

Influence Of The Use Of Running And Jumping Equipment On The Physical Development Of Teenage Athletes

M.G. Bairbekov- professor, PhD

Gulistan state university, Uzbekistan

shavkievad@gmail.com +998981103733

Abstract: This article aims to improve the sports results of 13-14-year-old general school students by using effective methods and tools of teaching running and jumping techniques in physical development. Recommendations are given on improving the process of physical education classes and introducing innovative technologies based on science.

Key words: highly intellectual, innovative technology, strategy, loading, physical training, physical education program.

INTRODUCTION

President's appeals that "we will mobilize all the strength and capabilities of our state and society so that our youth can become independent thinkers, have high intellectual and spiritual potential, become people who are equal to their peers in any field on a global scale, and be happy." and effective organization, especially starting from primary grades, educating students as independent thinkers, with high intellectual and spiritual potential is one of the urgent tasks of today [1].

After all, it is time itself to improve the content, goals and tasks, forms and methods of education in today's new Uzbekistan. The occurrence of such changes in society increases the effectiveness of the use of innovative technologies in the process of education [5].

For this reason, it is important to develop the sport of athletics in general education schools, to increase the interest of students and young people in sports, and to strengthen their knowledge, skills and abilities [2].

It is known that one of the main and most popular sports is athletics. Significant work is being done in the educational system today to develop athletics, walking, running and jumping, throwing, and

multi-sport among students, to improve their physical training, to train physical qualities, and to improve the process of physical education classes[3,4].

Based on the above, there is a need to introduce scientific-based innovative technologies in the effective use of running and jumping equipment in the physical development of general education schoolchildren.

The purpose of the research is to increase the sports results of 13-14-year-old secondary school students by using effective methods and means of teaching running and jumping techniques in physical development.

The main strategic **tasks** of teaching running and jumping techniques were defined as:

1. Study and analysis of scientific methodological literature on the topic;
2. Determination of physical training of 13-14-year-old secondary school students;
3. To determine the effectiveness of methods used during physical education classes of 13-14-year-old general school students;
4. To increase the possibility of achieving high results in practice by developing effective training loads for the development of physical

qualities of 13-14-year-old secondary school students.

Organization of research and its methods. The research work was carried out in the physical education lessons of the 7th and 8th grade students at Shukhrat Abbasov Secondary School No. 5 in Gulistan. A total of 80 13-14-year-old general school students were selected for research and control groups. Their physical fitness levels were determined by running 80 meters and long jump tests.

During the research, the sources of scientific and methodical literature related to the topic were studied, questionnaires were conducted, and pedagogical observations and obtained data were analyzed mathematically and statistically.

Research results and discussion. It is desirable to increase sports results by using effective methods and tools in the physical development of 13-14-year-old students of general education schools in the course of physical education classes, and to organize training taking into account age characteristics, levels of preparation, specific characteristics of the sport.

When performing exercises that develop speed, the will and mental preparation of students should gradually increase their confidence in victory. In developing speed, it is important that the pace of the exercises is the time it takes to run the distance and the speed you feel when you run that distance.

Physical training of 13-14-year-old students was determined before teaching the basics of short-distance running techniques included in the athletics section of the physical education program for 13-14-year-old students. According to the preliminary data obtained during the research, it was observed that the students' ability (time) to perform agility exercises decreased from 0.2 seconds to 0.6 seconds from year to year.

60 m. When the results of 13-14-year-old boys and girls on the distance running test were studied, the

results of boys and girls in the experimental and control groups did not differ statistically ($P > 0.05$). Although there was no statistical difference between the experimental groups of 13-14-year-old boys and girls, there was a difference between the control groups. That is, the result was found to be 15-16% lower in 13-year-old boys, and 9.8% lower in girls.

At the same time, it was found out that the level of readiness of 13-14-year-old boys and girls is generally very low. 13-year-old boys had to run 60 m in 11.3 seconds to get a grade of "3", while 7th grade boys had to run 11.0 seconds. And girls will need to show a time of 11.5-11.3 seconds proportionally. Both boys and girls performed below the program requirements. For this reason, there was a need for a stratified approach, increasing the volume of speed exercises for these students. During running and long jump classes, training was conducted taking into account the young capabilities of the students and the specific features of their level of preparation.

During the pedagogical experiment, in the experimental group, we used the program developed by us to teach physical exercises in the program and to increase the intensity of each lesson, to develop physical fitness. In the control group, traditional lessons were conducted based on the program developed for all general education institutions.

In the course of the main pedagogical experiment, the students' preparation was comparatively evaluated. In the physical education classes, along with training the physical qualities of the students, an individual effect was shown using a set of tools and methods of improving movement skills and competencies. The results obtained during the study showed that the effort to master the exercises in the program led to the improvement of skills and abilities and the development of physical qualities.

In the process of education of agility in 13-14-year-old students, it was determined that it is necessary to comprehensively increase the functional capabilities that determine the description of speed in various types of body movement activity. There are 3 systems that are not related to each other in the manifestation of the quality of speed, i.e. (reaction of movement, speed of movement, speed of certain movements). For each of these, a separate set of exercises was selected and approached in a layered manner.

According to the information obtained during the research, the following **conclusions** were reached:

1. To study the opinions and opinions given by our leading scientists on improving the physical fitness levels of secondary school students in short-distance running and long jump in the physical development of 13-14-year-old students, and in accordance with the results of our scientific research, short distances and jumping without developing the quality of speed it was found that good results cannot be achieved when using the means;

2. Physical training of students in short distance running and running and long jump was increased due to the development of quickness, strength, agility, flexibility and endurance qualities. However, if general physical training and special physical training loads are applied in the ratio of 60/40% during the 1st academic year, and 50/50% in the 2nd year, it was observed that the physical development and levels of physical training of students increase;

3. It was appropriate to teach the phases of low start, high start, long distance running, reaching the finish line in short distance running in physical education classes of secondary schools;

4. After the experiment, the results of low-developed students increased by 20% and reached the average level. 35% of the averagely advanced students rose above average on their indicator.

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