

## Organization of physical education lessons on the basis of free-style wrestling with elements of semantic reading

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**Abstract:** *The article presents a variant of conducting a physical education lesson on the basis of free-style wrestling in a general education school with elements of semantic reading. Students complete the task of mastering technical actions in the lesson using text instructions in mini-groups. Currently, semantic reading is becoming the basis for the formation of value-semantic qualities of the personality of students, stable provision of successful cognitive activity at the stages of their entire life, because in modern economic and socio-cultural conditions, reading is perceived as the main intellectual technology, as a key to acquiring knowledge, as significant resource for personality development, overcoming the lack of individual social experience. Reading is understood as a means of mastering the values of world culture, a way of acquiring cultural competence and preparation for life in the existing social reality. Semantic reading can be used when conducting physical culture lessons on the basis of freestyle wrestling in a general education school.*

**Key words:** *physical culture lesson, freestyle wrestling, semantic reading, universal educational actions, state educational standard*

The majority of modern schoolchildren have insufficiently developed universal educational actions. The organization of physical culture lessons using the elements of free-style wrestling with the help of semantic reading in a general education school can increase the level of students' competence.

**Purpose of work.** Describe an example of conducting a physical education lesson using elements of free-style wrestling in a general education school with elements of semantic reading.

**Results and its discussion.** Semantic reading is established by the state educational standard of basic general education and is marked by the order as a meta-subject result of mastering the basic educational program of basic general education [2]. Awareness of text (graphically designed) information and its change into personal-semantic attitudes in relation to the communicative-cognitive task, according to A.A. Leontyev. is a semantic reading.

For what, when and where the information selected from the text will be used, i.e. setting - what the reading is for, is understood as a communicative task. During reading, it is possible to solve various communication problems, therefore, different types of reading are used: viewing, studying or introductory. Reading, which makes it possible to draw premature conclusions about the text by selectively highlighting information, analyzing individual parts of the structure of the text or heading, which helps to find out the main thing, is called familiarization (indicative). Search reading (viewing) covers highlighting concepts, keywords, searching for specific data: words, surnames, facts. Analytical reading (studying) includes all actions to interpret, identify and create new meanings: the choice of

important and secondary facts; posing questions and answering questions; plans, notes, abstracts, annotations (all types of information layout); “Appropriation” of new knowledge as one's own (review, report, article) [1, 3].

The difference between semantic reading and another type of reading is that it carries out the processes of understanding the value-semantic period of the text by the reader, that is, there is a process of clarification, endowing it with meaning [5].

The purpose of semantic reading is to acquire the skill of working with information for a more accurate and complete understanding of the content of the text, paying attention to all the details and a practical understanding of the information received. Semantic reading is especially attentive reading and understanding of the meaning by parsing the text. The ability to use meaningful reading improves writing and speaking, contributes to the effectiveness of learning. Mastering at a high level of interpretive, analytical and critical reading occurs due to the development of the abilities of semantic reading [4].

The methods of reading and analyzing the teaching text are one of the basic reproducible teaching methods. Reading and analyzing text is a step-by-step process to master information. Learning algorithms and programmed learning play an important role in the implementation of reproductive methods. Algorithmization of learning is formed from an unambiguously understood and accurate description of the nature and order of operations (actions), focused on solving educational problems [1, 6].

A physical education teacher, when conducting classes, encounters some difficulties that occur due to the low level of development of universal educational actions in students - inability to work in a group, team, unwillingness to listen to the task, to realize the purpose of its implementation; students do not see the main points in the mastered motor action and cannot compare with the already mastered movements.

Therefore, the movements are performed with errors, the details of the technique are neglected or the grounds for non-execution are sought, and as a result, the quality of education in the subject deteriorates.

Let's consider a variant of physical culture lessons on the basis of free-style wrestling with elements of semantic reading in a general education school. At the end of the preparatory part of the lesson, students are divided into groups of three people: attacker; attacked; student working with text. Before completing the assignment, students are reminded that the assignment should be carried out without resistance. Groups receive a task in the form of text instructions, where the technical action is described in detail. The instructions indicate the initial position of the attacker at the beginning of the technique and the final position after the technical action is performed. The initial position of the attacker, his actions in the process of performing a technique, and the final position are described in detail. In groups, there is a discussion of the task and the distribution of responsibilities. Within 5 minutes, it is necessary to perform a technical action according to the instructions. During the execution of the task in the groups, there is a change of duties. After the allotted time, the groups present their results. The demonstration of a technical action is carried out by a group with distributed responsibilities: a student who reads a text, a student performing a technique, a student on which they perform a technique.

The review of the results should be carried out from less trained groups - those that allow

significant violations in the performance of technical actions that the teacher identifies during the performance of the task in groups. You should finish viewing the results with more prepared groups - those that allow minor violations in technical action or do not make mistakes.

If the class consists of a large number of students, viewing is carried out in several less prepared groups, the rest of the groups only demonstrate the technique, without reading the instructions. If all groups have made mistakes, the teacher performs the correct demonstration of the technical action. Then there is a discussion of the results and identification of errors, if they exist, the text with instructions is present for all students in the class, the best group is selected that completed the technical task. During the discussion, it is better to give the first answer to the groups that were less involved in the show (i.e. more prepared). After the discussion, students try to correctly perform the technical action in groups, avoiding mistakes, if necessary, use text instructions.

From classes; thus, the teacher can involve the whole class in the lesson, but then only two people will have a change of responsibilities between students in the group and they will no longer be able to work with the text, or they will read the text after performing a technical action.

Conclusions. Currently, semantic reading is becoming the basis for the formation of value-semantic qualities of the personality of students, sustainable provision of successful cognitive activity at the stages of their entire life, because in modern economic and socio-cultural conditions, reading is perceived as the main intellectual technology, as a key to acquiring knowledge, as a significant resource for development. personality, overcoming the lack of individual social experience.

Reading is understood as a means of mastering the values of world culture, a way of acquiring cultural competence and preparation for life in the existing social reality. Semantic reading, can be used when conducting physical education classes on the basis of freestyle wrestling in a comprehensive school.

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