

ANNUAL DYNAMICS OF GENERAL PHYSICAL TRAINING 14-15

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ABSTRACT

This article examines the annual dynamics of physical characteristics of students aged 14-15 in high schools. They are as speed, strength, speed, strength and endurance.

Keywords: Physical training, speed, strength, speed-strength, endurance, physical qualities.

Relevance. Today, modernization of education in the world is important because of the spiritual and physical development of the individual and improvement of the quality of the educational process. Special programs have been developed to improve the effectiveness of physical education classes abroad. In private schools, approbation of different pedagogical alternatives is carried out because of the choice of curriculum is more liberal than that of public schools.

A study of the scientific and methodical literature of domestic and foreign scientists shows that a number of scientific studies on physical education in secondary schools are conducted. As an example, the works of T.S.Usmanhodjaev, V.K.Balsevich, V.A.Bogdanova and many others are examples.

Problems of organization of physical education classes focused on health were studied in the studies of D.Antonyus, M.G.Gorsky and others.

The analysis of age characteristics in physical education of schoolchildren was studied by A.A.Gujalovsky, V.I.Lyakh, A.G.Sukharev, V.P.Guba, S.S. Tajibev, O.V.Goncharova and others.

In the course of physical education in the leading educational institutions of the world, mainly secondary schools, the problems are being studied to create a set of measures to ensure the health and well-being of learners, and to create conditions that promote healthy and healthy lifestyles.

However, it is not possible to carry out a separate monograph on the problem of student health promotion, except for some methodological recommendations within the framework of this research topic.

Purpose of the study: To determine the annual dynamics of physical education of school students aged 14-15.

The object of the study: The process of physical education for 14-15 year olds.

The subject of the study: To study the annual dynamics of general physical training for 14-15-year-olds in physical education classes.

Research methods: analysis of scientific and methodical literature, questionnaires, pedagogical observation, pedagogical testing, mathematical and statistical analysis.

Organization of the study: Studies are conducted at schools № 125, 214, 218 in Mirabad district of Tashkent city, school № 105 in Yunusabad district, schools № 1, 4, 6, 37 and 38 in Pop

district of Namangan region, and school № 43 in Chust district. More than 500 schoolchildren participated in the study.

The results of the study and discussion. The results of the 60-mile run of 14-year-olds in secondary schools on speed physical education were 11.6 ± 1.3 seconds at the beginning of the school year, compared to 11.3 ± 1.1 seconds at the end of the school year. (V% 9.7). Speed characteristics of students of this age were found to be 0.3 cm (7.41%) in the annual increase in physical activity results. There are no statistical differences ($r > 0.05$) between the indicators (see Table 1).

From tertiary physical activity tests, the results of physical training at the beginning of the year were 28 ± 3.1 m, and 29.5 ± 2.0 m at the end of the school year. These results do not meet the requirements of the test standards "Alpomish" and "Barchinoy".

The results of control tests to determine the development of endurance quality at an early 2000m run were 11.5 ± 1.4 minutes at the beginning of the year, compared to 11.2 ± 1.2 minutes by the end of the year. , An increase of 39% ($p > 0.05$).

Running and jumping exercises were found to be 175 ± 9.74 cm for 9th graders at the beginning of the school year, and at the end of the year, 185 ± 7.59 cm, an increase of 5.71%.

At the end of the study, the results of the weights control criteria were 4 ± 0.86 times at the beginning of the school year, and by the end of the year it was found that the results increased by 5 ± 0.63 times, with a difference of 1 percentage point. There is no statistical difference (> 0.05) between statistical indicators.

At the beginning of the year in the exercises of standing jumps on the positions of special tests "Alpomish" and "Barchinoy" showed $145 \pm 5,95$ cm at the beginning of the year and $155 \pm 4,81$ cm at the end of the year.

Table 1: Annual dynamics of physical education for 14-year-old students (n = 267)

T/r	Control exercises and unit of measurement	PIP		Reflection		The difference	%	t	P
		$X \pm \alpha$	V%	$X \pm \alpha$	V%				
1.	Running to 60 m.	$11,6 \pm 1,3$	11,2	$11,3 \pm 1,1$	9,7	0,3	7,41	1,14	$> 0,05$
2.	Running to 2000 m.	$11,5 \pm 1,4$	12,1	$11,2 \pm 1,2$	10,7	0,3	7,39	1,14	$> 0,05$
3.	Turniket exercise	$4 \pm 0,86$	21,5	$5 \pm 0,63$	12,6	1	125	1,14	$> 0,05$
4.	Running and long jumping	$175 \pm 9,74$	5,5	$185 \pm 7,59$	4,1	10	5,71	1,14	$> 0,05$
5.	Jumping from the point	$145 \pm 5,95$	4,1	$155 \pm 4,81$	3,1	10	6,89	1,14	$> 0,05$
6.	Throwing of the tennis ball	$28 \pm 3,1$	11,0	$29,5 \pm 2,0$	6,7	1,5	5,35	1,14	$> 0,05$

Note: The PIU is at the beginning of the academic year, the PIU at the end of the school year.

To analyze the age characteristics of high school students physical training and to study the endurance skills of 9th graders, 2000 m. distance running tests were taken, which revealed an

average of 11.1 ± 1.2 minutes (V% 10.8) at the beginning of the school year and 10.9 ± 0.91 minutes at the end of the school year (V%8,3).

The results of 60-meter run-offs of 15-year-olds with different levels of physical training in secondary schools were 11.2 ± 1.1 seconds at the beginning of the school year, compared to 11.0 ± 0.89 seconds at the end of the school year. (V% 8.0). According to the results of physical training of students, the annual increase in velocity quality was found to be 0.2 cm (8.21%). There is no statistical difference ($p > 0.05$) between the beginning and end of the year (see Table 2).

Table 2: Annual Physical Education for 15-year-olds dynamics (n = 248)

T/r	Control exercises and unit of measurement	PIP		Reflection		The difference	%	t	p
		$X \pm \alpha$	V%	$X \pm \alpha$	V%				
1.	Running to 60 m	$11,2 \pm 1,1$	9,0	$11,0 \pm 0,89$	8,0	0,2	8,21	1,14	$>0,05$
2.	Running to 200 m.	$11,1 \pm 1,2$	10,8	$10,9 \pm 0,91$	8,3	0,2	8,19	1,14	$>0,05$
3.	Pulling of the down From the turniket	$4 \pm 0,96$	24	$5 \pm 0,75$	15	1	125	1,14	$>0,05$
4.	Jumping through running	$170 \pm 8,42$	4,9	$190 \pm 6,24$	3,2	20	1,76	1,14	$>0,05$
5.	Jumping from the point	$150 \pm 5,74$	3,8	$160 \pm 3,85$	2,4	10	6,66	1,14	$>0,05$
6.	Throwing of the tennis ball	$30 \pm 2,4$	8	$33,4 \pm 1,1$	3,4	2	1,33	1,14	$>0,05$

Note: The PIU is at the beginning of the academic year, the PIU at the end of the school year.

According to the special control tests "Alpomish" and "Barchinoy" the results of jumping in 9th-graders at the beginning of the year were 170 ± 8.42 cm, and by the end of the year it was 190 ± 6.24 cm, a 20% increase.

The following results were obtained from the treadmill control tests. 4 ± 0.96 at the beginning of the school year, 5 ± 0.75 at the end of the school year, and reliability ($r > 0.05$).

At the beginning and end of the school year, results from the beginning of the school year increased from 30 ± 2.4 m to 33.4 ± 1.1 m (V% 3.4) when tennis balls were cast from 15-year-olds with varying degrees of individual ability and training. . There is no reliable statistical difference between the indicators.

Analysis of the results of the 9th graders on the long jump control exercises showed that the difference in the annual increase in physical activity scores by 150 ± 5.74 cm at the beginning of the school year was 160 ± 3.85 cm at the end of the year. ($r > 0.05$).

CONCLUSIONS

1. According to the results of the analysis of the scientific and methodological literature, during the physical education classes in grades 5-9, there was a need to develop the tools and techniques used to teach students to act and develop their physical abilities based on age.

2. If the Alpomish and Barchinoy races for the 1500m, the result was 10.00 minutes, 160 cm in jump and 20 m in tennis balls, and students were able to use these control norms at 1500 m at the end of the school year. 10.08 minutes on average, 164 cm in jump and long jump, and 18.5 m in tennis. There is no reliable statistical difference between the indicators.

3. There is a need to develop a methodology for improving physical fitness and overall physical fitness for students with different physical education classes.

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