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DEVELOPMENT OF SPEED QUALITIES OF PRIMARY STUDENTS WITH THE HELP OF STANDARDIZED SPECIAL EXERCISES

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Annotatsiya. Ushbu ishda boshlang‘ich sinf o‘quvchilarining jismoniy tarbiya darsida va darsdan tashqari shakllarida tezkorlik sifatini rivojlantirish vosita va usullari haida izlanishlar olib borilgan. O‘quvchilarning harakat ko‘nikmalarini shakllantirish maqsadida darsdan tashqari jismoniy tarbiya shakllarida me’yorlashgan mashqlar majmuasi ishlab chiqilgan va amaliyotga tadbiq etilgan.

Kalit so‘zlar: Jismoniy mashq, tezkorlik sifati, jismoniy tarbiya shakllari, harakat ko‘nikmasi.

Аннотация. В данной работе проведены исследования по средствам и методам развития скоростных качеств учащихся начальных классов на уроках и во внеурочной форме физического воспитания. В целях формирования двигательных навыков учащихся разработан и внедрен в практику комплекс нормированных упражнений во внеурочной форме физического воспитания.

Ключевые слова: Физические упражнения, скоростные качества, формы физического воспитания, двигательные навыки.

Annotation. In this work, research was conducted on the means and methods of developing the quality of speed in primary school students in physical education lessons and extracurricular activities. In order to form students' motor skills, a set of standardized exercises in extracurricular forms of physical education has been developed and implemented in practice.

Keywords: Physical exercise, speed qualities, forms of physical education, movement skills.

INTRODUCTION. Physical education classes in general secondary educational institutions are carried out in accordance with the approved program. This classical form of education is complemented by various innovative methods of physical education that have already been developed and proposed by specialists in the field of physical education, as well as approaches. An analysis of the current school physical education program, as well as the experience of sports coaches and researchers in the field of developing physical qualities, shows that school physical education teachers do not always fully use all their available opportunities in using physical education and sports means and methods, and there are positive experiences in organizing physical education classes at school. As a result, it does not allow the physical capabilities of children of junior school age to be fully formed. One of the main tasks of a school teacher is to form the comprehensive physical development of the student's personality. For this, it is necessary to develop his physical qualities comprehensively and harmoniously. In addition to such physical qualities as strength, endurance, flexibility, the student must have the ability to subtly differentiate his movements in direction, amplitude, time and degree of muscle tension. Current data indicate a decrease in the motor activity of students of the middle level of education. Scientists believe that the main reasons for this situation are the lack of motivation among schoolchildren for physical education classes, the insufficient development of methodological approaches to organizing the educational process, and the tools and methods of physical training. This determines the relevance of our topic.

LITERATURE ANALYSIS AND METHODOLOGY

Physical education, like other academic disciplines, is aimed at the formation of certain qualities of students based on the widespread use of innovative methodologies. Physical education classes

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based on the model curriculum, as a mandatory form of physical education, ensure sufficient motor activity of students. Many years of research have shown that in physical education classes, both students with a high level of physical fitness and those with a low level of physical fitness cannot fully realize their potential. The full development of schoolchildren is almost impossible to achieve without active physical education classes. Extracurricular activities acquire new relevance in the context of the introduction of state educational standards, since this is a mandatory form of physical education for **schoolchildren** is a reserve that allows achieving a new quality of education. Extracurricular activities are inextricably linked with educational activities and are built on the principle of voluntariness and personal interests of students. Due to the use of extracurricular activities, it becomes possible to take into account the requirements and individual abilities of students. However, today in physical education, a contradiction is emerging between the need for society to have physically healthy, prepared children and the insufficient methodological support of the educational process in physical education, as well as the need for the education system to contribute to the preservation and strengthening of children's health and the real situation of students in secondary schools. The pedagogical process should take into account age characteristics, and the physical education process should be built in such a way that it is aimed at the harmonious development of physical qualities. Due to the early start of education, the general acceptance of school-age children increases, which reduces the age restrictions for sports activities, which are best carried out through the game method. An invaluable advantage of outdoor games is that they can be used at any stage of the educational process.

RESEARCH PURPOSE: to develop an effective methodology for developing the agility of primary school students through standardized physical exercises.

Research objectives:

to study and analyze scientific and methodological literature on the problem of developing the agility of primary school students;

to develop a standardized set of exercises aimed at developing the agility of primary school students;

to substantiate the effectiveness of the set of physical exercises developed to develop the coordination abilities of primary school students in practice.

RESEARCH RESULTS AND DISCUSSION

One of the most important physical qualities is speed - the ability of a person to perform physical movements in given conditions, in a minimum time interval, therefore, one of the first in school, it should be given special attention in physical education lessons.

Speed has long been associated with a person in a number of movements and other qualities that allow him to perform movements in various situations in a short time. This includes, first of all, the ability to respond to emergency situations requiring quick motor reactions; Secondly, the ability to provide short-term body processes that directly affect the speed of movement. At the age of 7-10, the opportunities for the formation of speed movements are especially high, especially by increasing their frequency and speed. A significant increase in the maximum running speed in this age range is associated with the natural development of the speed of movement. The formation of the motion analyzer occurs, the most important locomotor activity begins. All this indicates the need to start training speed precisely at this age period. According to scientific research, primary school students quickly master the coordination of movement activities in agility exercises. The growth of physical fitness of older children, the acquisition of movement techniques depends on how the educational work of primary school teachers and the teaching of the main types of movements in physical education are organized and to what extent they are mastered by students.

The educational process was carried out in both the experimental and control groups according to a general plan, the focus of which was on the development of the quality of agility of students. The total volume of loads in the groups was the same.

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In the control group in physical education lessons, exercises to develop the ability of agility of students were carried out in accordance with the program.

In physical education lessons, a standardized set of physical exercises aimed at developing the quality of agility, proposed by us for students in the experimental group, was additionally used. Training sessions on the development of students' agility were mainly conducted using various standardized physical exercises.

The rest interval between exercises is determined by the teacher (30-60 seconds). In total, 1 special game and 2 physical exercises are performed, the rest interval between which is 30-60 seconds.

Pedagogical experiment methods are of particular importance in research. Pedagogical experiment is a method of complex nature, since it involves the combined use of observation, conversation, interviewing, conducting questionnaire surveys, and creating special situations. Compared to methods, it allows for a deeper understanding of the nature of the relationship between pedagogical influence factors, conditions and results, to compare the effectiveness of various factors or dimensions in the structure of the process, and to select their best combinations for these conditions.

Experimentation allows us to determine the necessary conditions for the implementation of a certain set of tasks using familiar tools; to identify the features of the process in new conditions; to determine the true relationships between events not only qualitatively, but also quantitatively. All this determines its large place in the group of pedagogical research methods. In our research, a number of repetitions of the initial and main pedagogical experiments were conducted in specific conditions of the educational process. In the main pedagogical experiment, the effectiveness of our developed approach to improving the professional skills of physical education and sports personnel, enriching their content and teaching methods was tested.

According to the methodology developed by us, we performed two exercises (15 seconds each) according to the circuit training method, with a rest interval of 30 seconds between them and 1 minute between exercises, the duration of this method is 4 weeks, 3 lessons per week. The circuit training complex includes the following exercises (see Fig. 1):

Exercise 1. Running in place (at the signal, the test subjects try to touch their knees to the rubber band alternately as often as possible, which should be hung horizontally at a right angle to the subject at hip height).

Exercise 2. Jumping on a rope (on cue, the subject tries to jump on two legs as much as possible).

Exercise 3. Bending and straightening the body in a lying position (on cue, the subject tries to bend and straighten the body as much as possible from the initial position, while bending the knees).

Exercise 4. Running with the palms of the feet touching the thighs (on cue, the subject tries to touch the palms of the feet to the thighs alternately as often as possible).

Exercise 5. 3x10 m. shuttle run (starts from a high start with the body facing forward).

Exercise 6. Jumping up from a sitting position (jumping up from the D.H., jumping with the body completely straightened).

Exercise 7. Writing with arms bent, leaning on the ground.

Exercise 8. 10 m. run (from a high start).

When evaluating the data obtained on the development of agility in 9-10-year-old students of the experimental and control groups (see Table 1), an increase was observed in three of the four indicators and results when comparing the initial and final indicators of the pedagogical study.

Table 1

Analysis of learning outcomes of students in the experimental and control groups at the beginning and end of the experiment (x ±δ)

Control exercises	Control group		Experimental group	
	September	March	Sentyabr	March
30 m. run, s	5,2±0,06	5,1±0,4	5,3±0,05	4,9±0,07

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60 m. run, s	9,4±0,16	9,3±0,15	9,5±0,13	9,2±0,12
3x10 shuttle runs, s	10,8±0,12	10,8±0,09*	10,9±0,11	10,5±0,2
10 m. run, s	2,3±0,08	2,2±0,1	2,4±0,08	2,1±0,07

In the 30-meter run test, the average result of the control group at the beginning of the study was 5.2±0.06 m.s, and after the retest at the end of the study, the result improved to 5.1±0.04 m.s. As a result, the average result of the students in the control group increased by 0.96%. No significant increase in performance was observed. The average result of the experimental group was 5.3±0.06 m.s, and after the retest at the end of the experiment, the result improved by 4.9 ± 0.07 m.s. As a result, the average result of the experimental group in this test increased by 6.03%. In the 60-meter run test, the average result of the control group at the beginning of the experiment was 9.4±0.16 m.s. After a retest at the end of the study, it was found that the result improved to 9.3±0.15 m.s. As a result, the average result of the students in the control group increased by 0.8%. At the beginning of the study, the average result of the experimental group was 9.5±0.13 m.s., and after a retest at the end of the experiment, the result improved to 9.2±0.12 m.s. As a result, the average result of the students in the experimental group on this test increased by 3.6%.

In the “3x10 shuttle run” test: At the beginning of the experiment, the average result of the control group was 10.8±0.12 m.s., but after a retest at the end of the study, the result improved to 10.8±0.09 m.s. At the beginning of the study, the average result of the experimental group was 10.9±0.11 m.s., and after the retest at the end of the experiment, the result improved to 10.5±0.1 m.s. As a result, the average result of the experimental group students on this test increased by 3.5%. In the “10 m. run” test: At the beginning of the study, the average result of the control group was 2.3±0.08 m.s. At the end of the study, after the retest, the result improved to 2.2±0.1 m.s. The average result of students in the control group increased by 3.49%. At the beginning of the study, the average result of the experimental group was 2.4±0.08 m.s. At the end of the study, after the retest, the result improved to 2.1±0.07 m.s. As a result, the average result of students in the experimental group on this test increased by 12.7%.

CONCLUSION. Currently, there are a lot of different teaching methods for developing the quality of agility. The traditional classification involves the following types of training: verbal, working with sources, visual, practical (experimental). However, this approach currently does not satisfy students. Therefore, in recent years, ways to improve the effectiveness of personnel training are being sought. One of the promising areas, especially for primary school age, is the introduction of modern tools and methods into the educational process. Here, the use of educational materials Due to its special organization, the activity of students is stimulated. Thus, in order to increase the interest of students in the lesson during physical education lessons, it is necessary to standardize physical exercises based on individual characteristics and apply them in practice, and to involve them in the lessons as much as possible in learning their rules. The following movement games, game tasks and exercises can be recommended to develop the quality of agility: “owl”, relay race, “fallen stick”, “shooters”, “runners”, etc.

In this work, we studied methods for increasing the level of agility of 9-10-year-old junior schoolchildren. These include various means and methods aimed at developing the body's ability to overcome significant external resistance during the fastest possible movements, as well as during acceleration and deceleration of the body's muscles. Adhering to the laws and principles of the training process, we theoretically substantiated the method for developing the quality of agility of 9-10-year-old students, and a specially standardized set of physical exercises based on different accelerations based on the interval method was developed and put into practice.

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