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DEVELOPING STUDENTS 'PHYSICAL QUALITIES TO THE BENEFIT OF THEM

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Annotation. *This article provides information on the qualities and abilities of physical culture, their manifestation, development and types of activities that require a clear regime for the proper organization and conduct of training.*

Keywords: *strength, endurance, speed, flexibility, coordination skills.*

Physical qualities (abilities) are a set of morphological and psycho-physiological characteristics of a person that meet the requirements of any type of muscle activity and ensure the effectiveness of its performance.

Everyone has different physical abilities. The following innate (hereditary) abilities underlie the different development of physical abilities [12,13,14,15,16,17,18,19,20]:

1. Anatomical and morphological features of the brain and nervous system (characteristics of nervous processes - strength, mobility, weight, specific variants of the structure of the cerebral cortex, etc.);

2. Physiological characteristics (characteristics of the cardiovascular and respiratory systems - maximum oxygen consumption, peripheral circulatory parameters, etc.);

3. Biological properties (properties of biological oxidation, metabolism, muscle contraction energy, etc.);

4. Physical characteristics (length of body and limbs, body weight, weight of muscle and fat tissue, etc.);

5. Chromosome properties (genes);

6. Psychodynamic characteristics (temperament, character, control of mental processes and features of self-regulation).

Conditional physical abilities are the following qualities:

1. Power ability;

2. Endurance ability;

3. Ability to speed;

4. Flexibility.

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The main specific coordination skills are:

1. Ability to maintain balance;

2. Ability to orient;

3. Ability to influence;

4. Ability to differentiate movement indicators;

5. Ability to rhythm;

6. Ability to readjust;

7. Ability to vestibular stability;

8. Ability to voluntarily relax muscles;

9. Ability to coordinate (communicate).

The basic laws of the development of physical abilities and their characteristics are as follows.

Movement is a leading factor in the development of physical abilities - movement is a characteristic feature of the structure of living objects at different levels. Movement activity is aimed at improving the psychophysiological nature of man [21,22,23,24,25,26,27,28].

Dependence of the development of abilities on the mode of movement activity - physical abilities develop not only in the process of activity, which requires their manifestation, but also a specific mode of their performance. The mode of movement activity is a clearly defined set of work shifts within the framework of a workout or training system, associated with the performance of any exercise and rest intervals between them [1,2,3,4,5,6,7,8,9,10,11].

Stage of development of physical abilities - this law determines that the efficiency of development of abilities decreases during the performance of the same loads.

In order to achieve a consistently high level of development of physical abilities, it is necessary to change the content of the load, the conditions of its performance [29,30,31].

Irregular and heterochronous (simultaneous) development of physical abilities - this law recognizes that in the process of biological maturation of the organism, in certain organs and structures, quantitative and qualitative, severe periodic changes are observed. If pedagogical influence is exerted during this period, the effect of the development of appropriate motor skills will be significantly higher than the results achieved in a relatively stable period. In the theory of physical culture, such periods are called sensory (affective) periods.

Reversibility of an indicator of the development of physical abilities - the functional and structural changes that are achieved as a result of systematic physical activity are reversible, they can be reversed, re-developed. If there is a relatively small break between sessions, then there is a decrease in the level of functional capacity, regression of structural symptoms and, consequently, a decline in the indicators of physical capacity development.

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Migration of physical abilities - This law emphasizes the existing connections between several levels of development of physical abilities. The transfer of physical abilities is a process in which a change in the level of development of one ability leads to a change in the level of development of another ability.

Integrity and interdependence of motor skills and physical abilities - Physical abilities are manifested in the process of activity, motor skills and abilities are inseparable from physical abilities, and they are integral. The fact that a person has mastered this or that action and the successful realization of the corresponding physical abilities is an interdependent process.

The main principles of the development of physical abilities and their characteristics are:

The principle of continuity of pedagogical influence - this principle implies the need for regular physical activity for the development of physical abilities. As a result of repeated actions performed during a single exercise and in repeated exercises, functional changes occur in the human body that characterize the corresponding effect.

The principle of development and adaptive extinction of the effect of pedagogical influence is based on the laws of hierarchy and inconsistency of physical abilities (in other words, slowness and extremeness). Gradually, the loads increase smoothly during one or more workouts, facilitating the body's adaptation to the workouts, deepening and strengthening the adaptive changes caused by the workouts, thereby creating the initial conditions for transitioning to new and higher levels of workouts.

The principle of rational attachment and time distribution of pedagogical effects of different nature - this principle is reasonably based within a single session or in a series of several sessions, the interaction and implementation order is appropriate, the indicator requires different loads.

In implementing this principle, it is important to take into account the laws underlying the "transfer" of physical abilities, the sequence of loading and rest.

The principle of goal-oriented and adaptive adaptation of action - the mechanism of long-term adaptation to the conditions of human motor activity underlies the formation and improvement of physical abilities. Under the influence of the load, biochemical, morphological, physiological mental changes occur, resulting in a clear developmental effect.

The principle of age-appropriateness of pedagogical influence is a principle that requires the educator to implement them in accordance with the naturally changing periods of ontogeny in order to form the abilities of the practitioner. Knowing the sharply changing (sensitive) periods for the formation of this or that physical ability allows you to influence their level of development in a focused and effective way.

The principle of transcendental influence on the development of physical abilities - the essence of this principle is that for the continuous development of physical abilities, external influences (tools, methods and forms) must go beyond the internal development of a particular ability. If there is no such correspondence, there will be a stagnation ("plateau") in the development of abilities. In the development of physical abilities, the "plateau" template methodology arises as a result of the

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violation of the principle of transient conformity and the development of abilities, the application of methodological methods lags behind.

The principle of connected influence is a principle based on the process of development of physical abilities and the interaction of movement skills and the ability to manage them. According to this principle, the effect of training should be consistent not only with the development of the necessary skills, but also with the ability to apply a specific exercise in the movement structure.

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