

METHODOLOGY FOR DEVELOPING PHYSICAL FITNESS OF GYMNASTS**Mamatkulov Mirzaolim Haydaraliyevich**

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Annotatsiya: Ushbu maqolada yosh gimnastikachilarning jismoniy tayyorgarligini rivojlantirish masalalari yoritilgan bo‘lib, o‘tkazilgan tadqiqot ishlari natijalari tahlili keltirilgan hamda xulosa tavsiyalar ishlab chiqilgan.

Kalit so‘zlar: jismoniy tayyorgarlik, maxsus jismoniy tayyorgarlik, tayyorgarlik davrlari, jismoniy sifatlar

Аннотация: В данной статье освещены вопросы развития физической подготовленности юных гимнасток, проанализированы результаты проведенных исследований, даны итоговые рекомендации.

Ключевые слова: физическая подготовка, специальная физическая подготовка, тренировочные периоды, физические качества.

Abstract: This article covers the issues of developing physical fitness of young gymnasts, analyzes the results of the conducted research, and makes final recommendations.

Key words: physical training, special physical training, training periods, physical qualities

INTRODUCTION

Gymnastics can use a wide variety of physical exercises. They help to solve the task of comprehensive physical education of a person. In this case, any movement exercises can be used, taking into account the pedagogical tasks and the psychophysiological characteristics of the organism. In gymnastics, it is possible to carry out measures to exert a certain influence by performing relatively precisely selected exercises. Gymnastics, depending on the structure of the organism, can carry out measures to exert a certain influence by performing relatively precisely selected exercises designed for a specific function. Methodological methods characteristic of this sport allow to influence certain organs and muscle groups of the body through physical exercises, as well as to develop various physical qualities.

In this sport, it is possible to establish a relatively clear standard of physical load: various exercises are used taking into account the level of the person practicing, and the correctness of these exercises and their effect on the body are strictly taken into account.

In order to enhance the emotional strength and educational effect of gymnastic exercises, increasing aesthetic feelings, and to ensure musicality, poignancy and expressiveness of movements, it is advisable to use music during gymnastics exercises.

In the educational process, the ability to assess the capabilities of each person is developed, and the general laws of motor activity are studied. This is done through the correct distribution of training sessions, the widespread use of analysis and synthesis of movements, the combination of learned movements with each other to perform new movement exercises, and the study of various physical exercises.

This type of sport has special tools for implementing educational tasks: it requires the precise execution of movement exercises according to previously agreed conditions; it has a strict order of training regulations, a special method of organizing the educational process. It is aimed at the conscious and independent execution of movements, the development of creative initiative. All this serves to educate discipline, perseverance, and helps to strengthen will and character.

Thus, gymnastics methods are used to solve general physical training problems, apply physical exercises in accordance with the age and level of training of those involved, and allows for the successful implementation of health and educational and educational tasks.

LITERATURE ANALYSIS

The growth of sports results aimed at early specialization and the improvement of training processes of young gymnasts pose the question of the need for a system of control of training types in large and small cycles of training and plans for increasing the effectiveness of future training tools. At the initial stage of preparation, it is necessary to clearly implement the issues of the development of movement qualities and the qualitative sequence of mastering the exercises in the program. This problem is relevant in all types of sports, as well as in gymnastics, which is considered a sport aimed at early specialization (Rozin Ye.Yu., Smolevsky V.M., Menkhin V., etc.).

Analysis of the state of the problem mentioned in this sport testifies to the insufficient level of its full scientific development. Until now, the main attention was paid to the issues of special and technical training. The distribution of training facilities in all-around gymnastics, the content of training, the periods of exposure of young gymnasts to the “specialized” training period have not been studied sufficiently fully.

There is a clearly defined beginning and end of the training periods. All this is due to the growing popularity of the Olympic Games, the expansion of their medal winning and program programs, the professionalization of big sports, the intensity of the load, the increase in the volume and intensity of the loads, the growth of the skills of participants in major competitions, the introduction of new effective tools into the training methods and equipment, the improvement of all types of training of highly qualified athletes, the improvement of sports equipment, the expansion of the calendar of international competitions, the improvement of the skills of coaches and athletes, the creation of scientific sports centers and training bases.

RESEARCH METHODOLOGY

The purpose of the study is to improve the physical fitness of young gymnasts: to analyze the literature on the special physical fitness of young gymnasts and to scientifically substantiate the developed complex for the development of special motor training of 5-7-year-old gymnasts and determine its effectiveness in pedagogical experience.

During the study, scientific and methodological literature analysis, pedagogical observation, pedagogical experiment, testing, and mathematical statistical methods were used.

RESULTS AND ANALYSIS

The developed complexes are aimed at increasing the motor training of gymnasts and have a positive effect on sports and technical results. As a result of the research, significant adjustments were made to the normative part of the gymnastics curriculum for 5-7-year-olds. However, it should be taken into account that the body of children of this age is not yet fully formed and is weaker than that of adults in many indicators.

During the special training period, 2 main tasks are set:

- development of special physical qualities on the basis of improving general physical fitness;
- mastering very complex elements and combinations associated with fine coordination of movements and the emergence of high-level physical qualities.

The timing of pedagogical control and training over a year is given in the proportion of time spent on general, special movement, technical, etc. training.

The statistical characteristics of the results of physical fitness of young gymnasts of the control and experimental groups at the beginning of the experiment are presented in Table 2. These data show that the values of the coefficients of variation calculated based on the results of the test subjects of the control and experimental groups for all the studied control exercises are characterized by a very close relationship (these indicators range from 10.91% to 15.89% in NG and from 10.80% to 15.87% in TG), and this The basis of the experiment indicates that at the beginning of the experiment, subjects with almost the same level of preparation were taken, which means that the pedagogical experiment was organized correctly.

Results of physical training of young gymnasts of the control and experimental groups

Control exercises	Results					
	TG	NG	TG	NG	TG	NG
	\bar{X}		σ		V,%	
2x10 m. max run (seconds)	10,36	10,24	1,52	1,46	14,67	14,26
20 m un (seconds)	8,89	9,34	1,39	1,45	15,64	15,53
Long jump (cm)	137,64	134,48	14,86	14,67	10,80	10,91
Pull-up on the horizontal bar (times)	4,33	3,96	0,55	0,49	12,70	0,49
Pull-up on two parallel bars (times)	9,63	8,74	1,42	1,27	14,75	14,53
900 leg raises hanging on the gymnastic wall (times)	6,13	6,74	0,84	0,9	13,70	13,35
Hanging angle hold on the wall (seconds)	10,84	11,26	1,72	1,79	15,87	15,89
Sitting forward bend (cm) (sm)	3,97	4,38	0,58	0,65	14,61	14,84
Bridge (cm)	42,49	41,68	5,86	5,56	13,79	5,56

The analysis of the presented data showed, first of all, that the values of the coefficients of variation determined by the end of the pedagogical experiment for all studied control exercises, both in NG and in TG, changed positively compared to the beginning of the experiment, and there was a tendency for a positive change in the arithmetic mean values in all tests studied in both groups.

At the same time, it was observed that the corresponding indicators in TG were much higher and more statistically reliable than the relative changes in the statistical characteristics determined in the tests during the pedagogical experiment. In particular, 2x10 m. maximal run (s) in NG increased by 9.7% TG 19.7%, 20 m. run (s) NG by 10.3% TG 20.8%., long jump (cm) NG by 8% TG 22.4%, as a result of the tests, TG indicators increased significantly compared to NG.

CONCLUSION

The developed set of exercises was used in the training of young gymnasts, and as a result of the experiments, the statistical characteristics of the test results in the NG and TG at the beginning and end of the experiment, as well as the statistical reliability of their changes during the pedagogical experiment, assessed on the basis of the critical values of the “Student distribution”, also showed that the changes in the TG were quite reliable. Fourth, out of the 9 tests studied in the NG, only three (long jump, hanging leg raises on the gymnastic wall to 900 and bridge standing exercises) showed a low level of statistical reliability ($R < 0.05$), while the

changes in the rest were statistically unreliable ($R > 0.05$). In the experimental group, the changes in all the tests studied were observed to be good ($R < 0.01$) and high ($R < 0.001$) levels of statistical reliability.

The significantly higher and statistically significant positive changes in the average relative growth in each test and group in the experimental group compared to the control group are confirmation of the effectiveness of significant adjustments to the normative part of the training program in the experimental group and the proportionality of the time allocated to general, special movement, technical, etc. training types.

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