
GYMNASTIC EXERCISE TEACHING METHODS

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ABSTRACT

Aims, tasks and stages of training. The purpose of teaching gymnastics, as in any pedagogical process, is to organize the planned activities of students under the guidance of teachers in order to develop motor skills, abilities and acquire special knowledge. At this stage, as a result of the active work of the teacher and the student, the perception of the exercise is determined, mistakes are not made; will be able to perform the exercises independently under supervision. Otherwise, students will lose interest in the lesson. However, the principle of ease does not negate the need to train athletes to overcome difficulties. The teacher needs to constantly explore what students are capable of and their ability to master specific exercises. Different teaching methods are used to correct primary and secondary errors, depending on the specific situation.

KEYWORDS: *Aims, Tasks, Training, Knowledge, Skills, Methods.*

INTRODUCTION

For general movement and sports training of students:

- Develop important movement skills;
- Cultivate physical qualities such as strength, speed, flexibility, agility, endurance;
- Pedagogical and professional skills (for students of special educational institutions).

The specific tasks to be solved in the process of teaching gymnastics are determined in each case on the basis of an assessment of the composition of the movement, the characteristics of the conditions of its performance and the level of readiness of students. The exercises to be mastered in gymnastics are diverse, ranging from simple movements of individual parts of the body, from simple standing positions (basic standing, hanging, leaning) to complex movements associated with the maximum use of physical and movement qualities. activities (e.g., three-fold somersaults in one-on-one or freestyle exercises - squats, squats, squats, squats, squats, squats, squats, squats, squats, squats, squats). So it is easier to learn some exercises. All you have to do is watch them or remember their names to master these exercises. Learning other exercises will be associated with long-term exercise. The teaching of a particular gymnastic exercise can be divided into three interrelated stages. The first stage is the formation of a general initial idea of the action (initial information), which is the basis for the conscious mastery of each action. Preliminary information about the new movement (its shape, scope, direction of influence, some cases, etc.) and the structure of the initial program of future movement activity as a result of the experience of movement accumulated in the student's memory. generating common links are formed.

The second step is to learn the basics of direct movement techniques (a very thorough study of the

exercise). At this stage, as a result of the active work of the teacher and the student, the perception of the exercise is determined, mistakes are not made; will be able to perform the exercises independently under supervision. The third stage is to strengthen and improve movement techniques. This, of course, brings the level of movement control to the level of automated skills, so that the practitioner can perform the exercises for a long time in different conditions (competitions and other performances).

At the end of the training process, the whole activity can be focused on completing the mastered exercise options, which have elements similar to the previous exercise, performing complex exercises, changing the conditions of performance, for example, in combination with other exercises.

CONDITIONS FOR MASTERING GYMNASTIC EXERCISES

The first condition. The first condition for the successful organization of gymnastics training is to determine the level of physical fitness of students. In this case, the student's abilities are evaluated on the basis of the following indicators:

- Readiness to master the exercises, the volume and expression of the exercises to be mastered, some difficulties in learning the movements, the student has the experience of movement similar to the new exercises;
- Physical fitness (the degree of maturity of the decisive qualities in the study of new technical movements);
- The level of development of mental qualities (students' courage, tenacity, resistance to long-term stress).

Assessing a student's ability to learn exercises depends on what kind of exercise they are currently learning. Gymnastics exercises, on the other hand, are very diverse, so the student's ability to identify opportunities may change in each specific situation when learning a new movement. The second condition is to create a curriculum based on an analysis of the movement structure and knowledge of the student's personality. The curriculum is written in the form of an algorithmic task, a graphic or a network program. As exercise techniques become more complex, so does the effectiveness of the training program.

The third condition is to master the process of mastering a set of exercises. The teacher does this by analyzing the student's performance and selecting commands and control tasks that clarify it.

The fourth condition is the availability of appropriate conditions and training tools to perform the exercises effectively and correctly. These include: classroom (classroom, hall, playgrounds), basic and auxiliary equipment, teaching aids (tables, pictures, movies, videos, shapes of the human body, educational techniques and methods) methodological plans), technical support facilities, film, photographic and video cameras, measuring devices and goniometers, dynamometers and other instruments, tape recorders, VCRs, Dictaphones.

DIDACTIC PRINCIPLES OF TEACHING

Didactic principles of teaching in the organization of the educational process in gymnastics are the main guidelines. The principle of consciousness and activity. Gymnastics places great demands on the physical and volitional qualities of athletes. The principle of awareness and activism in the process of learning new exercises requires students, first of all, to understand and learn the movement, to be interested in the task and to develop a creative approach. In order to consciously learn movement skills while studying, participants should be taught the following:

- Evaluate the results of their activities;

- Describe movement techniques using a variety of methods (oral, graphic, written repetition);
- Overcoming various difficulties associated with learning a new movement;
- Keep a diary and make exercise plans;
- Help the teacher organize the lesson and teach the movement to the peers.

The principle of demonstration. The trainer uses the following tools and techniques to make the training visual:

- Demonstration of perfect performance, showing films and photographs, pictures, tables and models;
- Verbally describe the details of some movement task techniques and compare them with other actions;
- Use of additional tools (phase samples, voice accompaniment to movements, slow lifting and touching);
- Demonstrate the technique of the exercise or its elements being studied on simulators, human body samples, etc .;
- Create a special, focused sense of movement as a result of pausing, imitating, performing with the help of a coach, and other simplified actions.

The principle of simplicity requires that participants be given tasks that are appropriate to their strengths. Otherwise, students will lose interest in the lesson. However, the principle of ease does not negate the need to train athletes to overcome difficulties. The teacher needs to constantly explore what students are capable of and their ability to master specific exercises. For example, in order to make a big turn in solo, a student needs to be able to do a number of other exercises, have enough strength in his hands, and have developed many physical qualities such as courage and perseverance. Having these qualities in a student is a measure of how easy this exercise is for him. The principle of ease is associated with the rules of didactics from known to unknown, from easy to difficult, from simple to complex.

The principles of sustainability include:

- There is a certain consistency in the study of the process of movement;
- Regularly improve movement techniques and learn new exercises to develop the ability to solve a variety of movement tasks;
- Alternates between work and leisure in the teaching process in order not to dampen the diligence and activity of students.

TEACHING METHODS

Teaching methods are about choosing specific ways to solve a problem. Different teaching methods can be grouped. The first group of teaching methods:

- Oral method is one of the universal methods that allows students to manage the teaching of new exercises during the lesson. The use of gymnastic terms is especially important here, as the terms can be used to make the teacher's impact on students clear and concise;
- The method of expressing information about the technique of movement, the performance of exercises by the demonstrator, the demonstration of visual aids, audio and video materials, the provision of symbols, parts of the movement, the amount of elements of movement techniques performed by the student is shown by

These training methods are mainly aimed at creating and defining the basics of exercise techniques and can be used throughout the training. The second group of teaching methods:

- Integrated exercise methods that involve performing the action being studied as a whole. This includes easing exercise conditions, using additional means of assistance and insurance, lowering the height of the equipment, performing the movement on the simulator, simplifying the initial or final position (for example, lifting the body in a low solo with the help of a coach). may be at the expense of;
- Auxiliary exercise method (one of the similar types of integrated exercise method), which is similar in content to the main exercise, but at the same time is an independent exercise and involves performing a previously learned movement as a whole (for example, writing the body in solo). lifting on one leg to lift and leaning serves as an auxiliary exercise);
- The split exercise method is to break down the whole movement technique into parts and pieces and re-assemble them after mastering each one. This artificial division of the exercise into sections is done to facilitate the learning of the main activity;
- The method of solving specific movement tasks is a variant of the split exercise method, which is characterized by the selection of learning tasks that have certain elements of movement techniques (for example, beginner athletes learn to jump on their feet). learn to land, run, tread, and then “bridge” one after the other).

These teaching methods allow students to learn about the exercise and the basics of the movement technique being studied. In addition, they help to get an idea of the structure of the movement, as well as to correct any errors that may occur.

The third group: the standard exercise method, which is characterized by the independent performance of movement in order to strengthen the ability to move in a training environment;

- The changing exercise method is associated with the following difficult conditions: misleading signals (noise, extraneous sounds, etc.), changes in ambient conditions (unusual placement of equipment, changing lighting, etc.) , giving an unexpected instruction to perform a certain task, changing the place of the exercise in the combination, performing the exercise tired or overly excited;
- A playful and competitive way of teaching involves your student competing with each other or taking responsibility for a particular outcome of an action.

These training methods help to achieve the stability of motor skills.

The fourth group consists of programming techniques that allow you to choose the right tactics for teaching a new movement and an effective way of organizing the learning process. Exercise algorithms are one of the most advanced types of programming. Algorithmic-type tasks involve dividing the learning material into parts and teaching the tasks of that part to the learner’s one after the other in a strictly orderly manner. You will be given the right to move on to the second part of the study only after the first part has been completed. The following are the requirements for creating assignments:

- Assignments or parts of the learning material should clearly describe each activity, should not be random in their selection, and should be clear to those to whom it is intended;
- Algorithmic-type tasks can be designed for both single-action activities and for repetition of similar actions in terms of content;
- All learning tasks should be coherent and coherent.

According to the assignment, the order of study of the parts of the study material is determined by

the relationship between them. The repetition of each task of the algorithmic type of task is aimed at solving a specific goal. For example, the exercises that develop the physical qualities necessary for the successful performance of the learned movement activity should be in the first repetition of learning tasks. Exercises for mastering the initial and final stages of the beginning and end of the learning activity should include a second repetition of learning tasks. The first and second repetitions of learning tasks can be mastered at the same time or at different times. The third iteration involves learning the basics. For example, in order to learn to swing forward while leaning on the arms in pairs, the student must be able to swing and swing forward to the required height.

The fourth repetition includes learning tasks related to assessing performance in terms of space, time, and muscle tension. The amount of differentiation and the degree of accuracy depend on the complexity of the exercise being studied. The fifth iteration includes auxiliary exercises. After the repetition of learning tasks, the movement is studied as a whole in a simplified environment (in the simulator, with the help of a teacher, using technical means, etc.). As you study each learning task, you will be able to actively manage the learning process by monitoring how well the assignments are done. When it is not possible or less effective to use a holistic approach, an algorithmic type of task should be used. This type of assignment is usually used to learn technically complex exercises.

METHODS OF PERFORMING EXERCISES

There are many different ways to teach gymnastics. The following are some of the most effective and widely used teaching methods. Methods of forming and defining the concept of movement techniques: The teacher should communicate, communicate, explain, discuss, and use other forms of exercise with students through speech. Only when each word is clear and figurative, and the phrases are short and understandable, the training will be more effective and efficient, so that the teacher can successfully carry out the preparatory work immediately before teaching a new exercise, the teaching process. can manage; The use of technical aids in training allows you to obtain accurate quantitative information before assessing the quality of the results of the exercise, to make changes to the exercise program to be performed, as well as to correct mistakes made during the exercise. Hardware includes: the simplest measuring instruments (timepieces, centimeter tapes, angle gauges); recording and recording devices (dictaphones, VCRs, film and video cameras, cameras, dynamo-graphs), software and control and information devices. An example of the use of technical means in the teaching of gymnastic exercises is the perception of light and sound programs and the repetition of the rhythm of movement (individual movements) over a period of time. This is used both to get an idea of the exercise before learning a new exercise and to get quick information about the results of the movement during the new exercise, which makes it easier to manage the learning process.

SEQUENCE OF MOVEMENTS IN TEACHING GYMNASTICS

The process of teaching gymnastics consists of a series of activities between the teacher and the student, which are determined by the expression of tasks and learning conditions at each stage of teaching: demonstration of visual aids (drawings and pictures, tables, videos, soft wire and other models of the human body, cartoons, etc.), demonstration of the athlete's exercise, use of various exhibitions (see below) see) should; pictorial representation of elements of exercise technique in the drawing, demonstration of sequential movements, movement of the athlete's body by the coach, oral or written description of the technique of movement, re-description of some parameters of movement with the help of technical means Demonstration helps the athlete to quickly master the exercises that are new to him and to solve the formation of motor skills, which is the main task of training.

WAYS TO HELP AND TAKE PRECAUTIONS

There are many ways a teacher can help a student. For example, telling what to do during an exercise, giving advance instructions about the outcome of a task, or how to do it, and so on. A special group of support and insurance methods is related to the interaction between the teacher and the student. For example, a student may need physical assistance to correct a mistake, identify technical elements, or provide safety while performing movement tasks. To this end, the teacher helps the student to record a particular starting position, repeat the sequence of actions, and follow the whole exercise. In doing so, the teacher slows down the student's movement, creates artificial resistance, and provides insurance. The effectiveness of these methods in teaching depends in many ways on the teacher's ability to choose the best method, which side the student is on, and the method of doing the exercises together. Therefore, the teacher must study and improve all the methods during his / her practical work. The use of additional symbols, first of all, makes it easier to learn new gymnastic exercises. Such signs clarify the perception of the parameters of the action, help to correctly perform the action, to accurately assess the results of the action.

Visible signs are usually used: some parts of gymnastic equipment, some parts of the student's body, a natural sign (an object near the place of exercise), additional objects (balls, sticks, rope). - chi) s, as well as specially drawn (scale and simple) characters. An example of this is the assignment given to a student to perform acrobatic exercises according to the signs on the acrobatic corridors or to land on the ground within certain limits after jumping from gymnastic equipment. Some sounds (applause, whistle) can accompany the movement or set the pace and rhythm. These signs are given by the teacher or teaching aids. Vowel characters are different from visual ones in that they vary in duration and intensity. This expands their use, allowing the student's attention to be drawn to the exercises in accordance with the exchange of gestures. Dactyl gestures can be used in situations where it is difficult for the student to see and perform during the exercise. The student feels that he is doing the exercise relying on something (gymnastic equipment, some character), compares the movement with the result of the activity and makes changes in his movement, and chooses reasonable ways to continue learning the exercise. helps. The teacher's use of artificial dactyl gestures (touching parts of the student's body) also forces the student to do the exercises correctly. The effectiveness of these methods depends on the professionalism of the teacher.

One of the requirements of the teaching method is to use different additional signs (landmarks) together in the process of learning new exercises.

1. At the beginning of the training, the teacher should determine how ready the student is to learn the new exercise. To do this, the teacher:

- Takes into account the experience and personal characteristics of the student in mastering all the techniques of exercises in the process of learning exercises;
- Monitors the student's behavior, talks to him or her, and evaluates his or her current state of learning and mood;
- The student must have the results of medical examinations to obtain information about the level of functionality of the functional systems;
- Selects control tasks to assess one of the student's physical fitness qualities (agility, flexibility, agility, strength, endurance) and assigns them to repeat previously familiar exercises, such as new ones.

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

3. The teacher introduces the student to a new exercise. This is where the direct contact between the teacher and the student to develop motor skills begins. To do this, the teacher:

- Determines the general purpose of future exercises;
- Plans and clarifies the tasks and requirements for the student;
- Demonstrates similarities to a new movement from a technique learned by a student during previous exercises;
- Shows the student's strengths and weaknesses;
- Develop a plan for learning new exercises.

4. The teacher's and the student's next tasks will be to demonstrate the basics of the exercise technique being taught, to explain, to show the movement structures in the models, and to create the student's imagination using other relevant methods. The teacher and the student mastering the new exercises in this way will allow them to complete the action tasks quickly and correctly.

5. The teacher then asks the student to do the exercise as follows:

- Imitate a movement or individual exercise elements;
- Do the exercise at a low speed, helping to highlight certain parts of the movement;
- Repeat the movement in the easiest conditions - on the simulator.

Such activity is accompanied by some muscle sensations (movement information)) to complete information on exercise techniques.

6. The teacher during the student's practice:

- Monitor the progress of the action, assist the student in a variety of ways, monitor the results of the assignments, and, if necessary, correct or instruct the students during the exercises.

The main task during this period is to correct the mistakes that occur during the exercise in a timely manner. Errors can be caused by: inaccurate perception of movement techniques, inconsistency of students' subjective assessments of their actions with their sense of movement; the incompatibility of the student's ability with the complexity of the exercises to be performed; the negative impact of the exercises already on the performance of the new exercise; not showing enough courage and determination during movement activities, etc.

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

To learn and improve the technique of the exercises, the student will continue to perform the exercises under the guidance of the teacher and independently.

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