful activity empowers the preparation of the activity overall, as it is shown and as the possibility of it is made. At a more youthful young, this strategy empowers kids to perform engine errands completely in their own specific manner, without upsetting the legitimate association of individual stages. Understudies of this age by and large see all peculiarities in their total and their capacities of logical reasoning are still very humble. Showing contents for this age are less complex, which empowers their quicker reception completely. This technique is viewed as the driving one and is most frequently applied in the last period of preparing in the reception of coordinated movements, abilities and propensities. In the underlying period of preparing, it is applied provided that the development task is straightforward what's more, can be completely prepared or then again in the event that it is unimaginable to sensibly separate it into parts. At a more youthful young, there might be a few hardships in applying this technique, which can be overwhelmed by performing practices in simpler circumstances (decrease of execution speed, obstruction level, size of obstruction) or end of specific subtleties that frustrate further advancement of understudies in performing the exercise. The engineered strategy shows up in two variations: "duplicating or supporting what is shown in general", and "the change of training from a worked on type of an entire to progressively mind boggling structures without contacting the quintessence of the entirety."

Analytical method. When the motor task is practiced in parts, broken down into logical wholes, and can be performed without any additional movements, the analytical approach to practical exercise is most frequently used. It is utilized in complex motor tasks when breaking down a task into its component parts makes it easier for students to adopt the task, teaches them the fundamentals of the exercise's structure, and makes adoption seem easier and more concrete, both of which increase motivation and commitment to master an exercise. As a result, the analytical approach entails practicing the exercise in segments that must logically represent wholes. Notwithstanding, care should be taken that this strategy is utilized partially, on the grounds that long-term preparing in parts can prompt robotization of parts, which will make it challenging to gather them into an entirety. Analytical-constructive, a variant of this approach, is suggested in order to avoid or lessen the potential drawbacks of it. It suggests that the exercise has been broken down so that each part that is processed can be combined with the part that has already been learned. The analytical method does not need to be confused with the synthetic method because it implies that the separate parts of the exercises or elements are eventually connected as a whole.

Complex method. Analytical and synthetic methods are combined in a complex or combined method. It is utilized if the activities that are being embraced can't be improved without upsetting the coordination pith. The exercise is performed using the synthetic method, and the analytical method only corrects movements that are too difficult or errors to the required level, allowing for relatively permanent adoption of the exercise.

Teaching methods taken from sports training. In practice, some of the approaches that have been adopted from sports training are in line with the fact that teaching physical education, among other things, aims to improve students' motor skills. Matveev and Novikov (1976) bunch techniques for the improvement of coordinated abilities into two enormous gatherings:

- standard dull activity techniques,
- variable activity strategies.

The load's structure and external parameters remain unchanged throughout the repetitions of standard repetitive exercise. This set of approaches would include: methods of standard exercise that are both

continuous and intermittent. Correctly directed changes of all factors that act during exercise define variable exercise methods. By placing the student in new, unfamiliar, and increasingly complex conditions that necessitate increased effort and functional capabilities in order to respond, these approaches prevent the student's organism from adapting to exercise in some way. Among this group are: methods of variable exercise that are both continuous and interval. Although each of the methods on this list can be used on its own, it is more common to combine them. The following approaches have emerged as a result of the most typical combinations. The standard-variable exercise method, the method of repetitive exercise with shorter intervals, and the method of progressive repetition.

Conclusion. The information that is gleaned from this review focuses primarily on physical education teaching methods, as well as suggestions for how to innovate the teaching process. The method of practical exercise is generally preferred in physical education classes because most tasks can be completed through practice, while the other two methods—living words and presentation and observation—are utilized more in the beginning stages of learning. supplementary methods In the teaching of physical education, methods of standard repetitive exercise and methods of variable exercise, which are taken from sports training, also play a very important role. A recommendation for future researchers on this topic is that original research on this topic over a longer period of time would provide an opportunity to discover new scientific laws and achieve a higher degree of generalization of results. The obtained results make a scientific contribution in the area of practical applicability, making it possible to optimize the educational teaching process in regular physical education classes for primary school students. It is possible to draw the conclusion that adequate teaching methods, which play a crucial role in the process of planning, programming, and evaluating physical education classes, are necessary for the completion of physical education class tasks.

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