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PHYSICAL FITNESS OF JUNIOR SCHOOLCHILDREN IN PHYSICAL CULTURE LESSONS

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ANNOTATION
The Article is dedicated to description of the methods of the development of the speed of the motion beside ðemeū of the younger school age on lesson of the physical culture at favorable age period for development given quality. In work is brought statistical material confirmatory efficiency designed methods, directed on development of the speed of the motion beside children of the younger school age.
KEYWORDS. *the speed of the motion, circular drill, lesson of the physical culture, schoolchildren, physical preparedness.*

INTRODUCTION

Physical culture and sports should become an integral part of the general culture of every citizen of the country. At the present stage of the development of a humanistic society in the field of physical culture and sports, issues related to the development of motor abilities and an increase in the general level of physical fitness of schoolchildren are of particular relevance. The educational process in a general education school provides for the creation of a basis for basic physical training, the formation of the necessary fund of motor skills and abilities in schoolchildren, their comprehensive harmonious development. Physical fitness is an important component of health, and its improvement is one of the most important tasks of physical education at school [4]. The search for the most effective methods for the development of motor qualities is one of the main tasks of physical education of schoolchildren. To date, more and more evidence is accumulating that the physical qualities of students should be developed as fully as possible already in the first years of schooling. In the development of a motor function, critical or sensitive periods are distinguished, i.e. targeted impact within which the most favorable effect on the motor abilities and physical development of children is exerted. This phenomenon is evidenced by numerous studies of specialists in the field of physical education, if these periods are not used, then the improvement of physical abilities will not be realized at all or will be carried out with great difficulty and at a later age [1, 3, 4]. For the prevailing objective reasons, at present there is no opportunity to introduce daily physical education lessons, therefore, in order to improve the physical education of schoolchildren, many experts suggest making the most of favorable periods for the targeted development of certain physical qualities (speed of movement, speed-strength, etc.) for harmonious development physical potential of children of primary school age. During these periods, the susceptibility of the children's organism to the selectively directed effects of specially selected exercises increases [2, 4].

At the same time, the practice of physical education of schoolchildren indicates that the overall dynamics of the motor fitness of children and adolescents in recent years not only does not improve, but also tends to decrease. The general level of development of physical qualities is clearly insufficient both for further sports activities and for successful future work in various areas of modern business and production, as well as for military service. Therefore, scientific research aimed at improving the health status of the child population, preparing schoolchildren for mental and physical labor, and protecting the Motherland is of particular relevance. According to a number of authors [1, 3, 4], the need for purposeful development of the speed of movements in children of primary school age is emphasized.

This necessitates the search for new forms, means and methods of physical education of secondary school students, bringing them into line with the requirements of modern life. The need to find new ways to organize physical education classes with schoolchildren is also dictated by the limit of study time for children and adolescents, their overload with mental activity in other subjects of the school curriculum and, as a result, low general motor activity of students, especially when performing high-intensity motor actions.

One of the most important issues of physical education of the younger generation is the search for effective means and methods that contribute to the accelerated development of the motor function of children. In this regard, there is an urgent need to conduct a study with children of primary school age, aimed at developing a methodology for developing the speed of movements manifested in physical exercises that form the basis of a physical education program, using which it would be possible to ensure the rapid pace of development of this physical quality in a favorable period for this. .

Since the greatest effect is obtained when the purposeful influence coincides with favorable periods of motor function development [1, 2], and the intensive development of speed as a motor function occurs at primary school age, this particular age was chosen for research.

The purpose of the study is to improve the methodology of physical education of primary school students in physical education classes using targeted exercises to develop the speed of movements according to the method of circular training.

The use of the circuit training method with the purposeful use of exercises aimed at developing the speed of movements in the main part of the lesson, applied taking into account the sensitive period of development of this quality, will significantly increase the level of development of the speed of movements in children of primary school age.

Organization of pedagogical experiment

To determine the effectiveness of the developed methodology for developing the speed of movements with children of primary school age (subjects 9-10 years old in the amount of 60 people - students of the third grades), a pedagogical experiment was conducted, which was carried out in the conditions of the educational process of the secondary school No. 23 in the city of Urgench. Classes in the control group were held according to the traditional program of physical education with a teacher of physical culture. In the experimental group, in the main part of the lesson, students performed special exercises with a certain dosage for 8-10 minutes. The developed technique included the performance of four series of exercises according to the method of circular training (for 15 seconds each), the rest interval between them was 30 seconds and 1 minute between the series of exercises, the duration of this technique was 8 weeks, 2 lessons per week.

The complex of circular training included the following exercises:

1 station. Running on the spot (on a signal, the subject strives, as often as possible, to alternately touch the rubber cord with his knees, which is suspended horizontally at the height of the subject's thigh raised at a right angle); 2 station. Rope jumps (on a signal, the subject strives to perform as many jumps on two legs as possible); 3 station. Lifting the torso from a supine position (on a signal, the subject strives to perform as many movements as possible in the initial position, legs bent at the knees); 4 station. Running with shin sweeping (on a signal, the subject strives as often as possible to alternately touch the heels of the back of the palms located at the moment on the gluteal muscles); 5 station. Shuttle run 3x10 (in the initial position of the high start facing forward); 6 station. Jumping up (from SP sitting, jumping up with full extension of the body); 7 station. Emphasis lying (I.p. - O.S., emphasis crouching - emphasis lying - emphasis crouching - I.p.); 8 station. Accelerations for 10 m (from a high start).

Before the start of the experiment, a survey of students was conducted, to determine and assess the level of development of the speed of movements, the following tests were used: 1) 30-meter run (from a low start, assessment of speed qualities, reactive ability, three attempts were made, the best result was counted); 2) 60 m run (from a high start, speed qualities were assessed, three attempts were made, the best result was counted); 3) long jump from the spot (assessment of speed-strength qualities; three attempts were made, the best result was counted); 4) shuttle run 3x10 m (assessment of the student's speed capabilities); 5) jumping rope (on two legs, assessment of speed qualities); 6) high jumps from a place (assessment of speed-strength qualities, three attempts were made, the best result was counted).

Before the tests, students are informed about the purpose of the control tests, they are explained in detail and demonstrated the correct performance of the tests.

RESEARCH RESULTS

The results obtained after statistical processing testify to the effectiveness of the developed methodology for developing the speed of movements in younger students. It was revealed that at the beginning of the experiment, there was no difference in indicators between the students of the control and experimental groups in physical fitness ($p>0.05$). Control over the physical readiness of children of primary school age, carried out throughout the

entire pedagogical experiment, showed the advantage of classes using exercises to develop the speed of movements (according to the method of circular training) compared to the traditional way of conducting classes.

As a result of the pedagogical experiment, data were obtained that allow us to assess the degree of influence of the proposed methodology on the development of the speed of movements in younger students. Comparing the effectiveness of the developed and traditional methods in developing the speed of movements in junior schoolchildren aged 9-10, it should be noted that, according to the results of motor tests, the first one had a more training effect on junior schoolchildren.

In the control group, the increase in the results of the speed of movements in all control standards for boys is unreliable ($p>0.05$), for girls, the increase in results is significant only in the standard "jumping rope (on two legs)" ($p<0.05$), and according to the rest of the standards, the increase in results is unreliable ($p>0.05$). The results of testing the participants in the pedagogical experiment show that the methodology of the experimental group is much more effective than the traditional system of education.

Thus, the results of the study made it possible to determine an effective method for developing the speed of movements in younger schoolchildren. The data obtained make it possible to confirm the presence of a period favorable for the development of speed of movements in children of primary school age. This can be seen when studying the development of motor functions in younger schoolchildren. The effectiveness of the developed methodology was confirmed not only by the positive dynamics of the results of the experimental groups, but also by the superiority of the indicators of the test results of boys and girls in the experimental group over the same indicators of children in the control group. Summarizing the results of the conducted pedagogical experiment, we can state that the data obtained confirmed our assumption that children aged 9-10 years have the most favorable opportunities for developing the speed of movements.

CONCLUSIONS

The results of testing the participants in the study groups in the pedagogical experiment showed a higher efficiency of the proposed method compared to the program used in school practice, and confirmed the effectiveness of its application for the development of speed of movements in primary school age. The high efficiency of the experimental technique was confirmed by the results of control standards, both in boys and girls in the experimental group. The increase in all indicators during the experiment turned out to be significantly higher in the group trained according to the experimental method than in the group trained according to the usual school curriculum, which is a strong argument in favor of the proposed methodology, which allows you to develop the speed of movements in primary school age by fast rates due to the use of sensitive periods. The developed methodology can be used in physical education lessons and sports sections to develop the speed of movements in children 9-10 years of age.

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