

METHODOLOGY FOR IMPROVING SELF-DEFENSE ELEMENTS IN PHYSICAL EDUCATION LESSONS FOR PRIMARY SCHOOL GIRLS

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Abstract: *This thesis highlights the scientific-theoretical and practical aspects of introducing self-defense elements into physical education lessons for primary school girls. According to the research results, self-defense exercises not only improve physical indicators, but also strengthen girls' psychological stability, social activity, and adherence to a healthy lifestyle.*

Relevance:

In today's era of globalization and rapid information exchange, the physical and spiritual development of the younger generation is one of the most important tasks of society. Especially for primary school girls, the formation of physical fitness and self-defense skills serves to ensure a healthy lifestyle, psychological stability, and an active life position.

In practice, however, physical education lessons in schools are mainly focused on developing general motor activity, while insufficient attention is paid to teaching self-defense elements for girls. This leaves certain gaps in their safety and acquisition of vital skills.

From this point of view, developing and implementing a methodology for improving self-defense elements in physical education lessons for primary school girls emerges as an urgent issue in strengthening physical development, moral education, and social activity.

Research Objective:

The purpose of this study is to develop a methodology that ensures the improvement of physical fitness, motor abilities, and psychological stability of primary school girls through the introduction of self-defense elements into physical education lessons, and to substantiate its effectiveness.

Main Tasks:

- To analyze the importance of physical education from a scientific and theoretical point of view;
- To justify the possibilities of introducing self-defense exercises;
- To develop a system of exercises adapted to age-specific physiological characteristics;
- To assess physical and psychological indicators through experimentation;
- To develop practical recommendations.

Methodology:

The methodological basis of this research is formed by modern pedagogical theory and scientific research in the field of physical education. Comparative-analytical methods,

pedagogical observation, pedagogical experiments, psychodiagnostic tests, and statistical data processing methods were used in combination.

The study was conducted in the 2024–2025 academic year in schools No. 339, 204, and 244 in Yashnobod District, Tashkent. A total of 60 girls from grades 2–4 participated in the study. They were divided into two groups:

- Control group (30 girls) – trained under the standard physical education program.
- Experimental group (30 girls) – self-defense elements were introduced into the physical education lessons.

The lesson content included:

- simple single-combat movements (blocking, escaping from obstacles, self-defense techniques),
- cooperation-based exercises (building trust and coordinated action),
- active games to improve agility and reaction speed,
- reflective exercises for decision-making under stress.

Lessons were held twice a week, 40 minutes each, without negatively affecting the overall educational process.

At the beginning and end of the study, specific tests were used to evaluate the girls' physical and psychological conditions:

Agility – assessed through the "snake run" test;

- Reaction speed – measured by responses to impulsive hand signals;
- Endurance – determined by the six-minute run;
- Emotional stability – measured through adapted psychodiagnostic tests for children.

The results were analyzed using mathematical-statistical methods, and differences between the experimental and control groups were evaluated using the t-test. Based on this, the impact of self-defense exercises on physical fitness, emotional stability, and social activity was scientifically substantiated.

Results:

The research results clearly showed that the self-defense elements introduced in the experimental group had a positive effect on the physical and psychological indicators of primary school girls.

Physical indicators:

- Agility: improved by 15% in the experimental group, with little change in the control group.
- Reaction speed: improved by 18% in the experimental group, showing faster responses to signals.
- Endurance: improved by an average of 11% in the experimental group, while minimal changes were observed in the control group.

Psychological indicators:

- Emotional stability was significantly higher in the experimental group (77%) compared to the control group (46%).

- Fear levels decreased noticeably in the experimental group (12%), while in the control group 33% of cases still showed high levels of fear.
- Motivation and activity during lessons increased, while confidence, discipline, and independence developed.

Social effect:

Self-defense exercises led to not only physical but also moral improvements. Among the girls, cooperation, trust, responsibility, and the ability to make correct decisions in stressful situations were strengthened.

Thus, the results confirmed that incorporating self-defense elements into physical education lessons is an effective way to improve the physical development, psychological stability, and social activity of primary school girls.

Conclusion:

The results of this study demonstrate that introducing self-defense elements into physical education lessons has a comprehensive positive impact on the physical and psychological development of primary school girls.

First, the experimental group showed significant improvements in agility, reaction speed, and endurance, which contributed to the development of motor abilities and overall physical fitness.

Second, psychological stability indicators also improved significantly. Stress and fear decreased, while confidence and social activity increased.

Third, the methodology helped shape important life skills such as discipline, responsibility, determination, and independent decision-making.

Fourth, group exercises strengthened cooperation and mutual trust, as well as the ability to work effectively in a team.

Therefore, if this methodology is applied in the school education process, it will ensure the physical health, spiritual development, and social activity of primary school girls at a high level. The proposed methodological approaches, if more widely implemented in pedagogical practice, will play an important role in shaping a healthy lifestyle and safety culture among the younger generation.

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