

PHYSICAL CULTURE AND DEVELOPMENT OF PHYSICAL SCHOOL

CHILDREN

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ANNOTATION

The article analyzes the main approaches to the use of sports games in the system of school physical education. The most important goals of sports games classes in general education schools are to introduce students to various types of sports games and exercises, and to lay the foundations for proper technique. But these classes should never turn into highly specialized training sessions, preparing students to participate in sports competitions.

Keywords: Interactive games, physical culture, physical development, physical culture and sports activities, school physical education system.

A distinctive feature of secondary school age is that it is at this time that the period of puberty of the body begins. In adolescence, the growth rate of the skeleton increases significantly to 7-10 cm, body weight - up to 4.5-9 kg per year. Boys lag behind girls in the rate of weight gain and body length by 1-2 years. The ossification process is not finished yet. The length of the body increases mainly due to the growth of the trunk. Muscle fibers, developing, do not keep up with the growth of tubular bones in length. The state of muscle tension and body proportions change. Muscle mass increases faster in boys after 13-14 years than in girls. By the age of 14-15, the structure of muscle fibers is approaching morphological maturity. The heart is growing intensively, growing organs and tissues make increased demands on it, its innervation increases. The growth of blood vessels lags behind the growth rate of the heart, so blood pressure rises, the rhythm of cardiac activity is disrupted, fatigue quickly sets in. The blood flow is difficult, shortness of breath often occurs, there is a feeling of compression in the heart area.

The morphological structure of the chest restricts the movement of the ribs, therefore breathing is frequent and shallow, although the lungs are growing and breathing is improving. The vital capacity of the lungs increases, the type of breathing is finally formed: in boys — abdominal, in girls — thoracic.

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The sex differences of boys and girls affect the body size and functional capabilities of the body. Compared to boys, girls have a relatively long trunk, short legs, and a massive pelvic girdle. All this reduces their ability to run, jump, throw compared to boys. The muscles of the shoulder girdle are less developed than in boys, and this affects the results in throwing, pulling up, stops, climbing, but they are better given rhythmic and plastic movements, balance exercises and precision movements.[25, 27]The functional state of the nervous system is under the increased influence of the endocrine glands. Adolescents are characterized by increased irritability, fatigue, sleep disorder. Teenagers are very sensitive to unfair decisions and actions. External reactions are inadequate in strength and character to the stimuli that cause them.

Boys often overestimate their motor abilities, try to figure everything out for themselves, do everything on their own. Girls are less confident in their abilities. Teenagers are very sensitive to adult assessments, react sharply to any infringement of their dignity, do not tolerate teachings, especially long ones.

When organizing physical education at this age, excessive loads on the musculoskeletal, articular-ligamentous and muscular apparatus are undesirable. They can provoke a delay in the growth of tubular bones in length and accelerate the process of ossification. Flexibility exercises require preliminary preparatory exercises that warm up the muscles and ligaments, and relaxation exercises for the muscle groups involved. It is impossible to perform movements too sharply. Continue to pay attention to proper posture. Exercises that exert significant stress on the heart should be alternated with breathing exercises. Prolonged intense loads are poorly tolerated, therefore, for example, intensive running is recommended to alternate with walking. It is necessary to widely use special breathing exercises in order to deepen breathing. Learn to breathe deeply, rhythmically, without a sudden change of pace. It is impossible to combine boys and girls into one group. The same exercises for boys and girls are performed with different dosages and in different simplified conditions for girls. The load is dosed taking into account the individual data of each student. For girls, it is recommended to use various types of aerobics and exercises performed to music. [13,35]Adolescence (11/12–16 years) it is associated with the restructuring of the child's body – puberty. And, although the lines of mental and physiological development do not run parallel, the boundaries of this period vary significantly. Starting with a crisis, the whole period is usually difficult for both the child and the adults close to him. Therefore, adolescence is sometimes called a protracted crisis.[36]

Intimate and personal communication becomes the leading activity during this period. There is a tendency to introspection. Self - education becomes possible for the first time. At the end of adolescence, on the border with early adolescence, self-image stabilizes and forms an integral system. In adolescence, a sense of adulthood is formed – a special form of self-awareness. The feeling of adulthood in a teenager is a specific neoplasm of self–consciousness, a core feature

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of the personality, its structural cent. Adolescence is usually characterized as a turning point, transitional, critical. Adolescence is a difficult period of puberty and psychological maturation of a child. Adolescence is a period of continued motor improvement of motor abilities, great opportunities in the development of motor qualities.[16]

In children of secondary school age, individual coordination abilities (in throwing for accuracy and range, in sports and game motor actions), strength and speed-strength abilities are improving at a fairly high rate; speed abilities and endurance are moderately increasing. Low rates are observed in the development of flexibility.

The development of physical qualities is the responsibility of every person. Maintaining a healthy lifestyle, giving up bad habits, hardening, and a balanced diet can significantly prolong life. In the mountains, people begin to get physical activity from an early age, while not experiencing the influence of bad habits, as a result, the average life expectancy in these areas significantly exceeds that in the city. Health, reasonably maintained and strengthened by the person himself, provides him with a long and active life.[15] Unfortunately, many people do not observe the simplest, science-based norms of a healthy lifestyle. The main enemy of a city dweller is Hypodynamia! Hypodynamia is a violation of the functions of the body (musculoskeletal system, blood circulation, respiration, digestion) with limited motor activity, decreased muscle contraction. Deprived of the natural ability to move a lot, a person gets a whole bunch of diseases. Therefore, the development of physical qualities is the main task of modern humanity.

The development of physical qualities is impossible without the development of immunity. An important preventive measure against colds is systematic hardening of the body. Water procedures are of great importance in the hardening system. They strengthen the nervous system, have a beneficial effect on the heart and blood vessels, normalize blood pressure, improve metabolism. In summer, it is better to carry out water procedures in the fresh air after morning exercises. It is useful to be outdoors as much as possible, to sunbathe, to swim. Physically healthy and seasoned people, subject to certain conditions, can carry out water procedures outdoors and in winter.[24, 27]

The physical development of the organism obeys biological laws and reflects the general patterns of growth and development. Obeying biological laws, physical development depends on a large number of factors and reflects not only hereditary predisposition, but also the influence of all environmental factors on the body.

Physical development remains one of the most important indicators of health and age norms of improvement, therefore, the practical ability to properly assess it will contribute to the upbringing of a healthy generation.

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Features of physical development are programmed at the genetic level, so children are similar to their parents. The hereditary program is passed down from generation to generation, and in some people it does not change, while in others it is improved. It must be remembered that many external and internal factors influence physical development, these are material and living conditions, national and regional peculiarities of lifestyle and lifestyle, environmental situation, nutritional status, the presence or absence of diseases. [27]

To assess the level of development of physical qualities and exercise control over the motor fitness of students, various test exercises are widely used: a long jump from a stand and a run-up, throwing a stuffed ball, a six-minute run, leaning forward while standing on a bench and sitting on the floor, running at various distances, lifting the trunk from a supine position, bending-extension of the arms at the stop, pulling up on the crossbar, shuttle running, etc. There are many tests to determine coordination, balance, flexibility, endurance, agility, strength of individual muscle groups and other physical abilities.

Tasks of physical education in middle school age:

- promote health promotion and normal physical development;
- promote the development of motor qualities: speed, speed-strength, muscle strength, endurance and mobility in joints;
- to consolidate the skill of correct posture when moving and in static poses;
- to form rational and complex life-applied, as well as sports types of movements in a game and competitive environment;
- teach the basics of the technique of performing individual exercises of gymnastics, athletics, swimming, skiing and speed skating, sports games (basketball, volleyball, handball, football);
- to familiarize with the basics of self-monitoring and dosing of heart rate load during physical exercises

Means of physical education in middle school age — basic cyclic exercises, exercises in throwing, jumping, climbing, overcoming vertical and horizontal obstacles, basics of sports games techniques, as well as new technologies of motor activity: aerobics, fitness, etc. The role of a teacher in physical education lessons in middle school age becomes different, he is already an organizer and assistant. When conducting classes, the teacher focuses on acquiring the skills of independent physical exercises and their impact on various body systems.

The tests provide an opportunity to obtain objective data on the level of development of motor abilities of students of different ages.

The advantage of these tests is that they are relatively easy to remember and their implementation does not require students to learn for a long time.

When conducting control tests, the following requirements must be followed.

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1. Control tests should be conducted in the same environment for all children and at the same time.
2. The methodology of control checks should ensure the minimum time spent on the execution of tests.
3. Control exercises should be accessible to all students, regardless of their physical fitness and differ in the simplicity of measuring and evaluating the results.
4. The recommended sequence of control exercises to check the level of motor fitness may be as follows: on the first day – speed and speed-strength qualities, on the second – strength and endurance, in the following – coordination, agility and other physical qualities.
5. To obtain preliminary data, it is advisable to conduct testing at the beginning of the school year (September), and the final check 2-3 weeks before the end of the school year. To monitor weakened children, it is recommended to conduct an additional check at the beginning of the second half of the year.

Control tests, methods of their implementation and evaluation of test results are carried out according to generally accepted rules.

To determine the level of physical fitness of schoolchildren, the following tests are usually used: for speed - running 10, 20, 30 m from a high start, for speed and strength training - long jumps from a place, for dexterity - shuttle running 3 x 10 m, for strength - flexion-extension of the arms lying down, pulling up 2 on the crossbar with a grip from above from the vis (boys) and from the vis lying down (girls), for flexibility - bending forward from a sitting position on the floor.

The test tasks are represented by physical exercises, which are grouped on the basis of basic physical qualities. Testing is recommended to be carried out using a competitive method, and students should not only demonstrate compliance with the standards of requirements, but also perform normative exercises that reflect the versatility of their preparedness for each specific group of physical abilities (strength, speed, endurance and coordination). The criterion for characterizing the level of physical fitness above average will be the fulfillment by students of the basic standards of requirements and (taking into account individual physical development) the fulfillment of standards in the corresponding physical exercises. To characterize the level of physical fitness of the average level, respectively, the fulfillment by students of only the basic standards of requirements and partial (up to S) fulfillment of standards in physical exercises. To characterize the level of physical fitness below average, respectively, students fulfill only the basic standards of requirements. [23, 29]

Methods of performing test tasks.

Running 30 meters. It is executed from a high start. Two or three people take part in the race. At the command "To start", the participants approach the start line and take their starting

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position. At the command "Attention" they lean forward and at the command "March" they run to the finish line along their track. The time is determined using a stopwatch with an accuracy of 0.1 s.

Running 60, 100 meters. It is executed from a low start. Two or three people take part in the race. At the command "To start", the participants approach the start line and take their starting position (low start technique). At the command "Attention" (low start technique) and "March" run to the finish line on their own track. The time is determined using a stopwatch with an accuracy of 0.1 s. Running 300, 500 meters, 1000 m. It is performed from a high start on a treadmill or flat terrain, on an earthen or asphalt surface. The result is recorded using a stopwatch with an accuracy of 0.1 s.

Shuttle run 3 x 10 meters. One or two people take part in the race. Before the start of the race, two cubes are placed on the start line for each. At the command "To start", the participants go to the start line. At the command "Attention" they bend down and take one cube at a time. At the command "March" they run to the finish line, put the cube on the line without stopping, return for the second cube and also transfer it to the finish line. It is forbidden to throw dice. The stopwatch is turned on by the command "March" and turned off at the moment when the cube touches the floor. The result is recorded with an accuracy of 0.1 s.

Pull-up. Boys perform pull-ups from the vise on a high crossbar, girls - from the vise lying on a low crossbar (up to 80 cm). Boys and girls are pulled up by a grip from above. At the command "Start the exercise", pulling up to the chin level and lowering to straight arms is performed. You need to perform the exercise smoothly, without jerks. Do not bend the body, bending the legs at the knees and twitching the legs is not allowed. In this case, the attempt is not counted. The number of correct executions is counted. The girls pull themselves up without taking their feet off the floor. Leaning forward from a sitting position on the floor. A line A-B is drawn on the floor with chalk, and a perpendicular line is drawn to its middle, which is marked every centimeter.

The student sits down so that the heels are on the A-B line. The distance between the heels is 20-30 centimeters, the feet are vertical. One or two partners press the student's knees to the floor. Three warm-up slopes are performed, and the fourth is a test, the result of which is determined by touching the centimeter marking with the middle finger of the hands joined together.

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