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## **GYMNASTICS AND TRAINING TECHNIQUES**

### **ABSTRACT**

The purpose of teaching gymnastic exercises, like any pedagogical process, is to organize students' planned activities under the guidance of teachers so that they can form movement skills, skills and receive special knowledge.

**Key words:** skills, skills, pedagogical-professional, gymnastic exercises

### **INTRODUCTION**

For general movement and sports training of students:

- formation of movement skills that are significant;
- training physical qualities such as strength, agility, flexibility, agility, endurance;
- it is necessary to form pedagogical-professional skills (in students of special educational institutions).

Individual tasks that are solved in the process of teaching gymnastic exercises are determined based on the assessment of the composition of the movement, the characteristics of its performance and the level of training of students in each specific case.

Exercises mastered in gymnastics are smooth, which include movements of individual parts of the body from simple movements, simple standing positions (basic standing, hanging, leaning) to complex movement activities associated with maximum exercise of physical and movement qualities (for example, leaning - strumming with hands extended to two sides in rings, triple somersaults in singles or free exercises). Therefore, some exercises are easy to learn. To master these exercises, it is enough just to see their execution or remember their name bofadi. Learning other exercises, on the other hand, will be related to practicing in the long run.

Teaching a specific gymnastics exercise can be divided into three interconnected stages at a conditional pace. The first stage consists in the formation of a general initial picture of movement (initial information), such an idea lies in the ground of conscious assimilation of the activity of each movement. On a new action

(its form, coves, direction of influence, certain circumstances, etc.) as a result of the initial data and the movement experience accumulated in the student's memory, common links are formed that provide the structure of the initial program of Future Movement activities.

The second stage is to master the basics of direct movement techniques (a very thorough study of the exercise). At this stage, the result of the joint active work of the student with the teacher is greater, the picture of the exercise is determined, mistakes are not made; it is ensured that the exercises are performed independently under control.

The third stage is the strengthening and improvement of motion techniques. This will certainly deliver the level of movement control to the level of automated skill, thanks to which the practitioner will be able to perform the exercises in different conditions (competitions and other performances) for a long time.

After the end of the exercise training process, the entire activity can be focused on performing improvised exercise options, having elements similar to the previous exercise, the technique can be aimed at performing complex exercises, changing the conditions of performance, for example, adding them with other exercises.

First condition. The first condition for the successful organization of teaching gymnastics exercises is to determine the level of physical readiness of students. In this case, the student's capabilities are evaluated with regard to the following indicators:

- preparation for mastering the performance of exercises the size and expression of the exercises to be mastered, some difficulties in learning movements, the presence in the student of an experience of movement similar to that in New exercises;
- physical readiness (the degree of maturation of decisive qualities in the study of a new technical action);
- to what extent the development of mental qualities (boldness, rigor of students, resistance to prolonged nervous tension).

The character of the student's ability to learn exercises depends on what kind of exercise he is learning at the same time. Gymnastics exercises, on the other hand,

are extremely diverse, so in each specific case when a new movement is being studied, it can change to determine the student's capabilities.

The second condition is to draw up the training program based on the analysis of the structure of the movement and knowledge of the student's personal characteristics. The training program is written in the form of an algorithmic assignment, a drawing or a networked program. As the technique of performing exercises becomes more complex, the effectiveness of the training program also goes beyond.

The third condition is skillful control of the process of mastering the balls of exercises. The teacher does this based on the analysis of the student's activities and the selection of commands and control tasks that clarify it.

The fourth condition is the presence of appropriate conditions and training tools for the effective and correct execution of exercises. These include: training octahedral space (classroom, Hall, grounds), basic and auxiliary equipment, methodological teaching tools (tables, Pictures, film-video forms of the human body, methodological plans for educational techniques and methodology), technical means of providing cinema, photo and video equipment, measuring devices and goniometer, dynamometers and other instruments, tape recorders, video recorders, Dictaphones.

The didactic principles of teaching in the organization of the educational process in gymnastics are the remains of the main activity.

The principle of awareness and activity. Gymnastics exercises make great demands on the physical, movement and volitional qualities of athletes. The principle of awareness and activity in the process of mastering new exercises requires students, first of all, to learn with understanding the action, to educate an interested and creative approach to the task set.

In order for them to consciously learn movement skills in the process of reading, it is necessary to teach the following to those involved:

- assessment of the results of its activities;

- description of motion techniques using different (verbal, drawing, repetition in writing) methods;
- overcoming various difficulties associated with mastering a new movement;
- making plans to keep a diary and master exercises;
- help the teacher organize the training and help his comrades learn the movement.

The principle of exhibitionism. To achieve that teaching is visual, the trainer uses the following several tools and techniques:

- show the perfect execution of the movement, show Cinema and photo materials, pictures, tables and model models;
- verbal description of the details of the technique of certain action tasks and comparison with other actions;
- the use of additional tools (phase samples, moving to movements with sound, slow lifting and touching);
- to show the technique of the exercise being studied or its elements in training devices, human body samples, etc.;
- to generate a special, focused feeling of movement as a result of interrupting, imitating, performing with the help of a coach and other facilitated actions.

The principles of ease require those involved to be given tasks that match their strength. Otherwise, students will not be interested in training. However, the principle of ease does not necessarily deny the need to train athletes to overcome difficulties.

The teacher must continuously study in depth what students are capable of, their chances of mastering a specific set of exercises. For example, in order to perform a large rotation in a unicorn, the student must be able to perform a number of other exercises, be able to have enough strength in his hand, be aware of the need for many physical qualities to be formed, such as boldness and perseverance. The presence of such qualities in the student will be, which indicates that this exercise is easy for him.

The principle of ease is closely related to the rules of didactics from known to unknown, from easy to difficult, from simple to complex.

The principles of permanence are as follows:

- to have a certain consistency in the study of the process of action;
- regularly improve movement techniques and learn new exercises to develop the ability to solve various movement tasks;
- implies replacing rest with work in the process of teaching in order to quench the diligence and activity of students.

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