

Methodology of General Development Exercises for High School Students during Gymnastics Lessons

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ABSTRACT: The article describes the methodology of performing a complex of general development exercises for high school students during gymnastics classes.

KEYWORD: physical qualities, synchronicity, error correction, organizational-methodical instruction, assistance, walking, running, jumping, variation.

For the future of our country, the importance of physical education and sports in raising a healthy generation and bringing them to adulthood is very great. In recent years, physical education and sports have become an integral part of young people's lives.

From this point of view, ensuring the development of children's mass sports is one of the urgent issues of today is standing. Therefore, the decisions of the Cabinet of Ministers were adopted in order to create conditions for the physical and healthy upbringing of the future generation in our Republic, to attract children to regular sports activities, and to ensure the use of sports facilities.

President Sh.M. Mirziyoev emphasized the great practical importance of the ideals of spiritual perfection, physical beauty, fortitude and will, honesty and tolerance, friendship and brotherhood in the development of sports in our country, and in determining a healthy lifestyle in our society. emphasizes.

A series of presidential decisions aimed at raising the future generation to be physically healthy and well-rounded, intellectually mature people in our republic, promoting a healthy lifestyle among the population, revitalizing sports rehabilitation in our country, developing physical education and sports and government decisions were made.

It is important to carry out a complex of general development exercises during gymnastics classes of primary classes. Because it is important for the child to form an idea about the exercises he is doing, to form a conscious attitude about why he is doing the exercises and which body parts are being warmed up by the exercise. Including

1. Methods of informing participants about exercises. Depending on the tasks and conditions of the training, the teacher can use the following methods of information delivery: synchronous - to do everything at once. Completing the fragmented exercise by showing and speaking only.
- a) synchronous - the method of speaking during performance - pointing and speaking are performed simultaneously. The advantage of this method is that it allows you to create a more complete picture of the exercise in a relatively short time.

When performing high jumps, the synchronization is broken, so they are shown first, then the name is spoken.

- b) fragmented method of giving information about the exercise - showing and telling is done by talking about the exercise in parts. At the same time, those who engage in it perform it by receiving information. This method allows you to perform the exercises accurately, and when mistakes occur, correct them by talking during the performance.

In this method, it is necessary to show the exercise only in a visual form, since the explanation and demonstration of the exercise include both information about the exercise and telling at the same time.

The parts of the physical exercise and the number of counting of its execution may not be equal. Because rocking, springing and rocking exercises are only part of the information.

- c) the method of providing information by speaking only. Advantages: participants have a great interest in performing the actions in their own way, rather than imitating them.

This method is used both deliberately (from a pedagogical point of view) and out of necessity, when it is not possible to use other methods of information delivery (exercises with a gymnastic chair, pairs and other similar exercises).

- d) Information - explanation only by showing. Advantages: improving height in the form of a half-game, improving the quality of the exercises, helping to strengthen the interest of the participants in training. This method can be used in training with children.

2. Assistance to employees. The teacher helps the participants by explaining, counting, and showing in order to ensure that everyone performs the exercises accurately and at the same time.

At the beginning of the exercise, the teacher should start counting and repeat this exercise together with the participants 2-3 times, using one or another support method depending on the speed, content and quality of the exercise. .

3. Error correction. During the exercises, the teacher reminds about the requirements for the quality of their performance, encourages the participants to perform movements with high precision and large amplitude. If serious mistakes are made, and many trainees make this mistake, in this case, stop the exercise, explain the purpose of the exercise, explain that it is useless to do it in this way, and it will be necessary to repeat the exercises in a corrected version.

Sample exercises for the preparatory part and organizational and methodological instructions for their implementation are presented below:

1. Types of walking: simple, turning the toes out, bringing the toes in, on the toes, on the heels, etc. - from eight steps.
 2. Types of running: as usual, bend the legs forward, bend the legs back, sideways, bend the legs forward without bending the knees, bend the legs sideways, etc. - from eight steps.
 3. Variation of walking, running and jumping (changes): four steps forward and four jumps; the legs are stretched, crossed, at the same time with hands to the side, clapping above the head, putting on the sides and waist, stretching and joining the legs while moving;
- take two steps forward-squat with legs together-hands to the sides-stand up-hands down;
 - stepping with a swinging leg-jumping with both legs-jumping higher-landing position;

- walking and running with closed eyes. For attention: take a small step forward - turn right - take a small step to the left - turn left.

When performing exercises, it is necessary to effectively use different positions of the hands - to the sides, up, at the waist, behind the head, on the shoulders, and circular movements.

4. General development exercises of the preparatory part, when choosing URM, it is necessary to fully use the possibilities of the influence of these exercises. It is important to select exercises that allow you to achieve the lesson goal in a short way. The following are recommended for sorting and performing them:
 1. When choosing exercises, choose movements based on their maximum effectiveness, not on the basis of easy change.
 2. Choose the exercises, paying attention to their compatibility with the movement activity in the main part of the lesson.
 3. It is appropriate to choose the exercises taking into account the age and physical culture of the participants, as well as their experience in sports.
 4. In the complex of exercises, assuming that the main actions are always performed in the same place or at different times, it is necessary to take into account the change in the intensity of the exercise (energy share), note the orientation of control, and coordination complications.
 5. In exercises aimed at flexibility, it is necessary to take into account that antagonists decrease as the number of repetitions on one side increases or holds the position.
 6. It should be taken into account that if the position is held for a long time, the ability to perform it is formed much faster.
 7. In order to ensure more efficient execution of exercises, it is recommended to include exercises with control landmarks (mandatory control) in the set of exercises.

The following general methodological and organizational instructions are used to conduct the preparatory part of the lesson, and it is desirable for the teacher to have the following theoretical and methodological knowledge in order to fulfill the requirements for conducting the preparatory part of the lesson:

1. use of different methods of informing participants about exercises;
2. providing assistance;
3. correction of errors;
4. placement of participants on the field.

Depending on the tasks and conditions of the lesson, the teacher can use different methods of explanation:

The simplest, simplest method.

In this case, the demonstration of the exercise is carried out at the same time as its telling. This method is convenient for any group of participants, and it provides a convenient opportunity for the teacher to explain the purpose of the exercise, to describe it, and to demonstrate it.

A method of dividing exercises into parts.

In this method, the teacher shows and explains the exercise in parts and invites the participants to perform it along with the demonstration. Demonstration ensures that each part of the exercise is performed accurately.

Method of using words (speech).

17	ISSN 2690-9626 (online), Published by "Global Research Network LLC" under Volume: 3 Issue: 10 in Oct-2022 https://grnjournals.us/index.php/AJSHR
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The teacher does not show the exercise, but mentions it or talks about it. This method of explanation activates attention and allows students to exercise independently. During classes with children of preschool and school age, the teacher performs exercises with story telling. Children express the story through actions based on their imagination and movement experiences.

A way to show the execution of the exercise without using words.

The teacher demonstrates the exercise to the participants without telling them the name. After the demonstration, he is limited to giving the necessary commands to start and finish the exercise. The teacher only suggests to the students to follow his actions. In this method, the teacher counts the entire complex or part of it without speaking until the end. This method can be used when dealing with contingents of different ages. But it gives good results in training with children. The peculiarity of the method is that it is used in a game style. Children try hard to imitate the actions of the teacher.

Help.

In order for the exercises to be performed clearly and harmoniously, the teacher helps those who are engaged in telling, demonstrating and counting the exercises.

Error correction.

Usually, most of the exercisers make mistakes while performing one or another exercise. In these cases, the teacher should quickly take measures to eliminate mistakes. Sometimes he mentions the mistakes made without stopping the exercise. In this case, it is appropriate to give instructions in accordance with the pace and rhythm of the exercise being performed. If many practitioners make mistakes, it is appropriate to stop the exercise and make appropriate adjustments. This method of correcting errors allows the teacher to tell the students in detail about the purpose of this exercise and the consequences of making mistakes.

Placement of workers on the field.

In many cases, the ability of the participants to perform the exercise independently depends on their location on the field. Despite the fact that the left wing of the column is a convenient place for the teacher to demonstrate the exercises, standing in this place does not always give results. It is advisable to regularly change the presenters in the column, regardless of their height. It creates the same environment for all participants in the group, and creates conditions for the formation of leadership skills. In the same sense, changing the positions of the participants by performing exercises by turning the group to the right, to the left, facing each other in rows and columns, makes the training or lesson the same. prevents it from slipping.

Based on the above, we should note that the preparatory part of the gymnastics class prepares the participants mentally, physically, and, in general, functionally, to solve the main movement tasks of the class. As a rule, it serves to prepare for full or partial use of reserves of mental and physical capabilities for physical work of a certain content. "Ideomotor" (20) prepares our organs and systems for specific activities.

One of the main shortcomings of teachers in the process of increasing the effectiveness of gymnastics classes and improving the physical fitness of students in secondary schools is noted as one of the main shortcomings.

The analysis of the known literature shows that the authors have different opinions on the individual approach to students in gymnastics classes: one group of them shows the implementation according to the indicators of puberty, while the second group of children shows the difference in the vital capacity of the lungs. through, the third group was recommended to approach according to the growth of physical abilities. In our opinion, we believe that a high result can be achieved if a personal (individual) approach to boys and girls is taken into account, taking into account their physical fitness and temperament types and their properties.

1. What is the main role of the subject of gymnastics in the curriculum of general education schools, is it the physical education of the student during academic training as a subject of gymnastics, or the physical education of the student as a general education, theoretical knowledge of his culture whether it should be given or not, the existing literature on the subject has not found its expression.
2. Solving the general private tasks set for the educational process is not solved in one planned lesson, as in other general education subjects, but in several consecutive lessons. A number of lessons are necessary before the emerging competence becomes a skill.
3. The material and technical support of the training place has a direct impact on the educational value of the lesson. The positive influence of non-standard classroom equipment on the process of education and upbringing is currently neglected in regional schools.
4. The structure of the gymnastics lesson - its impact on the education and training process in the lesson is largely ignored in practice. Lessons in five of the six schools monitored in our study are focused only on mastering the technique of movement activity. Physical education is not understood as the main task of teachers to provide theoretical knowledge.

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