

FLEXIBLE METHODS OF EDUCATION FOR CHILDREN 7-8 YEARS FEATURES OF THE PROCEDURE OF FLEXIBILITY IN CHILDREN STUDYING IN THE FIRST CLASSES OF SECONDARY SCHOOLS

Ibragimov A

1st year master's student Professor, PhD in Pedagogical Sciences

Abdiev Sh A

"Alfraganus university," Tashkent, Uzbekistan

Abstract: *In this research paper conducted a study to identify the most effective methods of training of flexibility in children 7-8 years. Descriptiveness of tests that determine the level of development of children's flexibility. Methodical recommendations on the use of development and improvement of flexibility on the lessons of physical culture.*

Keywords: *physical education, flexibility, technique, experiment, testing.*

Flexibility is important in the performance of many motor actions in labor and military activities, as well as in everyday life. Studies have confirmed the need to develop a high level of mobility in the joints to master the technique of motor actions of different sports (gymnastics, synchronized swimming, diving, etc.). The level of flexibility makes the development of speed, coordination abilities, strength. It is difficult to overestimate the importance of mobility in the joints in cases of violation of posture, the correction of flatfoot, from sports and everyday injuries, etc. [1,3,4].

Based on the study of literature and practical experience we had determined the content and methods of education means flexibility in the educational process, and developed a set of special exercises. It includes stretching exercises, which had a dynamic (springy, primaries) and static (maintain maximum amplitude at various positions) character. When performing tasks on the flexibility to students to set specific task, for example, reach out a hand to a certain point or object. This method allows to achieve a greater range of motion [2,5].

The main method of flexibility was repeated method where stretching exercises performed in sets of 10-12 reps each. The amplitude of motion increased from series to series. Such exercises give the greatest effect if students do them every day at physical training lessons at home.

Flexibility exercises were carried out in the following sequence: exercises for the joints of the upper extremities, and then the trunk and lower extremities, as well as to carry out exercises at the support. After stretching exercises performed relaxation exercises.

In the experiment, we used the following regulatory tests that determine the level of flexibility:

1) "Bridge" is fixed for 3 seconds, measured the distance between the hands and heels in centimeters. "Bridge" to determine the development of the flexibility of the spine.

2) "Split" on the right and left leg trailing. Running cords on the floor. The distance from the floor to the hips in inches. "STRING" to determine the development of flexibility in the hip joints.

3) The slope of forward bending over while standing on a gymnastic bench. The distance from the bench to the fingertips.

4) Lean forward from a sitting position with legs apart.

5) Waving foot (left, right) and keeping.

The final check has shown that students of the second group (experimental) showed the best results on the development of flexibility, for example in the control exercise splits in three directions figure was $3,8 \pm 0,9$ points at a significance level of $p \leq 0.05$, whereas in the control group in the same norm amounted to $2,7 \pm 1,1$ points. It is also a significant difference in the rates observed in the exercise - tilt, bent forward with gymnastic benches, in the control group it was $9.3 \text{ cm} \pm 2,3$, in the pilot - $11.5 \text{ cm} \pm 1,9$ at a significance level of $p \leq 0.05$. Improved flexibility is also observed in other indicators, such as gymnastics bridge in the control group was $3,5 \pm 1,2$, in the experimental - $4,2 \pm 0,8$ at a significance level of $p \leq 0.05$; max foot securing the control group was $2,2 \pm 1,0$, experimental - $3,1 \pm 0,7$ at a significance level of $p \leq 0.05$ (Table 1).

Positive dynamics in the flexibility of the subjects in the control group is obviously due to some improvement in mobility through physical training of the regular program. As in the experimental group attention was focused on the development of both passive and active flexibility, more significant changes are explained by the effect is accented development flexibility.

Table 1

The level of flexibility in children 7-8 years

GROUPS	TIME OF INSPECTION	Lean forward bent with gymnastic bench (cm)	"Bridge" (ball)	Twine in three directions (ball)	Lean forward from a sitting position with legs apart (ball)	Waving foot (left, right) and keeping (ball)	The level of significance
control group	At the beginning of the experiment	$7,4 \pm 2,0$	$2,5 \pm 1,08$	$1,7 \pm 1,2$	$2,1 \pm 1,2$	$1,5 \pm 1,1$	$P \geq 0,05$
	At the end of the experiment	$9,3 \pm 2,3$	$3,5 \pm 1,2$	$2,7 \pm 1,1$	$3,2 \pm 1,03$		$P \leq 0,05$
experimental group	At the beginning of the experiment	$7,7 \pm 2,3$	$2,1 \pm 1,1$	$1,8 \pm 1,2$	$2,0 \pm 1,2$	$1,2 \pm 1,0$	$P \geq 0,05$

	At the end of the experiment	11,5± 1,8	4,2±0,8	3,8±0,9	3,9±0,8	3,1±0,7	P≤0,05
--	------------------------------	-----------	---------	---------	---------	---------	--------

An analysis of the scientific and methodological literature shows that the development flexibility in children of primary school age has differences in relation to age characteristics of the child's body. Purposefully development of flexibility must begin with a 6-7 years. This is due to the high elongation musculo-ligamentous apparatus in children of this age. The mobility of the joints develops unevenly in different age periods. In children, primary and secondary school -age active joint mobility increases, it decreases further. Displacement passive mobility of the joints also decreases with age. Moreover, the greater the age, the smaller the difference between active and passive mobility of the joints.

Thus literature data and indicators of our experiment determined that education is important flexibility methodically determine the optimal proportions in the use of stretching exercises and loads the correct dosage.

LITERATURE:

1. Ашмарин Б. А. - Теория и методика физического воспитания: Учебник / Б. А. Ашмарин, Ю. А. Виноградов, З. Н. Вяткина. - М.: Просвещение, 1990. – 287 с.
2. Богданова Г. П. - Уроки физической культурой 4-8 классов средней школы: Пособие для учителя /Г.П. Богданова, В.Н Максимова - М.: Просвещение, 2000.-220с.
3. Настольная книга учителя физической культуры: Пособие для учителя /Под ред. проф. Л. Б. Кофмана. – М.: Академия, 2000. – 72 с.
4. Селуянов В. Технология оздоровительной физической культуры. - М.2001.
5. Шакина Е.А. Определение гибкости /Е.А. Шакина// Физическая культура в школе. – 2004. - № 7. – 15 с.