



DEVELOPMENT OF COORDINATION ABILITIES THROUGH THE PERCEPTION OF SPACE AND TIME IN YOUNG RHYTHMIC GYMNASTS

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Annotation

Based on the analysis of the existing definitions of the concepts of "coordination abilities", the article reveals their types in rhythmic gymnastics, which are classified as special motor abilities and specialized perceptions or "feelings".

Keywords: requirements, development, rhythmic gymnastics, coordinated, turn, practice, evaluation, experiment, analysis

Introduction

Due to the active development and modernization of rhythmic gymnastics, the search for new methodological approaches to determining the content of training sessions is relevant and timely. This is also due to the fact that the existing system of training gymnasts does not fully meet modern requirements: there are no clearly developed methodological approaches to taking into account the features of age-related development of children aged 9-10 years in the training process, and the possibilities of a differentiated approach to determining the content of training sessions are not always realized. According to I. A. Viner, rhythmic gymnastics belongs to a group of highly coordinated sports. Competitive exercises in rhythmic gymnastics consist of a number of complex movements: turns, balances, slopes, waves and flips, jumps, which are combined with a variety of subject work, which requires athletes to have a high level of preparation in all types of training.

The pedagogical experiment was conducted on the basis of Andijan specialized Children's and Youth Sports School in gymnastics. The experiment involved two groups of 9-10-year-old girls engaged in rhythmic gymnastics, 20 people each in the experimental and control groups. Both groups were engaged in a program developed in accordance with the requirements of the standard of sports training in the sport of rhythmic gymnastics. In the control group, mainly traditional training tools were used, and in the experimental group, along with traditional tools, specially designed sets of exercises were used to develop the coordination



abilities of the student with subjects. Special exercises were developed taking into account spatial, temporal and strength characteristics.

Material and Methods

Control measurements of the level of development of coordination abilities were carried out twice, at the beginning (February 2019) and at the end (April 2021). The organization of the pedagogical experiment was carried out in four stages: Stage 1 – theoretical (February, 2019) – at this stage of the study were reviewed scientific and methodological literature, the goal and objectives of the study obtained information on each student, the evaluation of test results of the experimental and control groups at the beginning of the experiment, the girls 9-10 years engaged in artistic gymnastics, developed a special set of exercises for the development of coordination abilities of DIF items and dance exercise with the subject.

Stage 2 – practical (October 2019 – may 2020) – during this period, tested the application in the educational process in the training phase of the special complex of exercises for DIF items (ball, clubs, Hoop, rope), carried out an interim evaluation of the test results of the experimental and control group of the experiment, the girls 9-10 years engaged in artistic gymnastics.

Step 3 – practical, (September 2020 – April 2021) – during this period, tested the application in the educational process of educational-training phase reinforced compound exercises DIF items (ball, clubs), the control evaluation of the test results of the experimental and control group at the end of the experiment, the girls 9-10years engaged in artistic gymnastics.

Assessment of the level of physical fitness was carried out based on the results of testing, which was conducted 2 times: September 20202020, April 2021. r.

Research Methods

The following methods were used to solve the research problems:

- ❖ analysis of scientific and methodological literature;
- ❖ pedagogical supervision;
- ❖ educational experiment;
- ❖ pedagogical testing;
- ❖ methods of mathematical statistics.

The analysis of scientific and methodological literature allowed us to identify the anatomical and physiological features of children aged 9-10 years, to define



coordination abilities, to reveal the main means and methods of developing abilities, to reveal the essence of the methodology for developing coordination abilities. This method was used at the initial stage of the study and served as a theoretical basis for the application of complex physical exercises in practice. The analysis of scientific and methodological literature was carried out on the theory and methodology of physical education, methods for improving the level of technical training of girls aged 9-10 years engaged in rhythmic gymnastics, the development of coordination abilities in sports activities in general and in rhythmic gymnastics in particular. Theoretical literature, special methodological literature, scientific articles, etc. were analyzed. Rhythmic gymnastics is improving more and more from year to year, and coaches and teachers conduct research, actively search for solutions to the problem, experiment privately, but do not publish the results. Therefore, trainers and teachers have a lack of methodological information on the development of coordination abilities of girls aged 9-10 years engaged in rhythmic gymnastics and mastering complex elements in rhythmic gymnastics.

Pedagogical observation made it possible to identify the positive impact of the use of special sets of physical exercises in the training process, to assess the condition of students during training.

A pedagogical experiment was conducted to determine the effectiveness of the applied set of exercises aimed at developing coordination abilities in 9-10-year-old girls engaged in rhythmic gymnastics. The experiment consisted of the following: the control group trained according to the traditional, generally accepted method, and the content of the training sessions of the experimental group additionally included special exercises aimed at developing the coordination abilities of girls engaged in rhythmic gymnastics, 40 minutes per day once a week. At each year of training, special exercises are combined into 3 sets of 10 exercises each, depending on the specifics of their implementation:

Complex # 1 – OFP exercises with objects (clubs, ball), Complex # 2-OFP exercises with objects separately and simultaneously (skipping rope, hoop), Complex # 3-OFP exercises with two objects at the same time (clubs, ball).

Each set includes exercises aimed at displaying temporal, spatial, and strength characteristics.

Example of a set of exercises # 1 OFP with objects (clubs, ball):

1. Straight and cross running on the back and stomach with the rotation of clubs.



I. p. - Lying on your back, hands with clubs to the sides; raise your legs and shoulder blades by 30 degrees, run (straight, cross) and simultaneously rotate the clubs. Dosage: 30 seconds each.

Method of instruction: Knees straight, feet taut, intense leg movements, elbows straight, rotation of pins parallel to the arm.

I. p. - Lying on your stomach, hands with clubs to the sides; raise your legs and shoulders by 30 degrees, run (straight, cross) and simultaneously rotate the clubs. Dosage: 30 seconds each.

Method. Directions: Knees straight, feet taut, intense leg movements, elbows straight, rotation of pins parallel to the arm.

Pumping of the legs with the rotation of the mill.

I. p. - Sed, legs stretched out in front of you together, arms with clubs straight up. Pumping the right and left legs with the execution of the mill above the head.

Dosage: 16 times each.

Method. Directions: Keep your knees straight, feet taut, back straight, leg raised as close to your head as possible, elbows straight, fists together.

Vertical spin holding with mill rotation.

I. p. - Lying on your stomach, hands with clubs to the sides, feet shoulder-width apart; lifting the torso to an upright position, hands with clubs up, perform 8 technical movements of the mill above your head, go down to the starting position. Dosage: 8 times.

Method. Directions: Knees straight, feet taut, elbows straight, body raised as high as possible.

Lifting the torso and alternately lifting the legs with a throw from under the feet

I. p. - Lying on your back, arms along the torso, one mace in your right hand, legs together; we perform simultaneous lifting of the torso and right leg, throwing the mace under the leg from the right hand to the left, lowering to the starting position. We do the same with the left foot. Dosage: 32 times.

Method. Directions: Keep your knees straight, feet taut, back straight, and throw and catch with straight hands.

Rise to the "boat" position with a small alternate throw of clubs.

I. P.-Lying on your back, legs together, hands with clubs in front of you. We lift the torso and legs to the "boat" position, alternate a small throw with the right and left hands, and lower ourselves to the starting position. Dosage: 32 times. Method. Instructions: Knees are straight, feet are stretched, legs are not spread apart, throws with clubs are performed with straight hands.



Exercise "briefcase" with a batting ball.

I. p. - Lying on your back, the ball is in straight hands at the top.

We lift the torso to the sed position, the ball is up, the fold is forward, the ball is beaten in front of us, the sed position is up, we return to the starting position.

Dosage: 32 times.

Method. Directions: Knees straight, feet taut, legs together, back straight in the saddle and crease position, elbows straight.

Lifting the torso and passing the ball to and from the legs.

I. p. - Lying on your stomach, legs together, straight arms with the ball in front of you. We lift the torso and arms up at the same time bend the legs at the knees, pass the ball to the legs, lower it to the starting position, the ball is in the legs, then we lift the torso and arms up at the same time bend the legs at the knees, pass the ball to the hands, lower it to the starting position, the ball is in the hands.

Dosage 32 times.

Method. Directions: Knees straight, feet taut, elbows straight, perform with maximum amplitude.

Lift the "corner" position with rolling the ball.

I. p. - Lying on your back, legs together, straight arms with the ball at the top. We lift the torso and legs to the corner position, roll the ball over the legs from the feet to the hip, stretch our arms up, return to the starting position.

Dosage:32 times.

Method. Directions: Knees straight, feet taut, elbows straight, rolling smooth.

Bend back on your knees with the ball rolling on the floor.

I. p. - Kneeling, naked shoulder-width apart, hands with the ball straight up. We perform a backward tilt with the ball to the floor, roll the ball forward between the legs, lift the torso to the starting position, catch the ball in front of me. Dosage: 32 times.

Method. Directions: Feet taut, hips upright, elbows straight, incline to maximum amplitude.

Tilt to the "crease" position with the ball balanced on the neck.

I. P.-Sed, legs forward, hands with the ball straight up.

We perform a tilt to the crease position, roll the ball over the hands to the neck, take the hands to the sides, hold 8 counts, lift the torso to the starting position, roll the ball over the back, catch the ball behind the back. Dosage 8 times.

Method. Directions: Knees straight, feet taut, legs together, elbows straight, back straight, rolling smooth.



Methodology for applying special exercises in the first year of study.

Sets of special exercises for girls aged 9-10 years were held once a week (Sunday), performed by students completely in the main part of the lesson according to the following scheme:

1 half-year

B during the first half of the year, a special set of exercises was included once a week in the main part of the lesson.:

Sunday-set of exercises #1 (40 minutes).

2nd half of the year

In the second half of the year, the main part of the class additionally included a special set of exercises No. 2, performed twice a week:

Saturday – set of exercises #1(40 minutes); Sunday-set of exercises #2 (40 minutes).

When performing special exercises, students should pay special attention to the correctness of their performance in accordance with the set pace and rhythm. The pace and rhythm of performing special exercises in general tend to increase, but may vary at each training session depending on the tasks set.

Methodology for applying special exercises in the second year of study.

In the second year of the experiment, a set of special exercises No. 3 was developed for the development of coordination abilities simultaneously with two subjects, one club and a ball (Appendix No. 3), but in the first month, tasks of the set of exercises No. 1 were performed once a week (Sunday) to gradually take shape after the holidays.

1 halfyear . In the first half of the year, special sets of exercises were included in the main part of the class twice a week:

Saturday – set of exercises #3 (40 minutes); Sunday – set of exercises # 2 (40 minutes).

2 Polugodie.

Conclusions

Thus, the positive results of the experiment indicate the correctness of the chosen directions in the work on improving the effectiveness of the development of coordination abilities in girls aged 9-10 years engaged in rhythmic gymnastics. Therefore, it is planned to continue this work, develop new exercises and complexes, and look for new approaches to improve the effectiveness of the training process.



The assumption of the hypothesis experimentally confirmed the fact of the positive influence of the methodology used by us for the development of coordination abilities in girls of 9-10 years old engaged in rhythmic gymnastics, which made it possible to improve the indicators of control standards and speed up the process of learning complex coordination exercises at the training stage.

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