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THE IMPACT OF A HYBRID PHYSICAL ACTIVITY PROGRAM ON MOTOR SKILLS

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Abstract
This article analyzes the issue of acquiring knowledge and skills through physical activities of those engaged in physical education. Also, the method of acquiring and mastering knowledge was described.

Keywords: Educational process, upbringing, skill, competence, knowledge, exercise technique, dynamic stereotype.

Introduction

In accordance with the tasks set out in the Development Strategy of New Uzbekistan for 2022-2026 and the Address of the President of the Republic of Uzbekistan to the Oliy Majlis and the People of Uzbekistan, the goal was set to further improve the living standards of the population, bring the quality of education to advanced international standards, achieve sustainable economic growth, and bring our reforms to a new level in reducing poverty. Starting from the 2023-2024 academic year, educational programs aimed at educating students in the spirit of universal and national values, patriotism, as well as developing in them communication skills, critical and creative thinking, teamwork, and research skills have been gradually introduced in general secondary educational institutions.

In this regard, the practice of teaching students in grades 1-4 of general secondary educational institutions according to textbooks developed based on advanced foreign experience, providing students with basic knowledge in general education subjects in grades 5-9, and providing education based on specialized programs that match the interests and abilities of students in grades 10-11 was introduced. Free meals were provided to primary school students in all regions of the republic and the city of Tashkent. At the same time, it was ensured that the types of food were delivered in a standardized manner according to the age and health status of students and that they met sanitary requirements. The basis of these reforms is the great attention paid to the younger generation, as well as attention to the future. The age of students of general school age is an important period in the growth and development of children, at this stage the necessary skills for cognitive, emotional, social and physical growth are formed. Physical activity primarily supports neuromuscular development, improves motor skills, prevents obesity, and encourages an active lifestyle. It also plays an important role in strengthening bone development, improving cardiovascular health, and supporting psychosocial well-being.

In recent years, advances in technology have led to major changes in the education system.

Hybrid learning (a combination of traditional and online learning) helps students improve their knowledge and skills by creating personalized learning opportunities. In the field of sports and physical education, the hybrid learning model supports the process of learning and applying exercises, increasing motivation, social interaction, and interest in learning.

This study aimed to investigate the impact of a hybrid physical activity program on the motor skills of general school students.

The study was conducted using a single-group pre-test and post-test design.

- Participants: 34 secondary school students (19 boys and 15 girls) participated in the study.
- Program characteristics:
- It lasted 8 weeks.
- It was implemented 7 days a week (3 days face-to-face at school, 4 days at home).
- Homework was completed with the help of parents through video lessons and visual games through the Moodle system.
- Each session lasted 1 hour and was supervised by experienced trainers.

1. Gender differences:

- Significant differences were found between boys and girls on locomotor and object control tests.

2. Differences by age group:

- Significant differences were observed between 8 and 9 year old children on some motor sub-skills and on the total score.

3. Differences by Grade Level

- Significant differences were noted between 4th and 5th grade students on specific sub-skills and overall outcomes.

These results indicate that the hybrid physical activity program significantly improved the motor development of general school students.

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- Throwing a ball from above
- Rolling a ball from below

Each session consists of 6 skills, with a total of 12 movements assessed. Each movement includes 3 or 5 movement analysis elements. The program is designed taking into account the developmental characteristics of children. Each week includes targeted exercises that include

new movement skills. The program focuses on the gradual development of locomotor, balance, and manipulative skills. The combination of face-to-face and online sessions helps children practice consistently and master movement better. This approach is aimed at maximizing children's motor development and preparing them for an active lifestyle. In particular, our study demonstrates the positive impact of integrating technology support with individual support on the development of motor skills. The results showed that when comparing the results of participants aged 10-12 years old, statistically significant differences were found in the total scores. In a study involving a similar age group, 17 female students participated in a gymnastics program for an hour, two days a week, for eight weeks, and motor performance and skills were assessed. The results showed that positive improvements were observed in all parameters, with the exception of locomotor skills. In another study, a 12-week coordination-based movement training program was observed to improve motor performance.

Similarly, educational game-based activities have been reported to have a positive effect on subcomponents of motor skills in children. In addition, another study found that a video game-supported model contributed to children's motor development. Other studies have shown that physical activity over a 3-month period supports motor development in children. In general, motor skills training and structured games in general education schools improve children's motor and movement development, ensuring healthy development.

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