



EFFECTIVE WAYS TO ORGANIZE PHYSICAL EDUCATION AND MASS SPORTS ACTIVITIES AMONG FEMALE STUDENTS

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Abstract

The article explores effective methods of organizing physical education and mass sports activities among female students. It highlights the importance of developing motivation for regular physical exercise, promoting a healthy lifestyle, and increasing girls' participation in sports. The study emphasizes the use of innovative and inclusive approaches that consider students' physical abilities and social factors.

Keywords: Female students, physical education, mass sports, healthy lifestyle, motivation, gender equality

INTRODUCTION

In the modern world, the importance of physical education and mass sports in enhancing social development, public health, and social activity is steadily increasing. In particular, involving female students in physical exercises, shaping their healthy lifestyle, and fostering their social engagement have become some of the most pressing issues. For school-aged girls, physical education not only strengthens health but also plays a vital role in shaping their moral values, character, and willpower.

In the context of the modern education system, physical education classes and mass sports activities require organization not only through traditional methods but also based on innovative approaches. The use of interactive methods, competitive forms, sports festivals, and wellness programs significantly enhances the effectiveness of physical activity among female students. Moreover, such



activities create a foundation for developing positive competition, teamwork, mutual respect, and leadership qualities among learners.

METHODOLOGY AND LITERATURE REVIEW

Psychological factors, social support, parental involvement, and teachers' approaches play an important role in effectively organizing physical education among female students. To increase girls' physical activity, it is necessary to take into account their age characteristics, interests, and health conditions. This, in turn, demonstrates the need to organize the physical education process in a learner-centered and individualized manner.

This issue has been extensively studied over many years by pedagogical scholars both in Uzbekistan and abroad. In particular, researchers such as P.R. Atutov, S.Y. Batushev, V.P. Bepalko, L.P. Matveyev, B.N. Minayev, B.M. Shiyan, A.K. Atayev, A. Abdullayev, K. Yarashev, V.V. Koralyevskiy, I.V. Korotova, V.P. Mitronin, A.F. Kryuchkov, D.A. Torjevskiy, and others have examined the technological foundations of the problem, as well as the organization of physical education lessons, extracurricular activities, and the integration of youth engagement with theoretical education in their scientific works.

Among the leading scholars of our country, T.S. Usmonkhodjayev, R.S. Salomov, J.E. Eshnazarov, F.Q. Akhmedov, A.T. Sodiqov, Sh.Kh. Khonkeldiyev, and B. Qipchoqov have also made significant contributions to the study and development of this issue. Researchers who have explored the history of physical education and sports — such as A.K. Akramov, B.R. Golashapov, R.I. Ismoilov, F. Khojayev, and J. Eshnazarov — have provided valuable insights into how physical education classes and activities were organized during different historical periods.

Scholars such as P.F. Lesgaft, V.V. Gorinevskiy, A.D. Novikov, L.P. Matveyev, B.N. Minayev, B.M. Shiyan, A.K. Atayev, A. Abdullayev, and K. Yarashev have laid the scientific foundations for the theory and methodology of physical education. Meanwhile, a number of other researchers — including V.A. Ashmarin, Ch.T. Ivankov, R.S. Weinberg, and Y. Masharipov — have focused on the moral, educational, and psychological aspects of physical training activities. However, many of these studies tend to examine physical education



separately from general pedagogy, which limits the holistic understanding of its pedagogical potential.

It should be noted that physical education classes have been organized in different ways throughout various historical periods, with changing goals and objectives. These variations have, in turn, influenced how the concept of physical education itself has been understood and interpreted. Before providing a precise definition of this concept, it is useful to outline several key terms and expressions related to this field in order to ensure conceptual clarity and a more comprehensive understanding of its essence and pedagogical role.

RESULTS

The definition of physical education acknowledges, to a certain extent, its close interconnection with general education and upbringing. Although physical education has sometimes been perceived as a secondary component, it has long been recognized that without it — more precisely, without the influence of physical education — neither intellectual nor moral upbringing can be truly complete. Physical education serves as a vital foundation for the comprehensive development of the human body, contributing to the harmony between mental and physical growth.

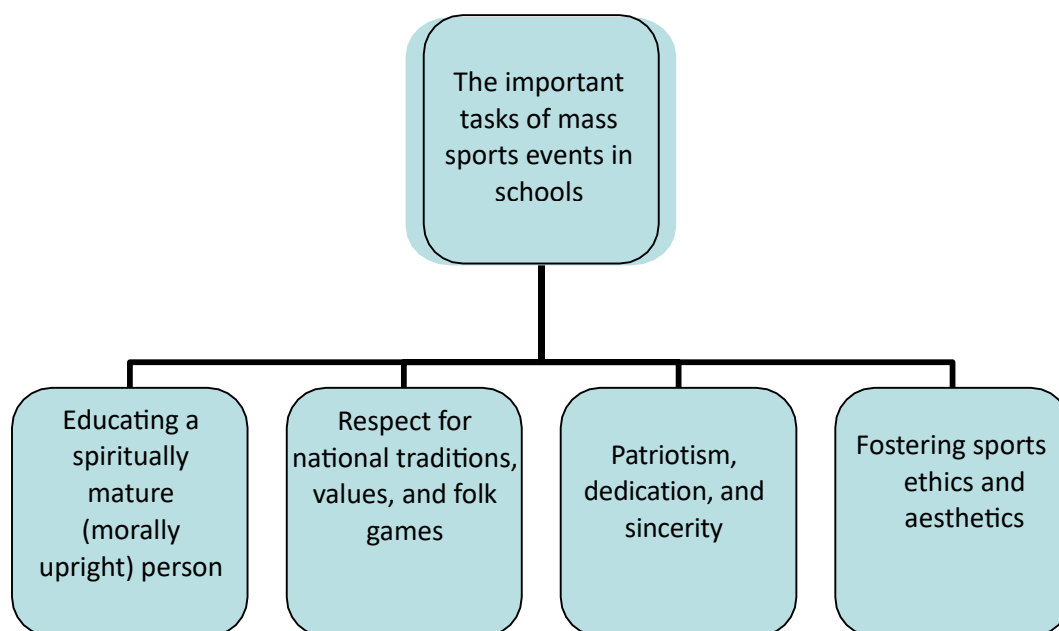


Table 1. The National and Ideological Important Tasks of Mass Sports Events in Schools

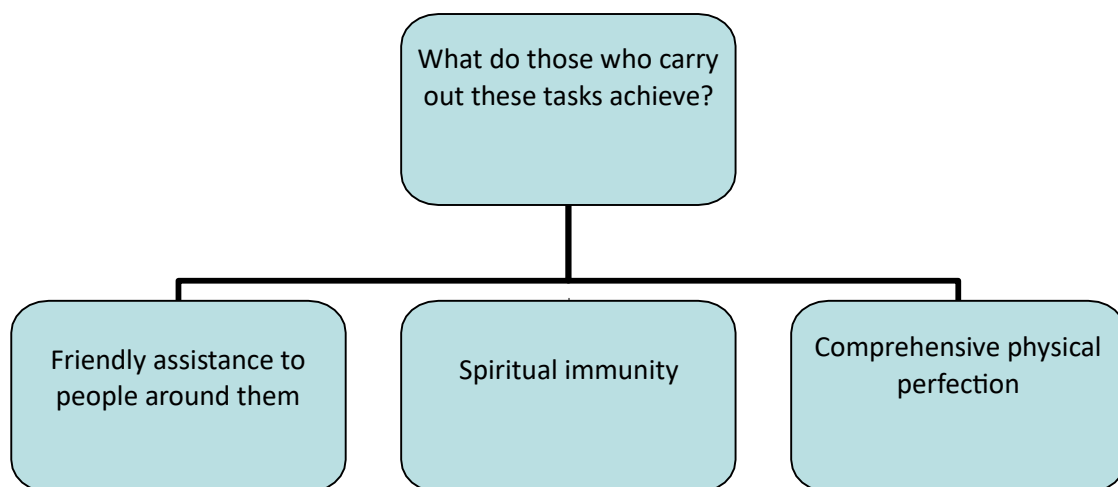


Physical education ensures the balanced development of all parts and systems of the human body, fostering the proper functioning of the higher nervous system and the brain. Through systematic and purposeful physical training, the coordination of bodily and mental functions is improved, allowing an individual to perform more effectively both physically and intellectually.

Furthermore, physical education not only promotes balanced physical growth but also strengthens overall health and enhances resistance to external influences and physical stress. Regular participation in physical training and sports activities has been scientifically proven — by both Uzbek and international scholars — to significantly improve endurance, self-discipline, and willpower. These qualities, in turn, contribute to forming a well-rounded, resilient, and active personality capable of facing the challenges of modern life.

DISCUSSION

In schools, the main responsibilities for organizing physical education and sports activities are carried out by the school's cultural and community committee, which operates under the leadership of the school principal. The deputy principal for academic affairs also plays an active role in managing all physical education and sports-related events within the school. It is considered appropriate for physical education classes and mass sports activities for female students to be conducted and supervised by female physical education teachers.





When organizing such activities, it is essential that physical education teachers work in close cooperation with the school administration and engage active students who demonstrate leadership and enthusiasm during physical education classes and sports competitions. Involving these students can help enhance the quality and attractiveness of physical education and sports programs.

Mass participation of female students can be achieved through the organization of various physical education and recreational events such as sports competitions, athletic festivals, physical fitness days, excursions, outdoor activities, tourism and hiking events, and marathon runs. These initiatives not only promote health and fitness but also play a crucial role in increasing students' interest and motivation toward physical education and sports.

CONCLUSION

Effectively organizing physical education and mass sports activities among schoolgirls not only strengthens their health but also fosters social activity, spiritual maturity, and a sense of teamwork. Through such activities, students discover their potential, build self-confidence and a sense of responsibility, and adopt a healthy lifestyle as a core personal value.

Furthermore, the deep integration of sports and physical education into school life cultivates qualities such as patriotism, dedication, diligence, and willpower in the younger generation. As a result, individuals who are physically strong, spiritually mature, aesthetically refined, and socially active emerge, contributing positively to the development of society.

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