



Methodological Principles of Development of Physical Qualities of Young Gymnasts

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ABSTRACT

The article describes the technology of developing the physical qualities of gymnasts as an example of the methodology of using exercises that have a combined effect on special physical and technical training.

Keywords:

Jumping, sitting, hanging, throwing, exercising on gymnastic shells, leaning, simple grip, swinging while leaning, swinging forward, standing up while swinging forward.

The experience of sports practice shows that the traditional methods and tools used in the training of athletes can lose or weaken their effectiveness at a certain stage of the long-term training process. As a result, sports results and physical and functional capabilities are likely to stop progressing. It is natural for such a situation to arise. Because the ability of the body to adapt to loads is not unlimited, it gets used to traditional loads, specialized special exercises are not "able" to increase sports skills.

In the decree of the President of the Republic of Uzbekistan No. PF-5924 "On measures to further improve and popularize physical education and sports in the Republic of Uzbekistan" In order to form a person, the need to define priority directions aimed at gaining skills and knowledge of the population in the field of physical education and sports, to introduce innovative forms and methods to the process of selecting (selection) of talented athletes, and to identify talented athletes from among the local youth It is envisaged to develop and introduce an effective and transparent four-stage system of selection (organization-district (city)-territory-republic)

Based on the analysis of scientific and methodical literature, pedagogical observations and interviews with specialist trainers, it can be

concluded that the development of special physical qualities suitable for the coordination characteristics of gymnastic all-around exercises in young gymnasts from the initial training stage is of great practical importance.

It is advisable to use special physical training equipment that is close to or suitable for the content and characteristics of competition exercises. The study of the methods and means of developing the physical qualities of gymnasts shows that many athletes, after reaching the 1st rank and the candidate level of master of sports, according to some indicators of training, weakly mastered quality and movement skills (elements) in the previous stages) there are cases of return to. It takes a lot of time. Although some athletes have sufficient physical fitness, they perform a number of elements that are not technically complex with their arms bent (in modern gymnastics, all elements are performed in a written position) or they cannot maintain the "gymnastic figure" in the final part of the element. Statistical results show that 80-90% of talented gymnasts cannot rise to the level of a candidate for master of sports. Only some athletes reach the level of sports mastery.

Studying the physical fitness of young gymnasts shows that in their training, the

exercises used in accordance with the nature of competition exercises and the principle that affects physical and technical training are not sufficiently expressed. Exercises based on this principle are usually used by trainers at much later stages of training. In the application of special exercises, the main attention was paid to training the qualities of muscle movements that "write" and "bring" (to the initial position) the arms and legs.

The volume (hours) of preparatory exercises and special exercises for gymnastic all-around types, which are included in the weekly microcycle training sessions of young gymnasts, increased in waves throughout the week. The exercises used in the preparatory part of the training are explained by their relevance to the multi-sport exercises planned in the main part. For example, if the main part of the training is planned for exercises performed on the bench and horizontal bar, then in the preparatory part of the training, flexibility and quick-strength exercises are used for these exercises, and so on. It takes 10-15 minutes to perform sets of exercises, which makes it possible to return these sets 2-3 times. It should be noted separately that all exercises are performed in a playful manner. For example: "Who can raise his leg correctly for a long time", "Who can jump from the gymnastic bench to the center of the drawn circle", etc.

In the main part, physical exercises specific to these exercises are performed before performing the exercises related to multi-sport types. These exercises should be in harmony with the characteristics of competition exercises.

Each set of exercises is performed 2 times - with a 2.3 minute rest interval. Gymnasts are offered to perform a set of exercises once again after the exercise.

In the final part of the training, gymnasts perform slow-intensity exercises that develop general physical fitness.

A total of 30-40% of time is spent on general and special physical training exercises. Every 2-3 weeks, the level of development of physical qualities is evaluated with the help of control exercises.

Observations have shown that trainers mostly use the method of pedagogical observation when assessing the physical fitness of young gymnasts in the initial training stage. Such a situation leads to a special pedagogical experience with the help of general physical exercises and special physical.

1 Table

Average indicators of MHT and technical skills of young gymnasts belonging to the control and experimental groups in the pre- and post-experimental periods

MHT and TM indicators	Before the experiment		After the experiment	
	Control group $\bar{X} \pm \delta$	Experimental group $\bar{X} \pm \delta$	Control group $\bar{X} \pm \delta$	Experimental group $\bar{X} \pm \delta$
Special Strength Endurance (score)	5,76±1,57	6,35±1,36	6,57±1,86	8,30±1,47
Speed-strength training (score)	5,74±1,16	5,37±1,08	6,12±1,37	7,35±0,99
Flexibility (score)	6,41±1,56	6,51±1,01	6,18±1,23	7,01±1,18
Coordination ability (score)	5,52±0,82	5,54±0,64	6,10±0,50	6,91±0,69
MHT indicator (score)	5,90±0,84	5,95±0,60	6,20±0,84	7,29±0,71
Technical skills in all-around (score)	102,22 ±2,40	102,65 ±2,86	102,78 ±1,38	105,38 ±1,91

As can be seen from the image in the table, indicators of physical fitness were expressed with high priority only in the experimental group.

The gymnasts of the experimental group were also superior in the preparation of special movements specific to individual types of gymnastics (Table 2). These training indicators did not change reliably in the control group and had a low significance ($T_{pr}=7.2\%$ to 10.3%), while in the experimental group the growth dynamics changed in a reliable direction ($T_{pr}=9.9\%$ to 35.7%).

Through gymnastics classes, it is aimed at raising physical qualities in children of primary school age, harmonious development of all organs and systems of participants, improving their health, increasing vital activity, and forming the correct stature and movement functions in children of primary school age.

In order to develop physical qualities in children through gymnastics, it is necessary to teach them physical qualities from an early age. It is especially suitable for children starting from kindergarten age. For a child, age 7 is a turning point in his life. This period is called the improvement period. Up to the age of 14, there is a period of active development of the motion analyzer. The development of 13-14-year-olds reaches a high level.

In biological factors and pedagogical factors:

1. Maturity of the motion analyzer.
2. Age characteristics of the brain shell and neuromuscular apparatus.
3. Biological maturity.

4. Anseparation phenomenon.

Pedagogical factor:

1. Teaching physical exercises.
2. Education of physical qualities.
3. Evaluation of the main parameters of the movement.
4. To increase the perception of the vestibular analyzer with the help of special exercises.

Physiological data confirm the rapid development of the function of the cortex of the large hemispheres and especially the differentiation inhibition (the ability to distinguish similarities and differences between different movements) as children grow older.

The function of the cortex of the large hemispheres is better developed in adolescents aged 13-14 than in children aged 8-9 and 10-12.

It is necessary to take into account biological factors in the formation of movement functions of children and adolescents. However, motor maturity does not automatically occur with age. It develops and improves in close interaction with environmental influences and activity regime.

The first component of the pedagogical factor is teaching movement activity. Movement functions of children and adolescents occur through movement activity, and movement activity depends on the reserve of conditioned reflex connections with the performance of movements.

The second component is the level of development of physical qualities. The better the physical qualities are developed, the more successfully the movement skills and movement functions are formed.

It is necessary to develop all physical qualities in children evenly, at the age of 7-10 years, it is necessary to pay more attention to the development of individual movement speed, volitional qualities and agility, from the age of 11-13 years, to the development of quick strength, at the age of 15-16 years.

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