

## ASSESSMENT OF PHYSICAL DEVELOPMENT TRAINING OF PRIMARY SCHOOL STUDENTS

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### Annotation

The article substantiates the relevance of the application of practical physical education lessons with primary school students, which helps to increase their interest in motor activity, motivation for systematic physical exercises, and allows improving physical fitness indicators. The introduction of a theoretical section in physical education lessons should not help reduce the number of movements, but rather allow students to deepen their knowledge in the field of physical culture and sports.

**Keywords:** Elementary school students, physical education lesson, physical fitness.

The study and analysis of the features of physical fitness of younger schoolchildren is necessary for mastering the program material on physical culture during the biological maturation of the body and the formation of their individual characteristics [2]. The development of physical qualities in sensitive periods, one of which in children is primary school age, leads to significant shifts in changes in physical fitness [3]. However, during the transition from class to class, there is a decrease in motor activity due to an increase in the intensity of the educational process. Therefore, it is extremely important to provide children with a sufficient amount of daily motor activity in accordance with their age and state of health [4].

In order to increase the volume of motor activity of students, develop their physical qualities and improve physical fitness.

At the same time, a number of experts believe that this lesson should be devoted to the theoretical component, which allows it to become the basis for the formation of motor skills [1].

Thus, all of the above served as the basis for conducting a study aimed at studying the dynamics of physical fitness of younger schoolchildren with a different number of practical physical education lessons per week.

The purpose of the study: to study the dynamics of physical fitness of students in grades 1-2 with various Mass physical culture and health improvement of the population by the number of practical physical culture lessons per week.

The physical fitness of children aged 7-9 was determined by means of control and pedagogical tests according to the norms of the comprehensive program for physical education of schoolchildren of grades 1-4.

Testing was conducted at the beginning and end of the school year on the basis of two secondary schools, in which 88 students of grades 1-2 (42 boys and 46 girls) took part. All children attended physical education classes conducted according to the program during the school year and did not additionally engage in sports sections and choreographic circles. At the end of the first academic year, repeated testing made it possible to assess the dynamics of physical fitness indicators in both groups by the severity of increases in the results of control tests.

In modern conditions, the health problems of all groups of the child population are acute, since its deterioration in recent years has acquired a persistent trend, as evidenced by the high prevalence of morphofunctional disorders, rejuvenation of chronic diseases. At the same time, a special risk group for physical health disorders includes children of the developmental period due to rapid psychophysical perestroika.

The stable negative trends that have developed in recent years, associated with the complication of educational programs, lack of free time, preference for passive recreation, are the reasons for a significant deficit in students' motor activity. A decrease in the level of physical activity, especially at school age, leads to a deterioration in the indicators of physical development and physical fitness and an increase in the number of diseases caused by hypokinesia among children and adolescents.

In this regard, the purpose of the study is to study the level of physical fitness of students of the 4th grades of schools in Ferghana. Physical fitness of students was assessed by the level of development of physical qualities using generally accepted standardized methods [4]. A comparative analysis of the differences between the groups by gender was carried out using the Student's criterion.

The assessment of the subjects' speed was carried out by running 30 m from a high start. Figure 1 shows that the average level of speed development was detected in 55% of children, a low level - in 32.5%, an above-average level - in 7.5%, and a high level - in 5%.

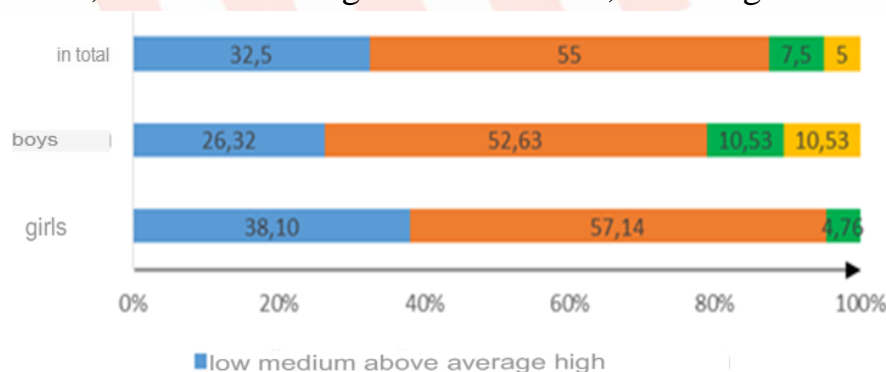


Fig. 1. Distribution of schoolchildren according to the results of running for 30 m (%), the average values of the results of running for 30 m for boys and girls were 6.24 and 6.42 s, respectively, which corresponds to the average level of speed development ( $t = 0.98$ ,  $p < 0.05$ ).

As a result of the determination of gender differences in the level of speed development, it was found that more than 57% of girls in the 30 m run showed average results, 38.1% - low, and only 4.76% - results above average. Among boys, 52.6% showed average results, 26.3% - low, and 10.53% - above average and high results. Thus, the results obtained indicate that, despite the absence of significant gender differences in the average values of indicators in running at 30 m, the speed abilities of boys are better developed.

To determine coordination abilities, a 3×10 m shuttle run was used, which allows to determine the ability of the subjects to quickly and accurately adjust their actions in accordance with the requirements of a suddenly changing situation.

The results of studying the coordination abilities of schoolchildren are presented in Figure 2. The average level of development of coordination abilities is established in every second subject. The level is below average or low in every fourth student. The level of development of coordination abilities above average or high is also established in every fourth student.

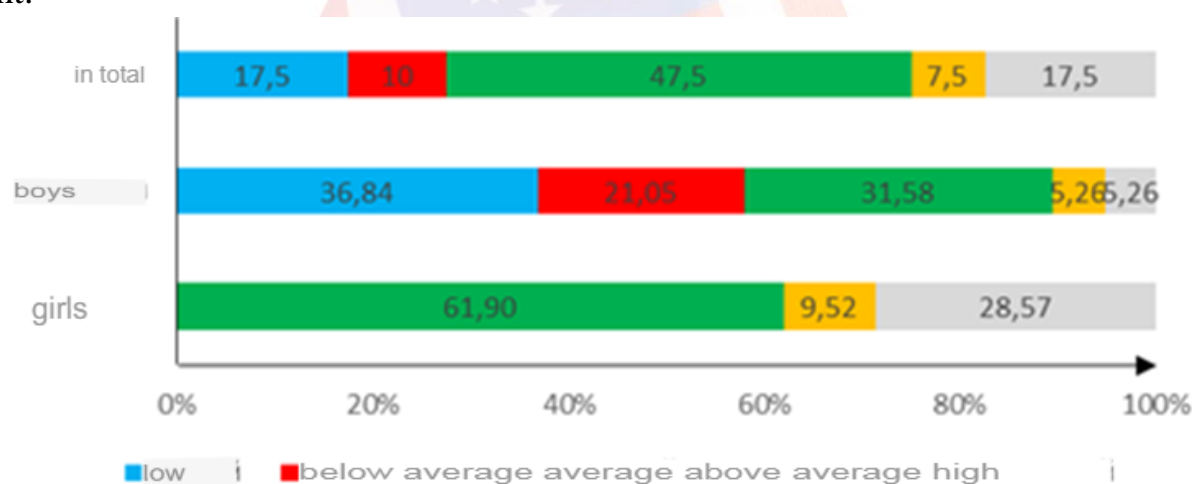


Fig. 2. Distribution of schoolchildren according to the results of shuttle running (%)

The average values of the results of shuttle running of the tested boys and girls were 9.75 and 9.45 s, respectively. No statistically significant differences were found ( $t = 1.67$ ,  $p < 0.05$ ).

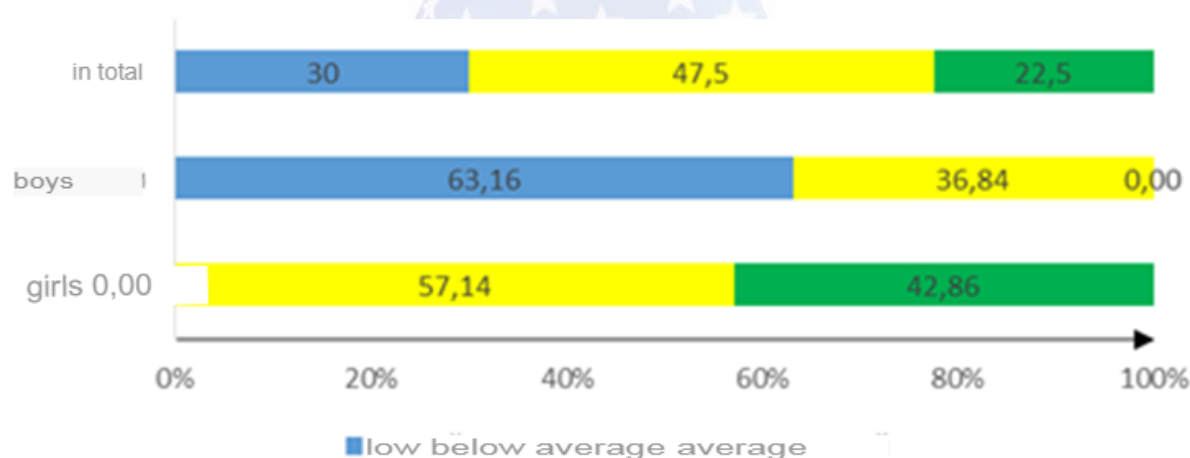
Nevertheless, the analysis of gender differences in the level of coordination abilities showed that the coordination of movements in girls is better developed than in boys. So, among the examined schoolgirls there are no subjects with a low level or a level of development of coordination of movements below average. The results corresponding to the average level were found in 61.9% of girls. The number of girls with results corresponding to a high level of coordination development was 28.57%. One in ten schoolgirls (9.52%) showed results corresponding to the above-average level.

Among the boys tested, one in three (36.84%) revealed a low level of development of coordination abilities, one in five (21.05%) – a level of development below average. The number of boys with results corresponding to the average level of coordination development

was 31.58%. And only one in ten boys (10.52%) showed results corresponding to a high level or a level of coordination development above average.

Endurance was assessed by running continuously for 6 minutes. The results obtained are shown in Figure 3. Low results of endurance development were found in 30% of students, below average – in 47.5%, average – only in 22.5%.

Figure 3. Distribution of schoolchildren according to the results of a 6-minute run (%). The level of endurance development is above average and high among the tested schoolchildren was not revealed. Thus, the physical fitness of students in terms of endurance should be considered insufficient.



The average distance that boys and girls ran during the endurance test was 816.3 and 731.9 m, respectively ( $t = 5.28$ ,  $p < 0.05$ ). However, despite the presence of significant differences between the results obtained, a comparison with the standards established for students of a given age and gender showed that the average distance covered in this test by boys can be characterized as low, by girls as below average.

As a result of determining gender differences in the level of endurance development, it was found that the number of girls with results corresponding to the average level of endurance development was 42.86%. 57.14% of schoolgirls showed results corresponding to the level below average.

The number of boys with results corresponding to a low level of endurance development was 63.16%. 36.84% of schoolchildren showed results corresponding to the level below average.

To determine the speed and strength abilities of schoolchildren, it is recommended to use a long jump from a place. The results of studying the speed and strength qualities of the subjects are shown in Figure 4.

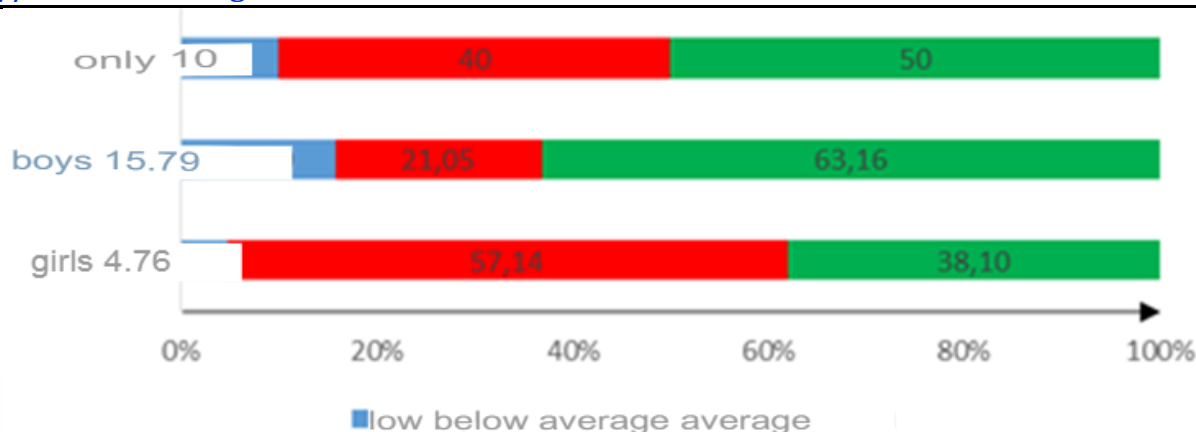


Fig. 4. Distribution of schoolchildren according to the results of the long jump from a place (%), 50% of schoolchildren revealed an average level of development of speed and strength abilities, 40% - below average, 10% - low. Schoolchildren with a high level or level of development of speed and strength abilities above average were not identified. Thus, it is possible to consider the physical fitness of half of the students in terms of speed and strength physical qualities insufficient.

The analysis of gender differences in the level of speed-strength abilities showed that speed-strength qualities in boys are better developed than in girls. Thus, the number of boys with results corresponding to the average level of development of speed and strength qualities was 63.16%. The number of girls with results corresponding to the average level of development of speed and strength qualities was only 38.1%. Among boys, in comparison with girls, only one in three boys has a level of development of speed and strength abilities below average (21.05%) or low (15.79%). Among girls, the level of development of speed and strength abilities below average was found in 57.14% and low - in 4.76%.

The average values of the jump performance by boys and girls were 141.63 and 136.76 cm, respectively ( $t = 2.12$ ,  $p < 0.05$ ). According to the established standards, the average jump length set by the boys is estimated as an average value. The average jump length set by the girls is estimated as below average.

The strength for schoolchildren is determined by pulling on the crossbar from the vis with a grip from above for boys, from the vis lying on the suspended crossbar (up to 80 cm) for girls. The results of determining the strength abilities of the subjects are shown in Figure 5. A high level of development of strength qualities was revealed in 42.5%, an average level – 27.5%, and in 30% - a low level or a level of development of strength qualities below average.

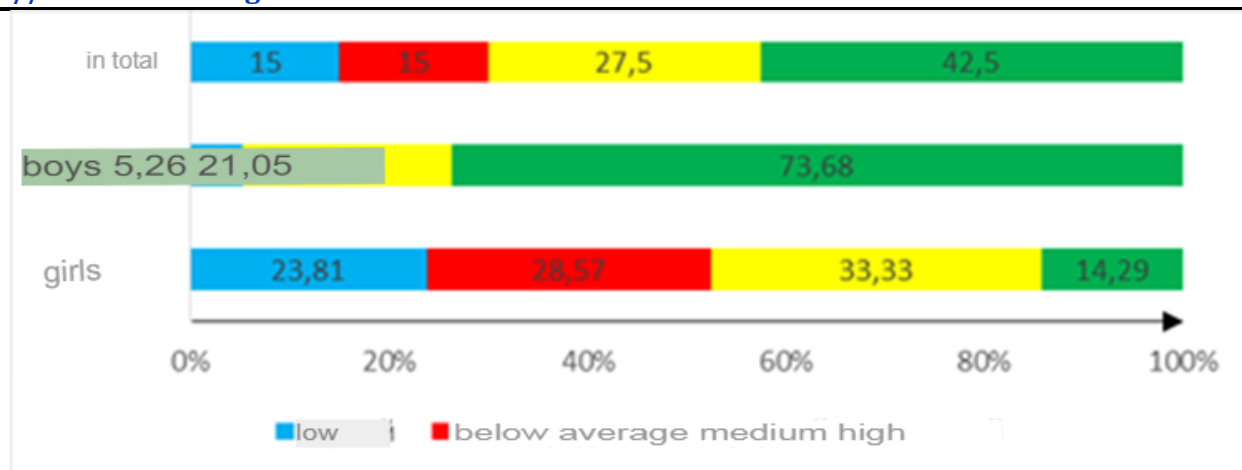


Fig. 5. Distribution of schoolchildren by pull-up results (%)

Analysis of gender differences in the level of strength abilities showed that strength qualities in boys are better developed than in girls. Thus, the number of boys with results corresponding to a high level of strength development was 73.68%, and the number of girls was only 14.29%. Among boys, a low level of development of strength qualities was revealed only in 5.26% of the subjects, and among girls in 23.81%, which exceeds the number of boys by 4.5 times. The number of girls with results corresponding to the level of development of strength qualities below average was 28.57%. Among boys, the results corresponding to the level of development of strength qualities below average were not revealed.

The average value of the test characterizing the development of strength abilities in boys was 7.2 times, which corresponds, according to the standards, to a high level. The average value of the test characterizing the development of strength abilities in girls was 7.9 times, which corresponds, according to the standards, to the level of development of strength qualities below average. Thus, it is possible to state the good physical fitness of the boys in terms of strength.

A comprehensive assessment of physical fitness was carried out according to the sum of the points received by the subjects when performing individual tests, in accordance with the ranked scale. The analysis of the results showed that among the surveyed students there are no girls and boys with good or excellent physical fitness. The number of girls and boys with satisfactory physical fitness was 61.9% and 63.2%, respectively. Unsatisfactory physical fitness was revealed in 38.1% of girls and 36.8% of boys.

The results of studying the level of physical development of schoolchildren using the centile method are presented in the table, from which it can be seen that about 60% of the surveyed have an average level of physical development in terms of body weight and height.

Distribution of schoolchildren by level of physical development

Level of development	Quantity, %					
	Height Body weight OGK		Height Body weight OGK		Height Body weight OGK	
	B	G	B	G	B	G
Tall	-	-	10,5	-	-	-
Above average	5,3	14,3	10,5	4,8	-	-
Average	68,4	57,1	57,9	57,1	84,2	52,4
Below average	21,0	4,8	15,8	19,0	15,8	38,1
Low	-	14,3	-	4,8	-	9,5
Very low	5,3	9,5	5,3	14,3	-	-

The level of physical development above the average in height was revealed in 5.3% of boys and 14.3% of girls. The level of physical development below the average in height was revealed in 21% of boys and 4.8% of girls. Low growth was detected in 5.3% of boys and 23.8% of girls.

The level of physical development below the average body weight was detected in 15.8% of boys and 19% of girls. Low body weight values were found in 5.3% of boys and 19.1% of girls. Overweight was found in 21% of boys and 4.8% of girls.

The chest circumference (OGC) is dominated by schoolchildren with an average level of physical development or with a level of development below average. Low values of OGC were found in every tenth girl (9.5%).

The study of the distribution of students by somatotype showed that 79% of the surveyed boys and 57% of girls are characterized by mesosomatic physical development, i.e. the level of development corresponding to their calendar age. However, 43% of girls and 21% of boys have a microsomy, indicating a slow rate of age-related development.

The study of the causes of low physical fitness among the surveyed schoolchildren using a questionnaire showed that the motor activity of the respondents during extracurricular time is mainly limited to irregular walks with friends. So, in the mode of the day, all the subjects do not have morning exercises. Only 19% of girls and 26% of boys devote part of their free time to sports or other types of physical activity no more than twice a week after school. Together with their parents, only every tenth girl (9.52%) and every fifth boy (21.05%) are engaged in sports and physical culture.

Thus, the study showed that one of the reasons for satisfactory physical fitness is the low motor activity of the surveyed schoolchildren, which causes a decrease in the rate of physical development. The results obtained indicate the expediency of using physical culture and health-saving technologies.

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