

PEDAGOGICAL FEATURES OF THE DEVELOPMENT OF PHYSICAL ABILITIES OF YOUNG STUDENTS

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Abstract. In this article, the works aimed at forming the skills and competencies of developing physical abilities of young students, the effectiveness of exercises are not only related to the organizational style of the pedagogical process, but also the information related to the individual characteristics of the students.

Key words: physical education, skills, exercises, practical skills, competence, physical abilities.

Answers to questionnaires were received in order to find out the opinions of physical education teachers about the use of exercises focused on military skills and qualifications.

16-19-year-old students used basic exercises, approachable and developmental exercises.

of the teachers reported that they do the basic exercises in lessons 1-3 and 4-6.

38% of teachers do pull-up exercises in 1-3 lessons. 47% in 4-6 lessons, 15% in 7-10 lessons, 58% of teachers in 1-3 lessons, 23% in 4-6 lessons, 19% in 7-10 lessons, 18% of teachers in 7-10 lessons. teachers in 1st grade, 12% in 4th-6th grade. 7% in 7-10 lessons, 32% of teachers used rope climbing exercises in 1-3 lessons, 27% in 4-6 lessons, 16% in 7-10 lessons, 12% of teachers in 1-3 lessons, 16% in 4-6 lessons, 6% commented on their deviation in 7-10 lessons [1,2,3,4,5,6,7,8,9,10,11,12,13].

36% of teachers do 60-meter running exercises in 1-3 lessons. 49% in 4-6 lessons, 15% in 7-10 lessons, 17% teachers in 1-3 lessons, 17% teachers in 4-6 lessons, 11% in 7-10 lessons, 34% teachers in 1-3 lessons, long jump exercises. 46% in 4-6 lessons, 17% in 7-10 lessons, 12% teachers in 1-3 lessons, 12% teachers in 4-6 lessons, 9% in 7-10 lessons, 41% teachers in 1-3 lessons, throwing exercises % of those who expressed an opinion that they pass in 4-6 lessons, 18% in 7-10 lessons.

24% of teachers teach cross-country running in lessons 1-3, 49% in lessons 4-6, 26% in lessons 7-10, 18% of teachers teach hurdles in lessons 1-3, 12% in lessons 4-6, 7% in lessons 7-10, 42% of teachers use 4x10 meter shuttle running exercises in lessons 1-3, 34% in lessons 4-6. 22% said that they will pass in 7-10 lessons.

From the answers given, it is clear that many teachers conduct basic exercises during lessons 1-3 and 4-6.

Basic exercises such as push-ups, barbell exercises, 100-meter run, high jump, and hurdles are not allowed in the gym. These exercises, which are basic, do not work well in this order. For the formation of movement skills and competence of students, exercises should be carried out during 8-12 sessions [14,15,16,17,18,19,20,21,22,23,24].

The skills acquired in the classes are essential. Different movement elements are analyzed by increasing the number of repetitions in the acquisition of movement activity.

It is clear from the given answers that teachers' answers about doing exercises are not scientifically based. If the exercises are performed effectively in each lesson, if the next number of lessons are repeated regularly with a certain interval, the learning of the exercises will be done quickly and a positive atmosphere will be created for it to be retained in the memory.

Any misappropriation of the conditions of performance of actions will lead to negative consequences. Long-term physical training between repetitions causes the elements created in the imagination to be forgotten.

developing military practical skills and related physical qualities of pre-draft students was developed and piloted at Angren Pedagogical College [25,26,27,28,29,30,31,32,33,34,35,36,37].

In the experiment, students' acquisition of practical military skills, skill-oriented exercises, growth dynamics of physical abilities were studied.

The formation of stable skills and competencies was taken into account when the exercises were conducted in 8-10 lessons.

In the standardization of exercises, it was approached on the basis of the following requirements: individual characteristics of students, functional readiness. attention was paid to the content and intensity of exercise.

Training in the control groups was conducted in a traditional manner based on the program of physical education lessons of the Republic of Uzbekistan I, II, III year. Twice-a-week physical education classes for technical school students do not allow for sufficient development and strengthening of military practical skills and qualifications of students, as well as physical abilities related to them. Therefore, extracurricular and independent activities were organized. At the end of the experiment, tests were taken from students to determine the effectiveness of exercises in different directions, and the results were determined [38,39,40,41,42,43,44,45,46,47,48].

Efficiency of development of physical abilities.

In our studies , the program developed for the development of practical military skills and qualifications for 16-19 -year-old students gave positive results.

The effectiveness of the experiment was determined using the final pedagogical tests.

The effectiveness of activities and exercises aimed at forming movement abilities, skills and qualifications depends not only on the organizational style of the pedagogical process, but also on the individual characteristics of students.

Effectiveness of strength development

1 6-19-year-old college students have performed exercises with small and large resistances in the development of strength skills.

Weight (resistance) limits	In one attempt recurrence number of possibilities	Severity (cardio-con narrowing of the vein number of beats/minute
The highest limit	1	190-200
Near the top (near the border)	2-3	180-190
Big	4-7	170-180
Medium size	8-12	160-170
Average	13-18	150-160
Small	19-25	140-150
Very small	Above 25	130-140

In this method, the main training effect is observed in the last movements, because it is in the last "exhaustion" attempts that many motor units are involved. In this case, the occurrence of fatigue is considered a mandatory condition. Repetitive stress methodology is not without some drawbacks. The main disadvantage of this method is determined by the following conditions [49,50,51,52,53,54,55,56,57,58,59,60,61]:

a) working "until exhaustion" is not acceptable in terms of energy expenditure, because the exercise is repeated many times.

b) the last, especially valuable attempts correspond to the background of exhaustion of the central nervous system. Conditional-reflector activity takes place successfully in the optimal state of the central nervous system. But despite this, the method of repeated training has a number of advantages. This method can be widely used, especially for students, in elementary sports and mass sports

The positive aspects of this method are as follows:

a) a high level of energy consumption, leading to a significant shift in the body's metabolism, is very useful for fitness training

b) when using the method of repeated tension, excessive tension is reduced, the possibility of controlling the movement technique is increased.

c) Unnecessary excitation magnitudes are reduced when exercising with small weights. This allows for the coordination of movements and prevents injuries [62,63,64,65,67,68,69,70,71,72,73].

In order to develop strength in students aged 16-19, using the method of repeated tension is possible only when the resistance values are at least 35-40% of the maximum value. In this case, large and medium-sized exercises are used. attempts consist of 4-7 or 8-12 repetitions. Using low-resistance range of motion exercises is usually ineffective. For example, a student is doing a handstand exercise while leaning on a gymnastic wall. When his strength increases and he can perform the exercise 10-12 times, it is necessary to make the exercise more difficult so that the student can perform the exercise only 4-7 times (for example, with a change of the initial position, leaning on the floor, etc.). The maximum tension method is mainly used by athletes who have sufficient training. In the process of training, it is done with weights that are close to the limit and the limit. These exercises are performed 1-2 times, maximum 3 times without emotional excitement. Such exercises, which are at the limit and heavier, are used almost once every 7-14 days [74,75,76,77,78,79,80,81,82,83,84].

The type of exercise does not play a leading role in the training of strength, because resistance values can be the same in this case. when the exerciser performs a barbell, kettlebell, or bodyweight exercise. However, when the methodical, organizational, pedagogical approach is different, the exercises will have their own characteristics. For example , exercises performed by lifting weights are universal, affect small and large muscle groups, and are moderately moderated. But since the initial conditions during the exercise are statically holding the load, the movement is mandatory. Equipment is difficult to move and requires special conditions.

Breathing is the most important component of strength training. A condition of holding the breath is observed during strong tension.

When performing strength exercises, it is recommended to follow the following methodological rules:

a) exercises related to maximum tension should last for a short time;

b) It is not recommended to give large amounts of exercise to beginners [85,86,87,88,89,90,91,92,93,94,95].

One of the unique features of strength training is the ability to selectively affect and develop certain muscle groups. It is known that the human body 600 rahas muscles in close proximity. These

muscles, divided into several groups, are divided into the following depending on their practical importance:

- a) writing muscles of the spine;
- b) flexor muscles of the spine and hip joint;
- c) writing muscles of arms and legs;
- g) large muscle of the chest.

Strength training is most effective when performed in the main part of the training. In practice, this is not always possible. Because at this time it will be necessary to solve other tasks of the lesson. For example: after strength training, there was a decrease in the efficiency of speed and exercise technique. Therefore, some strength exercises are forced to be given in the middle or at the end of the training. In this case, exercises that are not close to the limit were used with the tarory exercise method.

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