



The Sequence of Movement in Teaching Gymnastics Exercises

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Abstract

This article provides a summary of the sequence of movements in teaching gymnastics.

Keywords: gymnastics, exercise, stage, consistent, teacher, expression, experience, observation, sign.

The process of teaching gymnastic exercises consists of the consistent activity of the teacher and the student, and this activity is determined by the expression of the tasks at each stage of the training and the learning conditions: 1. At the beginning of the training, the teacher introduces the student to learn a new he should determine how ready he is to master the exercise. For this, the teacher: • takes into account the experience and personal characteristics of the student in the process of learning the exercises; • observes the behavior of the student, talks with him and evaluates his state of learning and mood at the same time; • it is necessary to have the results of medical observations of the student in order to obtain information about the level of possibility of the student's functional systems; • selects control tasks to evaluate one of the student's physical fitness qualities (agility, flexibility, quickness, strength, endurance) and assigns a task to repeat previously familiar exercises similar to newly performed exercises. 2. The teacher draws up a plan based on comprehensive information about the student and knowledge of new exercise techniques, chooses teaching methods and methods. 3. The teacher introduces the student to a new exercise. This is where the direct communication between the teacher and the student for the purpose of forming movement skills begins. For this purpose, the teacher: • determines the general task of the exercises to be taught in the future; • plans and specifies tasks and requirements for the student; • the student shows similarities to the new movement from among the techniques mastered during the previous exercises; • shows the student's strengths and weaknesses; • makes a plan for mastering new exercises. 4. Further tasks of the teacher and the student will be aimed at creating an imagination in the student with the help of showing, explaining, showing the structures of movement in models and other related methods. The mastering of new exercises by the teacher and the student in this way creates the basis for the quick and correct implementation of movement tasks. 5. After that, the teacher should offer the student to perform the exercise as follows: • imitate the action or individual elements of the exercise; • perform the exercise at a low speed, helping to distinguish some parts of the movement; • repeat the movement in maximum easy conditions - on the trainer. Such activity helps to supplement information about exercise technique with certain muscle sensations (with the help of movement information). 6. When the student exercises during the training, the teacher: • monitors the performance of the actions, helps the student using various methods, monitors the results of the assigned tasks and, if necessary, corrects it while performing the exercises given to the students or the next should give instructions about the assignment. The main task in this period is to timely correct the errors that occur during the exercises. Errors can be caused by the following: unclear perception of movement techniques, inconsistency of students' subjective evaluations of their movements with their sense of movement; incompatibility of the student's ability with the complexity of the exercises to be performed; that mastered exercises have a negative effect on performing a new exercise; not



showing enough courage and determination during the activity, etc. Different teaching methods are used depending on the specific situation to correct primary and secondary errors. The activity aimed at perfect learning of the exercise is manifested in bringing the basic technical movements to an automated level, performing the exercises independently and technically correctly. 7. In order to learn and improve the technique of performing exercises, the student continues to perform the mastered exercises independently under the guidance of the teacher.

Gymnastics. The methods of teaching exercises are extremely diverse. The following are some of the most effective and commonly used methods in teaching practice. Methods that create and clarify the idea of movement technique: a) the teacher should communicate with students the performance of exercises through speech, talk, explain, discuss and use other forms. Education is more effective and effective only when every word is clear and figurative, and phrases are short and understandable. can manage; b) showing visual aids (drawings and pictures, tables, videos, soft wire and other models of the human body, multiplication pictures, etc.), showing an athlete performing an exercise, using various exhibitions (see below) necessary; d) copying the elements of the exercise technique in a pictorial form in a drawing, showing the movements of the athlete's body by the trainer, describing the movement technique verbally or in writing, re-depicting some parameters of the movement with the help of technical means, this athlete it helps to quickly learn exercises that are new to him and to solve the formation of movement skills, which is the main task of teaching.

By teaching methods, it is necessary to understand the choice of specific ways to solve the tasks. Different teaching methods can be divided into groups. The first group of teaching methods: • the oral method is one of the universal methods that allow students to control the teaching of a new exercise during the lesson. In this case, the use of gymnastics terms is of particular importance, because with the help of terms, it is possible to make the teacher's impact on students clear and concise; • the method of providing information about movement techniques, performing exercises by the demonstrator, showing visual aids, audio and video materials, giving conditional signs, some parts of the movement, the amount, the way the student performs the elements of movement technique is represented by. These training methods are mainly aimed at creating and defining the idea of the basics of exercise techniques and can be used throughout the training process. The second group of teaching methods: • integrated training methods, which implies performing the studied movement in a complete way. In this case, it is necessary to ease the conditions of performing exercises, to use additional means of support and stretching, to reduce the height of the equipment, to perform the movement on the trainer, to simplify the initial or final position (for example, to perform the body lift in a low squat with the help of a trainer). may be at the expense of; • auxiliary exercise method (one of the similar types of holistic exercise method), which is similar to the main exercise in terms of content, but at the same time is an independent exercise, which involves the complete execution of a previously learned movement (for example, writing the body in a solo lifting on one leg and leaning on it serves as an auxiliary exercise); • the divided training method consists in separating the entire movement technique into some parts and pieces and after mastering each of them, performing it again as a whole. This artificial division of the exercise into parts is done in order to facilitate the conditions for learning the main activity; • the method of solving specific movement tasks is a variant of the split training method, which is represented by the selection of training tasks with certain elements of the movement technique (for example, now beginner athletes need to land on the ground to learn to cross the leg and lean jump they learn to crawl, run, squat, and then "bridge" one after the other). These teaching methods allow students to get information about the exercise and learn the basics of the movement technique being studied. In addition, they help to get an idea of the composition of the movement, as well as to correct any mistakes that may occur. The third group: the standard training method, this method is represented by independent performance of the movement in order to strengthen



movement skills under training conditions; • the changing training method is associated with the following difficult conditions: misleading signals (noise, extraneous sounds, etc.), changes in the surrounding conditions (unusual placement of equipment, changes in lighting, etc.) , being given an unexpected instruction to perform a certain task, changing the place of the exercise in the combination, performing the exercise when tired or overexcited; • the game and competition method of teaching implies that students compete with each other or feel responsible for achieving a certain result from the action. These training methods provide an opportunity to achieve stability of movement skills. The fourth group consists of programming methods that make it possible to choose the right tactics for teaching a new movement and an effective form of organizing the learning process. Algorithmization of the training process is one of the advanced types of programming.

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