

## METHODS OF TEACHING GYMNASTICS TO STUDENTS

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### ABSTRACT

Exercises mastered in gymnastics are diverse, they are complex movement activities that involve simple movements of individual parts of the body, from simple standing positions (basic standing, hanging, leaning) to the maximum exercise of physical and movement qualities.

**Keywords:** Gymnastics, training, skills, movement, training, competency.

### INTRODUCTION

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

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 gymnastics exercises are determined in each specific case based on an assessment of the composition of the movement, the characteristics of the conditions for its performance and the level of training of students. Exercises 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 movement activities associated with maximum exercise of physical and movement qualities (e.g., leaning, strutting with hands extended to two sides in rings, triple lunges in singles or free exercises).

Therefore, some exercises are easy to learn. These exercises to master, it will be enough just to see their execution or remember their name. Learning other exercises 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 – a general initial picture of movement consists of harvests (initial information), such an idea lies in the ground of conscious mastery of the activity of each movement. On a new action (its form, scope, direction of influence, certain circumstances, etc.k.) 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, as a result of the joint active work of the student with the teacher, 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 (other exits to competitions) 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.

### **Methods of performing exercises**

The methods of teaching gymnastics exercises are extremely diverse. The following are among the most effective and commonly used methods in teaching experience.

Methods that generate and define the idea of motion techniques:

- a) the teacher must communicate, talk, explain, discuss, and use other forms of exercise through speech with students. Each word is clear and figurative, and phrases, when short and understandable, will turn out to be much more effective and impressive to educate, in which case the teacher can directly control the process of teaching a new exercise to successfully carry out preparatory work before teaching;
- b) visual weapons (drawings and pictures, tables, videos, soft wire and other models of the human body, multiplicative pictures, etc. k. show, the athlete must perform the exercise, use various exhibitions (see below);
- c) copying the elements of the exercise technique in pictorial form in the drawing shows sequentially performed movements, the movement of the athlete's torso shown by the coach, the oral or written description of the movement technique, the re-representation of certain parameters of the movement with the help of technical means, which helps to quickly master the exercises.

### **Methods of assistance and caution**

There are a variety of ways in which the teacher helps the student. For example, telling what to do while doing an exercise, giving advance guidance about the outcome of the Action Task or the way it is performed, etc. k. A special group of methods of assistance and insurance is associated with the joint activities of the student with the teacher. For example, when a student performs movement tasks, he will need physical support to correct his mistake, identify technical elements or provide security. To this end, the teacher helps the student in recording a separate initial standing position, repeating the sequence of movements, performing the exercise from a holistic imitation. In this, the teacher slows down the movement of the student, creates artificial resistance, provides protection.

The effectiveness of applying these methods during training largely depends on the ability of the teacher, who at the same time should be able to choose the best method necessary, on which side the student will stand and the method of performing the exercises together. Therefore, the teacher must specially study and improve all methods during his practical labor activity.

Applying additional signs will make it easier to master new gymnastic exercises first. Such signs clarify the picture of the parameters of the movement, help to correctly perform the activity of the movement, accurately assess the results of the performed movement.

As visible signs, the following are usually used: some parts of gymnastics equipment, some parts of the student's torso, a natural sign (an item near the place where the exercise is being performed), an additional item (balls, sticks, Argent), as well as specially drawn (scaled and simple) beigis.

An example of this is the assignment of a student to a specific landing on the ground at a certain limit after performing acrobatic exercises or jumping from gymnastic equipment, in accordance with the signs on acrobatic corridors.

Certain sounds (clapping, whistling) can be set in motion or set the pace and rhythm. Such signs are given through the teacher or technical means of teaching. Vowel marks differ from those seen with varying duration and intensity. This condition expands the possibility of their use, allows the student's attention to be drawn to performing the exercises in accordance with the exchange of gestures.

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