

THE EFFECT OF PHYSICAL ACTIVITY ON THE BODY OF SCHOOLCHILDREN IN PHYSICAL EDUCATION LESSONS

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ABSTRACT

The article describes the influence of physical activity on the body of schoolchildren, and also considers the issues of taking into account the age, gender and physical fitness of students when performing physical activity. The author identifies internal and external indicators of physical activity.

Keywords: body characteristics of schoolchildren, motor activity, internal and external indicators of motor activity.

Section V of the New Development Strategy of Uzbekistan for 2022-2026 is called “implementation of a fair social policy, development of human capital”. The goals set out in this section require fundamental reforms in the modern education system. This, in turn, sets great tasks for specialists in science, culture, physical culture and sports, as in all sectors, and contributes to the development of physical culture and sports, strengthening the health of students, increasing their physical fitness, preparing for work and defending the Fatherland. The preservation and strengthening of the health of students, the formation of the need for physical education in order for them to achieve physical maturity are the main tasks of educational institutions.

In physical education, the rationing of physical activity requires special attention. Matching the loads transmitted through exercises to the student's body, in turn, leads to achieving a high level of physical fitness, solving a wellness task. The loads provided by exercises have a certain effect on the body of those involved, and are considered a factor in strengthening the body's capabilities.

Physical activity has a certain value in the initial state of the body in relation to the internal and external sides. The larger the external value, the more functional shifts it causes in the body. However, in different initial states and with different preliminary preparations, the body's response will be different. Internal and external indicators of physical activity have a direct relationship, they depend on the state of adaptation of the body to stress, are determined by age, gender, and degree of involvement. The body of students who are engaged and not engaged in physical exercises with the same external volume of physical activity will react differently

The results of scientific research in this area show that there is a relationship between the pedagogical and physiological aspects of rationing physical activity. The changes that occur in the body as a result of physical exertion affect all functional systems. The formative dynamics of morphological development of school-age children is complex and multifaceted. Therefore, when choosing the means of physical education in physical education classes, it is necessary to take into account the age, gender and physical fitness of schoolchildren.

Physical exercise is extremely important for the development and improvement of a growing young body. Accordingly, sufficient physical activity in adolescence coordinates many processes

in the body, while lack of physical activity, on the contrary, weakens the functions and physical development of the body, does not contribute to the formation of basic motor qualities such as strength, speed, agility and endurance.

According to experts, in order to achieve physical maturity, a modern student needs to exercise a certain level of motor activity, performing a certain amount of physical activity in lessons and extracurricular activities. A qualitative improvement in the activity of the vegetative systems of the body is observed provided that minimal physical activity is performed. In modern conditions, the methodology of rationing physical activity of schoolchildren of different biological ages is of great practical and theoretical importance, therefore it is necessary to conduct scientific research in this direction, otherwise the health of students will deteriorate with age.

In school physical education lessons, maximum physical activity is not always given, so students do not need to achieve intensive maximum results. However, if the control criteria are established, students need to perform special preparatory exercises. The limit of physical activity on the body of students is determined in physical education lessons, depending on the type of lesson. When studying new material, high demands are placed on the motor apparatus, as well as on the analytical and generalizing functions of the brain, which depends on the consistency and harmony of movements. The effect of this type of lessons on vegetative function is low. When consolidating or improving the studied material, conditions are created to increase physical activity. In general physical training classes, physical activity also increases.

Physical activity is reflected in the body's recovery process. The changes that occur in the body after low and medium exercise last for several minutes or hours. Significant physical activity can cause changes lasting from 3 to 8 days or even longer.

The amount of physical activity causes fatigue. The loads can be small, medium, significant, large and excessive. In most cases, fatigue almost does not occur at low and medium loads. With significant loads, fatigue has a hidden character, with heavy physical exertion, fatigue is obvious, with excessive loads, fatigue and overstrain can occur.

After heavy physical activity, the recovery period for a child's body lasts longer than for an adult. If physical training is intense, then the heart rate during recovery of the body is also high. Many researchers recommend different categories of heart rate (HR) when assessing the effects of exercise on the body. Experts recommend 5 stages that are most often used in physical education lessons:

1. Low-intensity exercise phase (heart rate 100 – 120 times per minute)
2. Low-intensity exercise phase (heart rate 130 – 160 times per minute, approximately 50% of maximum).
3. High intensity stage (heart rate 150-170 times per minute, approximately 70% of the maximum).
4. The stage when the exercise intensity is submaximal (about 80% of the maximum).
5. Stage with maximum exercise intensity (100% of maximum).

Muscle tension of 1 or 5% of the maximum does not affect the accuracy of the movement. With physical activity of 30-40% of maximum stress, joint mobility is not impaired. If physical activity exceeds 50–70% of maximum tension, the accuracy of the movements performed decreases.

In high school girls and boys, the process of formation of the morphofunctional system of the body has not yet been completed, therefore the physical activity of high school students who do not regularly engage in sports must be rationed depending on the manifestation of maximum strength and endurance. In the practice of physical education, it is necessary to take into account the comprehensive harmonious development of children and adolescents.

The issues of regulating physical activity in physical education lessons are in the focus of attention of teachers who are engaged in substantiating the means and methods of physical education. One way to solve these problems is to create individual exercise programs and evaluate the energy value of physical exercise throughout the class. However, this issue was studied only on the example of walking and running. When objectively justifying physical activity, indicators of body recovery, energy consumption and changes in the activity of the central nervous system, autonomic systems and the musculoskeletal system of the body are used in different ways during and after exercise.

Effectively organized physical education classes enable students to engage in independent activities. It should be noted that taking into account their individual characteristics gives positive results in organizing training.

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