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EFFICIENCY OF THE METHODOLOGY FOR DEVELOPING THE MOTOR QUALITIES OF SCHOOLCHILDREN IN SPORTS LESSONS

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ABSTRACT
The article presents the results of a pedagogical experiment on the introduction of the author's methodology of accentuated physical education classes with a training focus on the basis of pedagogical testing, annual monitoring of the level of physical status of children aged 6-7 years with their comparative analysis and correlation between analyzed indicators.

Keywords: Accented classes, monitoring, motor fitness, standard, correlation, test, functional training.

Introduction

Improving the quality of education is one of the urgent problems of the Republic of Uzbekistan, the solution of which is associated with the modernization of the content of education and the optimization of pedagogical technologies in the organization of the educational process. (5.7)
The process of physical education in general education schools provides for the creation of the basis for basic physical training of schoolchildren, the formation of a fund of motor skills and abilities in order to experimentally substantiate effective means, forms and methods of educating physical qualities.
To address the issues of intensification of the process of physical education, many authors (1.2.3.6) suggest using selective physical activity during sensitive periods for the development of motor abilities in children starting school.
At the same time, according to a group of authors (4.8.9.11), primary school age is the most favorable period for a targeted impact on the development of the physical status of children.
The annual monitoring of the motor fitness of children who entered the school revealed their low level of physical status, which determined the conduct of research on the experimental substantiation of the methodology of focused classes on the development of lagging motor qualities using a block -modular training system.
In order to solve the tasks set, it seemed interesting to analyze the data on the physical development of students in the first year of schooling. The organization of the experiment was based on the scheme of comparative pedagogical research with the participation of control and experimental groups, where children of the first grade of two secondary schools took part, and the results are presented in Table 1.

Table 1. Indicators of physical development of children in the first year of schooling

Age years	N	body length (cm)	body weight (kg)	OGK (cm)
Girls				
6	26	111.5 ± 4.6	19.8 ± 1.9	56.8 ± 3.9
7	32	117.8 ± 4.9	22.7 ± 1.7	62.1 ± 3.3
boys				
6	24	114.6 ± 5.6	20.6 ± 2.8	56.4 ± 3.9
7	27	118.2 ± 4.7	21.9 ± 2.4	58.1 ± 2.8

With the children of the experimental group, daily lessons of physical culture were conducted by graduate students who are in teaching practice at this school, where the author's program was introduced in the educational process, focused on improving the lagging motor qualities of children, and the monitoring of indicators of children's physical fitness was carried out throughout the academic year after graduation. every quarter.

During the period of the experiment , the level of somatometric characteristics of children in the experimental group increased significantly by a statistically significant level. Thus, the body length of children , which reflects the nature of the formation of the child's body, tends to increase annually, with girls showing an increase of 6.3% ($P < 0.01$), and boys by 5.6% ($P < 0.01$) .

Comparative analysis with the data obtained by M.S. Khaziakhmetova (10), body length in girls at 6 years is less by 4,7 см, but by the age of 7 this figure decreases to 3,2 см., in boys at 6 years this difference was 0,4 см., by 7 years - 0,6 см.

Body weight in girls by the age of 7 increases in relation to 6 years on average by 2,5 кг($P < 0.01$), in boys by 1,3 кг($P < 0.01$).

The circumference of the chest increased in girls from 56,8 смto 62,1 см. and amounted to a difference in 5,3 см, ($P < 0.01$), in boys it significantly increased by 1,7 см($P < 0.01$).

It is known that the basis of all conditions that stimulate the development of the child is pronounced muscular activity and movement.

Increasing the level of motor fitness of the younger generation is one of the urgent tasks of physical education. Without knowledge of the initial levels of development of the motor abilities of a growing organism, it is impossible to evaluate the results of targeted pedagogical influences and plan the process of improving the motor qualities of children.

To determine the motor fitness of children in the first year of schooling , they were monitored by quarters during the school year, where the battery of tests was borrowed from the state standards for physical education and pedagogical testing of the main indicators of motor fitness was carried out, the results of which are presented in tables 2 and 3 .

An analysis of the initial results showed that 30 мthe boys overcame the distance on average in 6.6 ± 0.6 sec, girls in 7.2 ± 0.5 sec. It should be noted that physical education lessons were conducted by graduate students who are in teaching practice at this school and carried out the implementation in the educational process of the developed author's program of focused classes on improving the motor qualities of children.

When analyzing the physical quality of agility, assessed according to the test shuttle run 3 x 10m. the initial result in boys was 9.9±1.3 sec., in girls 10.9±0.6 sec. Conducted focused activities allowed to significantly improve the results in boys by 5.1%, in girls by 6.3%

Table 2 **Motor readiness of boys aged 6-7**

No.	Tests	H E T IN E R T AND									
		I		II		%	III		%	IV		%
		$\bar{X}$	σ	$\bar{X}$	σ		$\bar{X}$	σ		$\bar{X}$	σ	
1	Running 30 м. With	6.6	0.6	6.5	0.4	1.6	6.4	0.2	3.1	6.3	0.3	4.6
2	jump with \m, cm.	105.1	26.7	107.4	26.3	2.2	1 1 8 .2	26.6	2.7	1 2 0.8	26.1	5.2
3	pull- ups number of times	11.7	2.3	12.3	2.2	4.9	13.8	1.9	1 5 . 3	15.2	3.2	22.1
4	Throwing a tennis ball, m.	14.1	4.0	14.7	4.2	4.1	15.9	4.3	11.4	16.8	6.1	16.1
5	Flexion and extension of the arms number of times	6.9	1.9	7.1	1.6	2.9	8.4	1.4	17.9	8.5	1.9	18.9
6	Shuttle run 3x10 m.s	9.9	1.3 _	9.8	1,4 _	1.1	9.6	1.8 _	3.1	9.4	1.8 _	5.1

Table 3 **Motor readiness of girls 6-7 years old**

No.	Tests	H E T IN E R T AND										
		I		II		%	III		%	IV		%
		$\bar{X}$	σ	$\bar{X}$	σ		$\bar{X}$	σ		$\bar{X}$	σ	
1	Running 30 м. With.	7.2	0.5	7.1	0.6	1.4	6.8	0.7	5.6	6.7	0.6	7 . 1
2	Long jump s \ m, see.	99.2	11.0	102.1	10.9	2.9	112.4	11.7	11.8	114.6	11.9	13.5
3	Throwing a tennis ball	10.4	3.4	11.6	3.2	10.4	12.8	3.9	18.8	13.6	3.5	23.6
4	Flexion extension of the arms, number of times	4.0	1.1	4.3	0.9	7.0	5.1	1.2	21.6	5.2	1.1	23.1
5	Shuttle run 3x10 m.s.	10.9	0.6	10.8	0.7	1.0	10.4	0.6	4.6	10.2	0.7	6.5
6	Raising the torso number of times	7.3	3.1	7.6	2.8	4.0	9.1	3.2	19.8	9.2	3.2	20.7

After the end of the second quarter in the group of boys, the speed qualities tended to slightly improve by 0.1 seconds (1.6%) ($p > 0.05$). In girls, the improvement was 1.4%.

Throughout the third quarter, where lessons in athletics and games mainly prevailed, the indicators of speed capabilities in children increased significantly, in boys, on average, up to 6.4 ± 0.2 seconds. (3.2%), and in the group of girls up to 6.8±0.7 sec. (5.6%).

Repeated studies at the end of the school year revealed that the speed capabilities of children significantly improved in boys by 4.6% and girls by 7.1%.

When assessing the speed-strength capabilities of children based on the results in long jumps from a place, the boys had a result of 105.1±26.7 cm, the girls jumped 99.2±11.0 cm.

At the end of the second quarter, the result for boys improved by 2.2%, and for girls by 2.9%.

If we take into account that the physical activity of children is largely associated with jumps, then it becomes obvious that the speed-strength qualities of children must be given close attention in the educational process. The complex of developed measures aimed at improving the studied motor quality allowed to significantly improve them in boys by 11.1%, girls by 11.8%, with a subsequent progressive increase in results in children by the end of the school year, respectively, by 13.0% and 13.5% .

to the strength capabilities of boys of this age group already at the first stages of schooling, where in the physical education classes the complexes of the simplest physical exercises aimed at strength training of children were offered.

Analysis of test indicators in pull-ups lying on the crossbar and flexion and extension of the arms in the lying position, the result was 11.7 ± 2.3 times, respectively. and 6.9 ±1.9 times. The positive dynamics of the growth of strength abilities is clearly visible in the quarters, where by the end of the second quarter by - 4.9% and 2.9%, in the third by - 15.3% and 17.9% and by the end of the academic year the improvement was 22.1% and 18.9%. Girls showed a significant increase up to 23.1%. A similar picture is observed in girls in the test indicators of lifting the body from a supine position, where the increase was 20.7%.

Complexly coordinated motor actions as a test of throwing a tennis ball for comparison with the data of literary sources were not revealed and amounted to 14.1 ± 4,0 м. in boys, exceeding the result of girls by 3,7 м..

In the second quarter, there was an unreliable improvement by - 0.6 m in boys and by 1.2 m. in girls.

The introduction of accentuated motor tasks with a training orientation in physical culture classes and conducted by specialists in physical culture made it possible to significantly increase the performance in boys up to 15.9 ± 4.3 m., in girls up to 12.8 ± 3.9 m. , the increase was -11.4% for boys, 18.8% for girls .

Completing training in the first year, the results of repeated studies confirmed our earlier hypothesis that physical exercises focused on the development of the necessary motor qualities with a training orientation give a significant increase in performance, which is confirmed by the results of an improvement in boys by -16.1%, and in girls by -23.6%.

Statistical processing of the scientific material revealed in girls the highest coefficient of variation in the flexibility test (54.2%), pull-ups in the lying position (49.6%), flexion and extension of the arms in the lying position (42.8%) and lifting the torso from the prone position on the back (42.1%).

According to the data of physical development in girls, the highest rank of influence is body weight (27%) and body length (22%). In boys, chest circumference (24%) and body length (21%).

This determined the need for a correlation analysis of indicators of physical development and motor fitness of children , providing a scientifically based approach to the complex of means, in identifying valid control standards.

The correlation analysis of the physical development and motor fitness of children (Table 4) revealed a negative relationship among girls between the indicators in running 30 мand long jumps from a place, (r = -0.61: -0.62) and in boys (r = -0.52) in flexion and extension of the arms in the lying position and shuttle run. Weak connection determined between body weight and lifting the torso from the supine position (r =0.34), flexion and extension of the arms in the lying position (r =0.49).

Table 4 **Correlation coefficients between indicators of physical development and motor fitness of children of the first year of study**

No.	Indicators	Name of tests	Correlation coefficient (r)	
1.	6-7	Running 30 м- shuttle run	0.62	0.62
2.	6-8	Running 30 м- long jump	0.61	0.61
3.	10-13	Throwing the ball - flexion and extension of the arms in the lying position	0.44	0.44
4.	10-16	Throwing - General Flexibility	0.43	0.42
5.	13-7	Flexion and extension of the arms in the lying position - shuttle run	-0.52	-0.52
6.	13-6	Flexion and extension of the arms in an emphasis lying down - running30 м	-0.47	-0.47
7.	7-16	Shuttle Run - General Flexibility	-0.38	-0.39
8.	6-16	Running 30 м- general flexibility	-0.48	-0.45
9.	7-5	Shuttle run - run10 м	0.41	0.41

The experiment made it possible to reveal the insufficient level of the physical status of children of the first year of study and requires:

- taking into account the individual characteristics of physical development and physical fitness of children of the first year of study, allowing to determine the groups of students by the level of their motor fitness in the process of conducting physical education lessons;
- normalization of the volume and intensity of motor activity corresponding to the biological needs of the children's body;
-optimal dosing of physical activity, taking into account the morpho-functional characteristics of a growing organism;
- regular implementation of medical and pedagogical supervision

for the health of children.

The foregoing allows us to conclude that the teaching staff conducting classes with children of this age group, relying on constant monitoring of their health status, should search for effective ways to implement the tasks and make appropriate adjustments to the educational process.

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