

## IN PHYSICAL PREPARATION SKILLS AND EXPERIENCE IN EXERCISING SKILLS FORMATION

Gapparov Khafiz Zakhidovich

Candidate of Pedagogical Sciences, Associate Professor,  
Tashkent State Law Institute Specialized Branch, Uzbekistan  
gapparov70@list.ru

Akhmedov Hikmatilla Rakhmanberdievich

Candidate of Pedagogical Sciences  
Specialized branch of Tashkent State University of Law  
hikmatilla616@gmail.com

### ANNOTATION

This article describes the methods of teaching the method through instructional and preparatory exercises in the performance of physical exercises.

**Keywords:** physical training, preparatory exercises, methodology, development.

### INTRODUCTION

The main task of teaching in the process of physical education is to acquire movement skills and special knowledge. In the process of physical education, both education and upbringing take place. The main science of teaching from this is rational movement activities, which include an interconnected system of motion. Training in a movement is associated with the physical development, enhancement and development of functional capabilities, health promotion, and improvement of the physical qualities of the participants. Movement training is based on general didactic principles, which find their specific expression in the field of physical education. This stems from the laws governing the formation of special movement skills and competencies. It is expedient to make effective use of the teaching stages in the formation of students' knowledge and skills in physical education classes, so this topic is relevant.

The effective use of teaching methods aimed at the development of physical fitness in students (strength, agility, agility, endurance and flexibility) is the basis for the introduction of physical education classes. From ancient times, one of the most important issues for our people has been the upbringing of our future generation. The importance of skills in a person's life is enormous. K.D. Ushinsky wrote about it: "If a person did not have the activity of building skills, he would not have been able to take a single step forward in his development, which will be accompanied by countless difficulties." These difficulties can be overcome only by skill, leaving the mind and intellect for new things, for new victories. Movement skills play an important role in a person's life as an aspect of his preparation for work, military life, sports activities. The division of education into three stages is more widely used in the practice of educators, leading to a relatively improved acquisition of movement activities.

However, in solving some pedagogical tasks of general physical training, it is not expedient to turn movement activity into a skill, but only use the above-mentioned first and second stages of the learning process. It is not permissible to replace the training stages with the phases of motor skills.

Phase - represents the conditional biological laws of formation (emergence) of motor skills. Stages are conditional signs of the pedagogical process and it reflects the pedagogical and biological laws of the process. The length of each stage (such as the formation of movement skill phases) depends on many factors: the readiness of the learner, the difficulty of the movement activity, and so on.

The structure of the learning process should not be understood as rigid, unchanging. This is only a typical connection of the elements of the stage, which represents the general laws of education and can be changed, changed depending on the specific tasks. But at all stages of learning, the teacher analyzes, evaluates, and corrects the activities being mastered together with the students.

The task of acquaintance with movement activity is to create in students the necessary idea about the correct performance of the movement activity and to form in students a conscious attitude to mastering it, and to increase their activity. Education begins with the formation of an understanding by the student of the full understanding of the learning task and the rules and methods for solving it correctly. One of the relatively leading private tasks of the introductory phase of education in physical education is to form a basic idea of movement activity. The process of forming an image is conditionally divided into three interconnected links:

- a) understanding the tasks of education;
- b) drafting a resolution;
- c) attempting to perform the action in its entirety, as it should be performed, or as part of it.

The sequence of joints can be determined according to the specific pedagogical situation, for example, the high level of physical theoretical preparation of the trainee, the relative ease or difficulty of the movement activity. When understanding a learning task, it is important that the student understands all of the specific tasks set for mastering a specific movement activity (e.g., high jump) and clearly understands the task set for that particular lesson (e.g., speeding in a high jump). The student must also understand the basics of the technique of the movement activity being mastered and its leading movements. The details of the movement technique are understood at other stages. The project of solving the tasks of education by the student is formed on the basis of the teacher's instructions, the student's understanding of the task, the knowledge and action experiences formed in it. In some cases, backup projects are created in accordance with the main project. For example, when teaching standing on the forehead or arm, the student should be pre-planned on what to do if he or she loses balance in an emergency, or falls backwards. The preparation of backup options for the project is also a key task, as it is likely that very short minutes will require the use of these options to ensure self-safety. At the first attempts to carry out the activities of the movement, the draft is completed, and in some cases, full corrections (corrective changes) can be made. Depending on the ease of the technique of the learned movement activity and the level of risk of injury in it, the attempt to perform the

movement activity or the first attempt may be different. In some cases, if the exercise is relatively easy, the movement activity is performed in its entirety, completely. This gives a complete overview of the movement activity being mastered and checks the correctness and inaccuracy of the structured project. If this approach is effective, it is advisable to use this method, unless there is a change in the basis of the activity. If it is necessary to identify any detail in the composition of the movement technique, the trainee will be able to use the method of teaching the movement by breaking the movement into pieces. In the study of difficult and dangerous exercises that can be performed in full, the effectiveness of training in parts, creating the right imagination, has been proven in practice. To do this, a referral exercise that includes basic movement techniques is identified. In some cases, the student is physically assisted in performing the exercise to form a primary imagination. The support is much more effective, making the exercise feel deeper by the reader.

Thus, referral and preparation exercises become one of the important factors for students to develop the necessary skills and competencies to consciously master technically perfect or difficult exercises.

#### BIBLIOGRAPHY

1. Абдуллаев А., Хонкелдиев Ш. Жисмоний маданият назарияси ва методикаси.—Т.: ЎзДЖТИ, 2005. - 300 б.
2. Махкамджонов К.М., Жисмоний маданият назарияси ва методикаси маъруза матни, Тошкент., ТДПУ, 2001-2002 й- 60 б.
3. Махкамджонов К.М. Жисмоний маданият назарияси ва методикаси Тошкент., “Иқтисод-молия” 2008 йил - 300 б.
4. Матвеев. Л.П. Теория и методика физической культуры. – М. - 1991.
5. Саломов Р.С. Спорт машғулотнинг назарий асослари - Т.:ЎзДЖТИ, 2005, - 238 б.
6. Шарипова Д.Д. Формирование здорового образа жизни. – Т., 2001
7. Интернет материаллари (Rambler: ru., <http://www.mail.ru>.,Google.)