

## THE ROLE OF GYMNASTICS IN DEVELOPING MOTIVATIONAL ACTIVITIES OF WOMEN

**Dilbar Rakhmatova**

Student of Karshi SU

**Annotation:** Therefore, specially developed forms of movement are the main means (exercises) of gymnastics. They help a person develop important motor skills. The exercises are mainly used to teach women the basics of movement, to develop their physical characteristics and to solve various pedagogical tasks. These include exercises for specific parts of the body and performed on various gymnastic instruments.

**Keywords:** Gymnastics exercises, divided, following main groups, development, rhythmic gymnastics, sports, world arenas

Before entering any sport, the basic tools of gymnastic exercises are addressed. Because gymnastics is the basis of training.

Therefore, specially developed forms of movement are the main means (exercises) of gymnastics. They help a person develop important motor skills. The exercises are mainly used to teach women the basics of movement, to develop their physical characteristics and to solve various pedagogical tasks. These include exercises for specific parts of the body and performed on various gymnastic instruments [10; 11, 21 b].

Gymnastics exercises are divided into the following main groups according to the pedagogical tasks and the system of motor activity:

1. Line-up exercises are activities performed together in a line, which help to develop cohesiveness and discipline, teamwork skills, posture, as well as a sense of rhythm and speed.

Organized Behavior from Rowing Exercises - Movement is used as a specific motivating activity that develops skills and competencies.

2. General developmental exercises are exercises that are performed on individual parts of the neck, that is, exercises for all-round physical training, to expand the functional capabilities of the body and to maintain posture.

They affect individual muscle groups, individual organs, as well as the entire musculoskeletal system, and facilitate the development of a variety of skills. General developmental exercises allow a person to acquire basic elementary skills and competencies that a person can then use to organize a holistic motor activity of any complexity in order to improve their motor skills.

3. Freestyle exercise is a combination of different movements with individual body parts, as well as acrobatic and choreographic exercises. They are formed in the form of a continuous composition according to the established requirements (by gradually complicating the combined performances, duration). Their main goal is to improve the ability to move, to cultivate a sense of rhythm and beauty of movement. They are an effective means of shaping the style of movement. Freestyle exercises are performed without objects (in gymnastics) and with various objects in hand (for educational purposes, rhythmic gymnastics and public performances of gymnasts). Freestyle exercises, especially when they are repeated many times; they can also be used to increase the functional capacity of the human body, that is, its ability to work and readiness.

4. Practical exercises - walking, running, throwing, climbing, overtaking, crawling, balancing, overcoming obstacles, etc. With them, learners acquire life skills and competencies. They learn to use them in different situations.

5. Jumping (without leaning and leaning) is used to develop jumping, as well as to develop the strength of the legs and arms, speed and accuracy of movement, agility and courage. Jumping not only improves the functional state of the body, but also has a general effect on the body.

6. Exercises performed on projectiles (gymnastic instruments) - (long horse, rings, bars, horizontal bar, solo) - are the most characteristic means of gymnastics. Their main goal is to improve body and movement management skills. It is also used for physical training.

7. Acrobatic exercises - a combination of balance exercises, including acrobatic jumps and static positions. is used.

8. Rhythmic gymnastics exercises - consists of integral and combined exercises of different movements, performed with gymnastic instruments (rope, flange, scarf, ball, snare drums, etc.) and without gymnastic instruments. Performed to the accompaniment of music, it serves as a means of cultivating physical maturity and elegance, freedom and charm. These exercises are used in women's classes.

The basic tools of gymnastics can be divided into the following groups, taking into account how they affect the development of a person at a high level:

a) exercises aimed at the general development of physical qualities and motor skills (line exercises, general development exercises, games and relay races);

(b) exercises aimed at developing vital skills and competencies (practical exercises, lean jumps);

c) exercises aimed at continuous development and improvement of motor skills and willpower (freestyle exercises, pole vault, projectile exercises, acrobatics and rhythmic gymnastics).

Separating all the basic tools of gymnastics in this way makes it easier to choose specific exercises for any type of gymnastics, to solve different pedagogical tasks.

In addition to exercises, a variety of movement games are widely used in gymnastics to improve and strengthen many important skills and abilities, to lift the mood of the participants and to increase their enthusiasm for the training process [8; 10, 33 b]. Relay races also have a goal in mind and are more visible.

Sequence of movements in teaching gymnastics.

The process of teaching gymnastics consists of a series of activities of the trainer, which are determined by the expression of the tasks at each stage of training and the conditions of study:

1. At the beginning of the training, the trainer should determine how much the trainee is ready to learn the new exercise.

To do this, the coach:

- takes into account the experience and personal characteristics of the trainee in the process of learning exercises, mastering all the techniques of the exercise;
- monitors the learner's behavior, talks to him or her, and evaluates his or her current state of mastery and mood;
- The trainee must have the results of a medical examination to obtain information about the level of capacity of the functional systems;
- Selects control tasks to assess one of the trainees' physical fitness qualities (agility, flexibility, agility, strength, endurance) and assigns them to repeat previous familiar exercises, such as new exercises.

2. The trainer makes a plan, chooses teaching methods and techniques based on comprehensive knowledge of the trainee and knowledge of new exercise techniques.

3. The coach introduces the new exercise to the trainee. This is where the coach's direct contact with the goal of developing motor skills begins. To do this, the coach:

- determines the general purpose of the exercises to be taught in the future;
- plans and clarifies the tasks and requirements for the trainee;
- Demonstrates that the practitioner is similar to a new movement in the technique learned during the previous exercise;
- shows the strengths and weaknesses of the trainee;
- Develop a plan for learning new exercises.

4. The facilitator's next task will be to demonstrate, explain, demonstrate movement patterns in the models, and create an impression on the practitioner using the basics of the exercise techniques being studied.

The coach's mastery of the new exercises in this way will allow him to complete the task quickly and correctly.

5. The coach should then ask the trainee to do the exercise as follows:

- imitate a movement or individual exercise elements;
- Do the exercise at a slow pace, helping to highlight parts of the movement;

- Repeat the movement in the easiest conditions - on the simulator.

This activity helps to fill in the information about the exercise technique with some muscle sensations (using movement information).

6. During the training, the trainer:

- monitors the performance of actions, assists the trainee using a variety of methods, monitors the results of the given tasks and, if necessary, during the exercises given to the trainees, corrects it or gives instructions for the next task should give.

The main task during this period is to correct mistakes in time. Errors can be caused by: inaccurate perception of movement techniques, inconsistency of participants' subjective assessments of their actions with their senses of movement; inadequacy of the ability to deal with the complexity of the exercises to be performed; the negative effects of the exercises learned on the performance of the new exercise; lack of courage and perseverance during movement activities, etc. [9; 13, 105 b].

Different teaching methods are used to correct primary and secondary errors, depending on the specific situation. The activity aimed at perfecting the exercise is reflected in the automation of the basic technical movements, independent and technically correct performance of the exercises.

#### **Referencies:**

1. Eshtayev A.K. Gimnastika darsi: O'quv qo'llanma. - T.: 2004 y.
2. Gimnastika. M.N Umarov. Toshkent. 2015 y
3. Gimnastika va uni o'qitish metodikasi. I.I Morgunova. Toshkent. 2011 y.
4. Eshtayev A.K. Gimnastika nazariyasi va uslubiyati. (darslik). T: 2017 y
5. [www.sport-athlet.com](http://www.sport-athlet.com)
6. [www.gimnastik.ru/athletics](http://www.gimnastik.ru/athletics)