

FEATURES, FORMS AND METHODS OF THEIR TRAINING WITH STUDENTS IN GRADES 2-4

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Annotation: This article provides for the use of special exercises of athletics as a tool in teaching students who have begun to engage in classes of physical education and in activities organized in schools of various sports in general schools. Their nature in the selection of special exercises in athletics was selected depending on the age of the elementary students.

Keywords: general fitness, athletics, speed, strength, agility, endurance, flexibility, physical qualities.

Among the many sports, athletics is distinguished from other sports by its general and special exercises. The fact that not only men, but also women, show high results in competitions that are happening on a global scale is evidence of a high level of competition in this sport. Therefore, athletics has gained a solid place among the popular sports in our country. By doing this, one can recognize that the interest in the sport of athletics is sufficient by the people of our country.

Ozolin N.G., (1911) and others argue that the positive impact of athletics practices on practitioners was the reason for their prevalence. Athletics are given a wide place in both the physical education programs of school children and young people, in training plans in various sports, and in the health-improving activities of the elderly.

The training of highly qualified athletics athletes and the cultivation of reserve athletes in Uzbekistan depends on the practice of coaches in every way. The normalization of the volume of downloads given to students using correctly selected tools and methods of the training process organized by coaches is one of the important factors in achieving high results.

The purpose of our study is to organize the training process of schoolchildren, taking into account the age and level of training of students, using

exercises typical of athletics, as well as action games in the development of movement training of elementary students.

T.S.Usmankhodjayev, Sh.X.Israilov, A.A.Pulatov, Sh.A.Authors such as Pulatov (2015) have sorted action games that are specific to different sports, depending on the nature of action games, which part of the athlete's organism is assigned a load in the gameplay. For example, “who before?” ,” Catch-on-the-road“,” fast running“,” Karim passed the boot and crossed the finish line fast“,” over fences“,” rope-catching“,” big lap relay“,” jump-over relay", and many other action games like this were found to be typical of the sport of athletics.

Of course, it should be noted that in the development of movement training of schoolchildren there is a need to regulate the use of special exercises and action games inherent in athletics. To do this, it is advisable to develop an effective, scientifically based methodology.

In students, athletics aimed at the use of the tools and methods of sports and action games characteristic of the sport of athletics, in the process of training of elementary students, a methodology was developed and the effectiveness of the methodology was substantiated through pedagogical experiments.

As previously stated, one of the earliest aspects that should be paid attention to during the development of the methodology is to take into account the age of the students. The acquisition of knowledge by the coach in the above-recognized aspects makes it possible to correctly distribute such as the norm of the severity of the loads given to students.

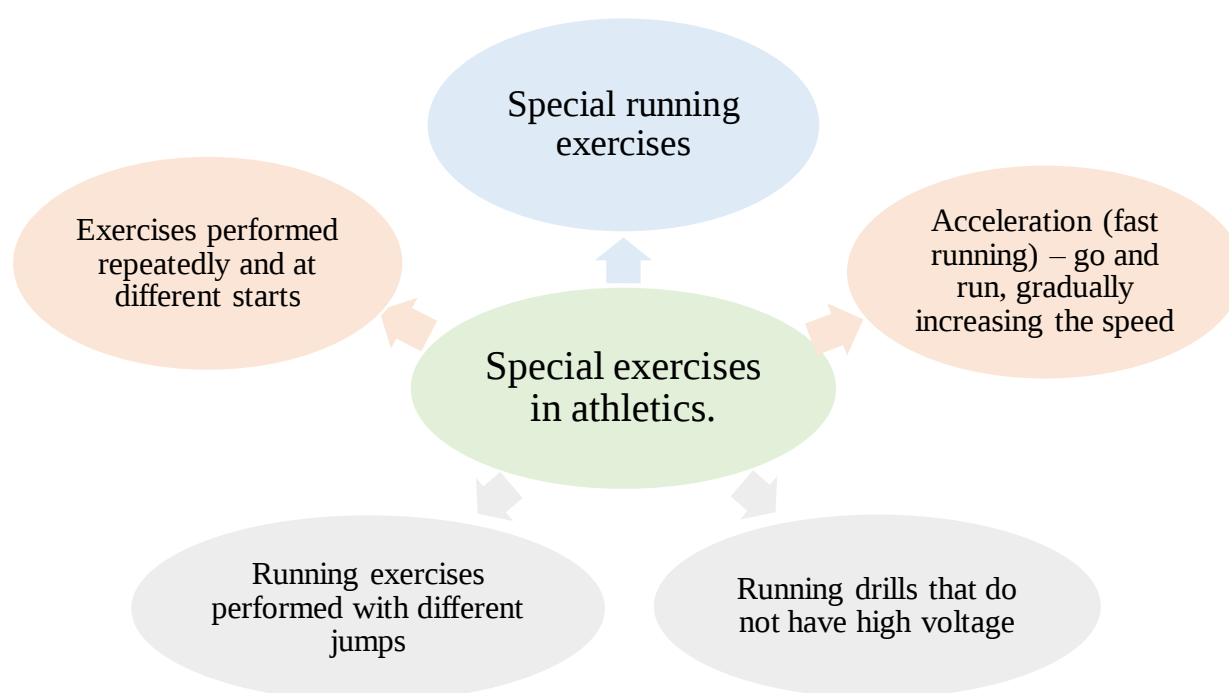
The methodology developed by us is based on two different directions in achieving the development of movement readiness of students, while the first direction implies achieving through special exercises characteristic of athletics, the

second direction is to achieve the development of movement readiness of school students by applying action games.

In order to be used as a tool in improving movement readiness of elementary school students, such aspects as the nature of the effect of selected exercises on the student's body (what group of muscles is located in the student's body at the time of performing the exercise) were divided into groups with consideration (see Figure 1).

Methodological recommendations for the use of selected exercises in the training process have been developed, while exercises are presented in Table 1.1.

Students perform some of the selected exercises individually, while they perform some in pairs and in a group position. Their performance of exercises in such a form contributes to the fact that at the same time as the development of their physical qualities, they mentally adapt to the atmosphere of competition, competing among themselves.



1-fig. Special exercises of Athletics used in the development of movement training of students in Grades 2-4.

Students perform some of the selected exercises individually, while they perform some in pairs and in a group position. Their performance of exercises in such a form contributes to the fact that at the same time as the development of their physical qualities, they mentally adapt to a competitive environment.

The use of action games in order to be used as a tool in training aimed at teaching elementary students to action preparation has been recognized by a number of scientists from our country and abroad as one of the most effective tools (T.S.Usmankhodjayev, Sh.X.Israilov, A.A.Pulatov, Sh.A.Pulatov, Byleeva.L.V.).

M. from the scientists of our country.J.Abdullayev, M.S.Olimov, N.T.To ' khtaboyevs (2017) in the process of general physical training and special physical training, tools familiar to children in physical education lessons and tools of other sports (football, basketball, volleyball, qo'1 ball) and action games, gymnastics, acrobatics and various relay games are used.

While using action games as a tool for elementary school students to learn motion techniques provides convenience to students, secondly, it causes students to increase their interest in the course process. The action gameplay chosen as the medium is shown in Figure 1.

1.1-table.

Special exercises of Athletics used in the development of movement training of schoolchildren of Grades 2-4.

№	Content	Norm
1.	Special running exercises.	2 x 30 m bajarish
2.	Acceleration (fast running) – go and run, gradually increasing the speed.	3 x 50 m
3.	Running in one norm.	200 m.
4.	Jump up, alternately depressing on the legs to develop leg strength.	3 x 40 m.
5.	Standing in place and running with your knees high.	10 sekund davomida.

6.	Jump long from where you stand.	10-15 marta
7.	Running from the bottom start.	3 x 30 m
9.	Triple jump from where you stand.	4-5 marta
10.	Repeated running.	2 x 40-50-60 m

In the action game learning phase, the visual method provides not only to show the technique of performing actions, but also to show the scheme by which the participants in the game enter into the interaction.

To improve the technique of basic movements, the following situations were used:

– various types of walking and running, including regular stepping, the tip of the foot, with heels, with the outside of the palm of the foot, in the crouching position and in the semi-crouching position, cutting step, stepping forward with the back, alternating from the heel to the tip of the foot, stepping on the basis of moving the arms, as well as;

- different types of jumps;
- sliding, crawling up on the rope, sliding down again;

V.D.Maznichenko (1984) argues that the organization of action activity in the form of an action game is widely used in the process of physical education and has a number of advantages over other styles. The expert compares the style of play with the game, writing that its importance in this is that the activity of the action is organized on the basis of the content, rules and conditions of the game. Maznichenko believes that the peculiarities of the action game style are the high emotionality against the background of the behavior of those involved and the course of action activities; the solution of the tasks of action activity is due to their sudden occurrence in the choice of a solution due to independence (unregulated) and regularly changing situations; believes that it has a complex and diverse effect on those involved in the process of play.

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