

PHYSICAL FITNESS OF CHILDREN IN GRADES 7-10 YOUR ON INCREASING PHYSICAL ACTIVITY

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Abstract: *The article describes the process of physical education in comprehensive schools, which provides for the creation of a foundation for basic physical training of schoolchildren, the formation of a fund of motor skills and abilities, and the comprehensive harmonious development of the individual.*

Keywords: *Physical fitness, motor activity, research methods, pedagogical observations, primary school age.*

Improving the quality of education is one of the pressing problems of pedagogical science and solving this problem aimed at modernizing the content of education, optimizing pedagogical technologies in organizing the educational process is an urgent task.

The process of physical education in comprehensive schools involves the creation of a foundation for basic physical training of schoolchildren, the formation of a fund of motor skills and abilities, and the comprehensive harmonious development of the individual. It is argued that primary school age is the most favorable period for targeted influence on the physical development and motor fitness of children.

The education system for primary school children is of particular importance.

The period of primary school education is a crucial stage in a child's life, where new learning conditions are imposed, a high total learning load, adaptation to a new daily routine, the novelty and complexity of the material being studied, the need to complete assignments and assignments from teachers place increased demands on their body. Physical education and wellness activities are considered an effective means of relieving accumulated fatigue.

When starting the study, we assumed that by increasing physical activity, it is possible to significantly increase the level of physical fitness of children of this age group.

During the day, motor activity is distributed in a continuous and undulating pattern.

For children of primary school age (7-8 years old) natural physical activity gives three maxima: one in the morning from 7 to 8 o'clock, the second – at the end of training sessions during outdoor walks from 3 p.m. to 5 p.m. and the third – from 7 p.m. to 8 p.m.

Dynamic studies of natural motor activity show that the number of movements varies by day of the week, increasing from Monday to Thursday, falling by Saturday and increasing slightly on Sunday.

The manifestation of physical activity depends on the gender of children and adolescents.

Most studies indicate a much lower need for girls to perform movements, and their daily activity is 20-30% lower than that of males in almost all age groups.

A much lower daily motor activity of girls is performed due to a decrease in the number of disorganized muscle movements compared with boys.

The former, showing motor activity on their own, implements 44% of the total number of actions due to involuntary exercises, and 56% due to organized forms.

Boys exhibit approximately 57-60% of movements in unorganized forms of action, and only 40% in various types of organized activities in physical education. There are also differences in the way the movements are performed.

In healthy, well-developing and well-performing schoolchildren, the daily number of movements with a return undergoes significant changes. Initially, the number of muscle actions increases from year to year up to the age of 10 and from the age of 11, gradually decreasing in waves.

Physical activity depends on the individual characteristics of the genetic code, and the social conditions in which students find themselves.

It is proved that the typological properties of the nervous system play an important role in the formation of individual characteristics of the manifestation of various forms of movement.

According to N.T.Lebedeva, 52% of primary school students are balanced, 28% are excited, and 20% are inert children.

The motor activity of children of all three groups is not the same: in excitable children it is greater, in inert children it is less than in children with balanced nervous processes. The individuality of motor behavior is also manifested in the distribution of ups and downs of activity during the day.

Thus, multiple increases in physical activity per day are preserved in all schoolchildren, but their magnitude is not always the same. An important role in the manifestation of physical activity is played by the conditions in which schoolchildren live.

The dimensions of the rooms where schoolchildren live, study, and spend their free time play an important role for the motor capabilities of the child's body. The remoteness of the place of residence of schoolchildren from school also affects the overall daily motor activity.

Children who have to travel long distances to school every day without using vehicles get a much higher dose of movement than those who live near the school. In this regard, rural children have advantages over their urban peers.

The study of the results of the introduction of systematic organized physical education classes in the daily routine of schoolchildren shows that the optimization of students' motor activity has a positive effect on their mental performance.

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