

TOOLS AND METHODS FOR THE DEVELOPMENT OF PHYSICAL FITNESS OF PRIMARY SCHOOL STUDENTS

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Abstract:

Many scientific research works are being carried out in world countries to organize extracurricular activities, to form skills and competencies related to movement and to develop physical qualities in order to meaningfully spend students' free time and strengthen their health. Current data indicate that the movement activity of students of the middle lane of education is declining. The main reasons for such a situation are explained by foreign specialists in the absence of motivation for physical education activities in schoolchildren, methodological approaches to organizing the educational process, insufficient research of the means and methods of physical training. In order to educate students who meet modern requirements, physical education requires the search for new tools and methods of using extracurricular forms of activity.

Keywords: physical fitness, sports, physical qualities, physical activity, loads, standard loads, strength.

In our republic, in recent years, special attention has been paid to improving the system of continuing education and training of highly qualified personnel, openness and quality of educational services in accordance with the modern needs of the labor market. "The quality of education, the content and the environment will not change if the school teaching methodology does not change." In this regard, physical education, like other academic disciplines, is aimed at the formation of certain qualities of students based on the widespread use of innovative methodologies. Today, in order to develop general secondary education, modernize the educational process and update its legal framework, a number of systematic measures are being implemented to support talented young people in achieving significant results at the International and Republican Olympiads and competitions.

Mastering the action of movement is associated not only with the formation of competence, but also with the development of the characteristics of qualities that allow you to perform physical exercise with the necessary strength, speed, endurance, agility and mobility in the joints. Knowledge of the relevant laws allows the teacher to identify age-specific boundaries in order to develop each quality more efficiently when working on physical exercise techniques. Physical (action) qualities are developed in the process of physical education. All-round changes in the qualities of movement are manifested, especially during the period of



sexual maturity. During this period, the growth rates of speed-strength qualities increase sharply, the Coordination of movements, the normalization of movement parameters stop a little.

Periods that are represented by large changes in the age-specific development of an organism are called critical or sensitive (affective) periods. As a result of special training during these periods, a great effect can be achieved in the development of certain qualities. For different motion qualities, the sensitive periods are different. Practice shows that most students cannot perform control tests in physical education classes, do not achieve high results in running, throwing and jumping, and the reason is not that the movement technique is poorly mastered, but more qualities of movement - insufficient development of strength, speed, endurance, agility and flexibility. The level of general physical fitness of schoolchildren is determined by the degree to which the main qualities of movement are developed in them: strength, speed, endurance, agility and flexibility. Physical education teachers should not only teach students to act, that is, to form skills and skills, but also regularly improve them purposefully. In this regard, physical education classes include special exercises for the development of the above-mentioned qualities of movement.

In the practice of physical education of schoolchildren, various means and techniques are used that help to improve physical abilities. The use of standard loadings ensures long-term morphofunctional adaptive re-changes in the human body. In their Zamiri, physical qualities develop, movement skills are strengthened and improved.

If there are no rest breaks when performing an exercise, then the load will have a continuous feature. If one exercise itself has rest breaks in repetitions or repetitions of various exercises, or when performing various exercises (they ensure the restoration of the level of working ability, which has decreased as a result of work), the load is considered to be stagnant. A group of styles aimed at developing physical qualities largely depends on the intensity, duration of the load, the number of repetitions of exercises, the interval and nature of rest.

The standard exercise (with standard loads) style is divided into a repeated exercise style (the same volume of loading is performed with certain rest breaks) and a variable exercise (with a variable load) style.

It is necessary to use repetitive, repetitive-growing and changing exercise styles, while developing speed and pace of movement. When these styles are used, the running distance is chosen by length, at the end of which the speed does not decrease even in repeated attempts. The implementation of the maximum intense work occurs in anaerobic conditions, therefore, the rest breaks between attempts should not be short, it will be necessary to compensate for the zero oxygen debt. It is often accepted to fill such breaks with light jogging or calm walking. It is when rest breaks last for a long time that the intensity of training decreases. It follows that in physical education classes, play and competition techniques are used to develop speed of movement. Natural forms of movement and non-stereotypical methods of their execution are used to promote movement agility in students. When applying exercises aimed at speed, it is necessary to use exercises designed to relax the muscles. Students should be trained to properly relax muscles during exercise.



Conclusion. In secondary schools, the basic physical abilities of the students (speed, strength, endurance, flexibility, coordination) are assessed through a specific set of control norms (tests). Motion readiness testing can be based on two different approaches: measuring the outcome of an activity (later evaluation) or measuring (evaluation) its "value". The first testing system reflects the pedagogical approach, the second - the biological-medical approach.

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