



BASIC METHODOLOGICAL PRINCIPLES OF TEACHING GYMNASTIC CLASSES TO CHILDREN

Kamola Khakimjanova

Teacher of TSPU, Physical education and sport

Dilfuza Achilova

Student of second year of TSPU, Physical education and sport

Abstract: In this article, one of the main stages of teaching gymnastics, which is the queen of sports, is about teaching methods, training procedures and their proper organization during the school period, which is one of the main periods. data are cited.

Keywords: Gymnastics, training, sports field, equipment, rehabilitation, method, appropriation

Introduction

Gymnastics classes are usually held in specially equipped gymnasiums or on open fields. Gymnastics classes are planned to be held in the following halls. For public schools and online schools: Halls must have additional rooms for equipment, instructors' rooms, changing rooms (for men and women), as well as showers and toilets. They should be in convenient places. For higher educational institutions.

Gymnasiums should have special equipment and inventory for practicing the main sports and other types of gymnastics. The amount of equipment is determined by the number of people working in the hall. It takes into account the content of the training, the category of participants and the approximate number of small groups. Hygienic requirements for the use of halls also apply. The hall and its auxiliary rooms must be constantly swept and cleaned.

Usually, the temperature in the gymnasium is maintained at 18-20 degrees. Air humidity is around 50-60%. The level of light falling from the windows should not be less than 1.5 parts of the floor level. The dressing rooms are next to the hall. They also need to be cleaned regularly. Every day, after each training, the floor is wiped with a rag and once in 1-2 weeks it is thoroughly collected.

The gymnastic ladder is used for URM and climbing, its height is 320 cm, the distance between the posts is 100 cm.

Gymnastics is used to perform ladder climbing and climbing exercises. According to it, 5 m is 48 cm wide. The diameter of the stairs is 3.5 cm, the distance between the rails is 25 cm.

The gymnastic bench is used for group exercises such as URM exercises, balancing exercises, push-ups, etc., as well as for exercisers to relax. Its length is 4 m, width is 24 cm, height is 30 cm.

The climbing rope is hung on the ceiling beams or on special elbows. Its thickness should be 4-6 cm, and its length should be comfortable to hold by hand.

Hoops are usually hung in school halls, sometimes on ceiling beams, in high halls.

Their hanging place is 5.5 m above the floor. The people themselves are 2.5 m above the floor, and the distance between two people is 50 cm.

Mine to shake feet. The height is 160 cm, the width is 36 cm, the handles are symmetrically installed at intervals of 40-45 cm, the height of the handles is 12 cm from the surface of the mine, and 120 cm from the floor.

Mine (horse) to jump. Its dimensions will be similar to a mine with a handle. The height of the skirt from the



floor is 110-150 cm, for women it is 110 cm.

Kozyol. It is placed transversely or horizontally at a height of 100 cm to 160 cm. Height 60 cm, thickness 40 cm.

Bruces. A) men's parallel bars are 350 cm long, installed at a height of 160-170 cm from the floor, and the interval is 42-62 cm.

b) women's blouses (of different heights) lower wood 130-150 cm, upper wood 190-249 cm high; the distance between the logs is 43-55 cm.

The uprights, reinforced with turnbuckles, consist of a 28 mm diameter polished iron rod, fixed horizontally. Depending on the content of the training, the height of the barbell can be set at different heights from 120 cm to 240 cm.

Before training, it is absolutely necessary to clean the places where each piece of equipment will be locked. the size of the free training ground (carpet) is 12x12, and it has a rotating white border. Jumping bridge is used for exercises in singles and bars. Its height is 12 cm, width 60 cm, height 120 cm.

Gymnastics is used to perform individual balance exercises. Its length is 5 m, thickness (from bottom to top) is 16 cm, the width of the upper and lower surfaces is 10 cm. The surface should be flat and non-slip. It is 120 cm high from the floor. For initial training, a pastrad is used 50 cm high or a low singlet placed on the floor at all.

The development of sports equipment and the teaching of first aid also contribute to the growth of general skills.

Employees must comply with the following rules.

1. The equipment installers are instructed to carefully prepare for the training session and then collect it, transport the equipment in special carts so as not to damage the floor.
2. Careful use of magnesia, after the end of the training, the participants clean the iron rod of the bar, the wood of the bars, the rings, the handles of the mine from magnesium, and wipe the beds with a cloth.
3. Storage of equipment and injectors in special rooms or other places.
4. They should sweep the hall every day, wash the floor, walls, windows, shelves, doors, etc. with hot water, and regularly clean the soft surfaces (acrobatic carpet or skirt, free exercise polo, etc.) with pilesos.
5. During breaks between classes, they must wipe the floor with a wet cloth and ventilate the hall.

When entering the hall:

- a) walking in the hall only in a gym suit and slippers.
- b) to clearly follow the teacher's instructions during training, to help his friends;
- c) learn safety rules, self-protection methods;
- d) it is necessary to hang a rule reminding people to ask permission only from the student when entering and leaving the hall.

In order for the educational process to be effective, the equipment must be placed in compliance with safety regulations. Study units (small groups) should be placed in such a way that they can quickly pass from one type of training to another, but not interfere with others.

The form, dimensions, elasticity and location of the points of attachment to the floor of the gymnastic equipment intended for the competition must be in accordance with the norms established by the rules: even if the equipment used in mass competitions in secondary schools and lower teams is used ladi, but they must be solid without damage.

The requirements of international standards have been adopted for the main competitions. Equipment for small competitions can be customized according to requirements.

- **Conditions for mastering gymnastic exercises.** The first condition. The first condition for the



successful organization of training in gymnastics is to determine the level of physical fitness of students. The student's capabilities are evaluated based on the following indicators:

- readiness to master the exercises, the size and expression of the exercises to be mastered, some difficulties in learning movement, the presence of the student's movement experience similar to that of new exercises;
- physical fitness (the level of maturity of decisive qualities in learning a new technical movement);
- the level of development of mental qualities (students' courage, determination, resistance to long-term nervous tension).

The nature of assessment of the student's ability to learn exercises depends on what exercises he is learning at the time. Gymnastic exercises are extremely diverse, so determining the capabilities of a student may vary in each specific case when a new movement is being learned.

The second condition is to create a training program based on the analysis of the movement structure and knowledge of the student's personal characteristics. The training program is written in the form of an algorithmic task, a drawing or a network program. As the technique of performing exercises becomes more complex, the effectiveness of the training program increases.

The third condition is skillful management of the process of mastering a set of exercises. The teacher does this based on the analysis of the student's activity and the selection of commands and control tasks that clarify it.

The fourth condition is the availability of appropriate conditions and training tools for effective and correct performance of the exercises. This includes the following: training place (classroom, hall, playgrounds), main and auxiliary equipment, methodological teaching tools (tables, pictures, film-videos, forms of the human body, educational techniques and methods methodological plans), technical equipment includes film, photo and video cameras, measuring devices and goniometers, dynamometers and other instruments, tape recorders, VCRs, dictaphones.

Didactic principles of teaching. The didactic principles of teaching in the organization of the educational process in gymnastics are the main activity guide.

The principle of awareness and activity. Gymnastic exercises place great demands on athletes' physical movement and willpower. The principle of consciousness and activity in the process of mastering new exercises requires students, first of all, to learn to understand the movement, to be interested in the task and to cultivate a creative approach.

In order for them to consciously learn movement skills in the process of studying, it is necessary to teach the participants the following:

- evaluation of the results of one's activity;
- describe movement technique using different (oral, drawing, written repetition) methods;
- overcome various difficulties associated with mastering a new movement;
- keeping a daily notebook and making plans for mastering exercises;
- to help the teacher organize the training and help his friends to learn the movement.

The principle of demonstrability. In order to make teaching demonstrative, the trainer uses the following tools and methods:

- demonstrate the perfect performance of the movement, show film and photo materials, pictures, tables and sample models;
- to verbally describe the details of the technique of some movement tasks and compare them with other movements;
- use of additional tools (patterns in phase, vocal accompaniment to movements, slow lifting and hand touching);
- to show the technique of the exercise or its elements being studied on exercise equipment, human body



samples, etc.;

- creating a special, attentive feeling of movement as a result of stopping and showing individual situations, imitating, performing with the help of a coach and other facilitated actions.

- ***Facilitation principles require that trainees be given tasks that match their strengths. Otherwise, students will not be interested in classes. However, the principle of ease does not completely negate the need to train athletes to overcome difficulties.***

- ***The teacher should continuously study in depth what the students are capable of, their possibilities of mastering specific exercises. For example, in order to perform a large rotation in solo, the student should know that it is necessary to be able to perform several other exercises, to have enough strength in his hands, and to have developed many physical qualities, such as courage and determination. The presence of such qualities in a student is a measure that shows that this exercise is easy for him.***

- ***The principle of ease is closely related to the rules of didactics from known to unknown, from easy to difficult, from simple to complex.***

- ***The principles of permanence are as follows:***

- ***that there is a certain consistency in studying the process of action;***

- ***to regularly improve movement techniques and learn new exercises to develop the ability to solve various movement tasks;***

- ***implies alternating work and rest during the teaching process in order not to extinguish the diligence and activity of students.***

Teaching methods. 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. First group teaching methods:

- the oral method is one of the universal methods that allows students to control the teaching of new exercises 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 conveying information about movement technique, performing exercises by the demonstrator, showing visual aids, audio and video materials, giving conditional signs, some parts of the movement, the way to perform the elements of movement technique by the student 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:

- ***integral training methods, it implies performing the movement being studied as a whole. In this case, easing the conditions for performing exercises, using additional means of support and protection, lowering the height of the equipment, performing the movement on the trainer, simplifying the initial or final position (for example, performing 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 and involves the complete execution of a previously learned movement (for example, the body in a solo standing up on one leg and leaning on it for writing 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 divided training method, which is represented by the selection of training tasks with specific elements of the movement technique (for example, now beginner athletes jump to the ground to learn to cross the legs and lean they learn landing, running,***



landing 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 an effective form of organizing the correct educational process of teaching a new movement. Algorithmization of the training process is one of the advanced types of programming.

- Algorithmic tasks involve dividing the educational material into parts and teaching the students one after the other in a strictly specific order. The right to move to the second part is given only after the first part of the educational tasks is completed. The following requirements are set for the preparation of assignments:

- assignments or parts of the educational material should clearly show the expression of each activity, should not be left to chance when choosing them, and should be understandable to those for whom it is intended;

- tasks of algorithmic type can be created both for one activity and for repetition of activities similar in terms of content;

- all learning tasks should be interrelated and consistent in terms of increasing complexity.

According to the assignment, the order of studying parts of the educational material is determined depending on the relationship between them. The repetition of each task of an algorithmic task is aimed at solving a specific goal.

For example, in order to successfully perform the learned movement activity, it is necessary to have exercises that develop the necessary physical qualities, in the first repetition of educational tasks. The second repetition of educational tasks should include exercises designed to master the initial and final states of the beginning and end of the movement activity being studied.

The first and second repetition of educational tasks can be mastered at the same time or at different times. The third iteration of learning tasks involves the implementation of basic actions. For example, in order to master the forward lunge on double poles, the student must be able to perform lunges and forward lunges to the required height.

The fourth repetition includes learning tasks related to the assessment of performance in some parts depending on space, time, and muscle tension. The amount of differentiation and the level of accuracy depends on the complexity of the exercise being studied.

The fifth repetition of training tasks includes auxiliary exercises. After completing the repetitions of the educational tasks, the movement is studied as a whole in a simplified environment (on a trainer, with the help of a teacher, using technical tools, etc.). Active control of the learning process is created by monitoring how well tasks are performed while learning each learning task.



Conclusion

When it is impossible to use the holistic teaching method or it is ineffective, it is necessary to use an algorithmic task. This type of task is usually used to learn technically complex exercises.

References

1. Khakimdjanovala, K. (2023). The laws of speech development of preschool children. *Science and innovation*, 2(B3), 365-367.
2. Хакимджанова, К. В. (2023). Maktabgacha ta'lim jarayonida tarbiyalanuvchilarda jismoniy tarbiya mashg'ulotlarining nazariy asoslari. *TDPU ilmiy axborotlari*, 2(3), 21-28.
3. Kamola, K. (2022). Theoretical foundations of physical education in preschool education. *Евразийский журнал академических исследований*, 2(2), 52-55.
4. Khakimdjanovala, K. B. (2022). Features of play activities for 5-6 year old children. *Journal of exercise physiology*, 1(3), 115-119.
5. Khakimdjanovala, K. B. (2022). Growth and development of preschool children. *American journal of social and humanitarian research (AJSHR)*, 1(1), 265-270.
6. Radjapov, U. R., Хакимджанова, К., & Sh, J. (2022). Boshlang 'ich sinf o 'quvchilarida harakatli o 'yinlar orqali barkamol insonni kamol toptirish g 'oyasining pedagogic ahamiyati. *Ученый XXI века*, (9 (90)), 43-50.
7. Nuraliyevich, E. J., & Bakhadirovna, K. K. (2021). Consume of information and communication technologies in the physical development of children in preschool education. *Academica: an international multidisciplinary research journal*, 11(1), 281-284.
8. Khakimdjanovala, K. B. (2021). Physical development of preschool children through moving games. *Best young scientist-2021*, 1(1), 40-42.
9. Radjapov, U. R., Хакимджанова, К. В.(2021). Maktabgacha ta'lim muassasalarida tayyarlov guruh tarbiyalanuvchilarda jismoniy sifatlarini milliy harakatli o'yinlar orqali rivojlantirishni didaktik ahamiyati. *Образование и наука в XXI веке*, 20(11), 986-993.
10. Radjapov, U. R., Khakimdjanovala, K. B. (2021). The role of physical education in improving the health of women of the republic of Uzbekistan. *Ustozlar uchun*, 3(1), 162-165.
11. Хакимджанова, К. Б. (2021). Ўргатиш босқичларининг асосий йўналиши ва хусусияти. *Студенческий вестник*, (5-4), 30-32.
12. Khakimdjanovala, K. B. (2020). Pedagogical characteristics of ability. *Фанларни ўқитишда инновацион методикалар*, 1(1), 285-288.
13. Radjapova, U. R., Khakimdjanovala, K. B. (2020). Interdependence of form and content of exercise training. *Amaliy lingvistika va adabiyotshunoslik muammolari*, 1(1), 216-219.
14. Гимнастика и методика преподавания, В.М. Смолевского, Издание 3-е, Переработанное и дополненное, МОСКВА, "ФИЗКУЛЬТУРА И СПОРТ", 1987г.
15. Гимнастика. Методика преподавания Под общей редакцией В.М. Миронова 978-985-475-578-6, Беларусь 2013 г., 335-с., учебник
16. Журавин М.Л., Меньшикова Н.К. Гимнастика. М., «Академия», 2009.
17. Кун Л. Всеобщая история физической культуры и спорта. М., «Просвещение», 1992.
18. "Pedagogical characteristics of ability" К. В. Khakimdjanovala 2020
19. Kamola, K. (2022). THEORETICAL FOUNDATIONS OF PHYSICAL EDUCATION IN PRESCHOOL EDUCATION. *Евразийский журнал академических исследований*, 2(2), 52-55.
20. Growth and development of preschool children К. В. Khakimdjanovala 2022

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 3, March, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



21. Nuraliyevich, E. J., & Bakhadirovna, K. K. (2021). Consume of information and communication technologies in the physical development of children in preschool education. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(1), 281-284.