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FEATURES OF DEVELOPING THE PHYSICAL FITNESS OF YOUNG ARTISTIC GYMNASTS

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Annotatsiya. Ushbu ishda yosh badiiy gimnastikachilarning jismoniy tayyorgarlik ko‘rsatkichlarini rivojlantirish uslubiyati haqida ilmiy izlanishlar olib borilgan. Badiiy gimnastikachilarning jismoniy sifatlarini rivojlantirishning vosita va usullarining samarasi amaliyotda isbotlangan.

Kalit so‘zlar: Jismoniy tayyorgarlik, kuch, epchillik, tezlik, chidamlilik, jismoniy mashq, vosita

Аннотация.В данной работе проведены научные исследования по методике развития показателей физической подготовленности юных художественных гимнастов. Эффективность средств и методов развития физических качеств художественных гимнастов доказана на практике.

Ключевые слова: Физическая подготовка, сила, ловкость, скорость, выносливость, физические упражнения, средства

Annotation. In this work, a scientific study was conducted on the methodology for the development of physical fitness indicators of young artistic gymnasts. The effectiveness of the means and methods of developing the physical qualities of artistic gymnasts has been proven in practice.

Keywords: Physical training, strength, agility, speed, endurance, physical exercises, means

INTRODUCTION. It is no secret that young girls' involvement in sports, including gymnastics and rhythmic gymnastics, has a positive effect on their health and proper physical development. During their participation in rhythmic gymnastics, it is important to initially teach young girls how to perform gymnastics exercises, including exercises with equipment widely used in gymnastics. The process of performing physical exercises, the development of methods for improving the physical fitness of young rhythmic gymnasts and other secret - the ability to perform skills and abilities, comprehensive training and Conducting tests in practice and organizing the upbringing of the younger generation on their basis is considered a modern requirement. The above-mentioned ideas and considerations indicate the relevance of the chosen topic.

LITERATURE ANALYSIS AND METHODOLOGY. In rhythmic gymnastics, including in mastering new elements, coordination ability is also one of the relevant factors.

The issues of developing coordination abilities of young rhythmic gymnasts at the initial preparatory stage were reflected in the works of such researchers as A.A. Anishchenko, M.D. Zhuravina, S.I. Lyassatovich, A. Minaeva.

In the studies of N.A. Bernstein, A.S. Zhukov, V.I. Lyakhlar, the issues of feeling and mastering rhythm, which partially reflects coordination abilities, were studied as an important problem.

The analysis of the mentioned literature shows that the fact that children are achieving high sports results from a young age proves that their mobility capabilities are great. Taking this into account, many experts emphasize the need to accelerate the pace of development of physical

qualities starting from childhood. Another group of scientists, while paying attention to the need to develop all qualities in younger school-age children at the same time, emphasize the importance of focusing on developing speed of movement, flexibility, agility, and static strength at 6-7 years old, and speed, agility, and static strength at 8-9 years old. Interestingly, many studies prove that the main components and fundamental changes in physical fitness occur precisely during the initial preparation phase.

PURPOSE OF THE RESEARCH To develop proposals and recommendations for improving the physical fitness of young rhythmic gymnasts

RESEARCH RESULTS AND DISCUSSION A lot of work has been written on the development and improvement of physical abilities. Some experts believe that physical abilities should be developed in young children before they start school. Other experts believe that the period of optimal development is from 7 to 10 years. At this age, coordination of movements, flexibility and agility show the highest rate of development. The development of coordination abilities in middle school children is emphasized in a systematic and scientific manner. During our research, the development of dexterity and coordination abilities in young rhythmic gymnasts plays a key role. Through the analysis of the literature, we also examined the methodology and tools for developing dexterity and coordination abilities in young rhythmic gymnasts. Based on the purpose of the experiment, the pedagogical experiment was designed for 9 months. Initially, a set of exercises designed to develop agility and coordination skills was introduced into the training process of young rhythmic gymnasts, and a current and intermediate control was conducted, and a comparative analysis was conducted to examine the effect.

In the process of research, we developed and put into practice special training tools and methods to develop the physical fitness of rhythmic gymnasts:

1. Teaching the correct position of the arms and legs and forming the correct posture;
2. Learning classical dance moves in front of the beam and on the floor;
3. Achieving purity and completeness of body positions and postures;
4. Developing musicality and a sense of rhythm;
5. Developing physical qualities with the help of choreographic means.

Table 1

Content of the training program aimed at improving the physical fitness of young rhythmic gymnasts

T/r	The content of the exercise	The purpose of the movement.	Common mistakes in execution.
1	**Half-fingered lifting**	Develops Achilles tendon, calf muscles, foot strength, flexibility, and stability.	Lack of toe rotation when rising on tiptoes (i.e., on tiptoes), leaning on the big toe, and falling abruptly from the tiptoe position.
2	**Bending, straightening, sitting and standing.**	The ankle, the joint that connects the knee and shin bones to the heel bone, develops the inner thigh muscles, increases flexibility, elasticity of the ankles, and leg strength.	Heel lift, lack of rotation in the hip joint, forward knee extension, posterior hip dislocation, and "falling back" on the big toes

3	**Hit, return.**	It provides strength and flexibility to the legs, knees, feet, and toes.	Transferring the body weight to the working leg, moving the hip of the supporting leg, bending the knee as the working leg returns, and transferring the weight of the supporting paw to the big toe.
4	**25 degree movement of the extended leg.**	It develops leg strength and agility, agility of movements, and flexibility in the hip joint.	The absence of a fixed point in the air, sinking in the supporting hip, the knee that releases the working leg, the absence of rotation in the hip joint, the absence of sliding of the working leg along the floor before and after.
5	**The movement of the working leg in a circle on the floor. The main work is done with the hip joint.**	It develops rotation at the joint connecting the pelvis to the thigh bone.	Shifting the center of gravity behind the working leg, sinking into the thigh of the supporting leg, movement of the torso, turning of both thighs behind the working leg, extension of the sole of the foot when moving the working leg from the first position.

The table above provides information about the development of strength, speed, endurance, flexibility and agility of young rhythmic gymnasts through special gymnastic exercises and the content of their implementation. The implementation of the recommended tools during the pedagogical experience helped to develop the physical fitness of young rhythmic gymnasts (see Table 2)

Table 2

Comparative analysis of the level of physical fitness of young rhythmic gymnasts during the pedagogical experience

Group	Tests	At the beginning and end of the study	High	Medium	Low	Not submitted
Control group	**Flexibility**	Before	1%	12.9%	55.5%	30.6%
		Then		53%	36%	11%
	Quick-fire	Before	1%	19.5%	58%	21.5%
		Then		23%	52%	25%
	Maintaining balance	Before	1%	22.4%	51.6%	25%
		Then	10%	46%	36%	18%
Research group	**Flexibility**	Before	1%	12.9%	54.5%	31.6%
		Then	55%	30%	10.%	5%
	Quick-fire	Before	1%	18.5%	58%	22.5%
		Then	58%	29%	193%	
	Maintaining balance	Before	1%	23.4%	50.6%	25%
		Then	60%	31%	9%	

The results of the study of passive and active flexibility control exercises show that 55% of the girls had high results, and 30% of the girls showed average results. So, we can see that the level of physical flexibility of the girls in the study group increased in the desired order. As for the results of the study of quick strength control exercises, 58% of the girls showed high results, and 29% of the girls showed average results. The level of rapid force control exercises of the girls in the study group showed the desired result. In terms of balance control, 60% of the girls in the study group had high results, while 31% of the girls showed average results. This indicates a significant increase in the girls' physical abilities.

The results of the study of passive and active flexibility exercises show that the girls in the control group did not achieve high results, 53% of the girls showed average results. 11% of the girls failed. So, we can see that the girls in the control group have a low level of physical flexibility. In the results of the study of rapid force control exercises, 23% of girls showed average results, and 52% of girls showed low results. The level of rapid force control exercises of girls in the control group did not show the desired results. In the control of the function of maintaining balance, 46% of girls in the control group showed low results, and 36% of girls showed low results. This shows that the physical abilities of girls are significantly lower.

CONCLUSION. A generalization and analysis of the materials published in the existing scientific and methodological literature showed that there are few works that have developed specific recommendations on the use of new methods for improving the level of physical fitness and physical training of girls engaged in rhythmic gymnastics, as well as on preventing injuries during training. At the beginning of the pedagogical experiment, the indicators studied in the experimental and control groups were the exercises performed and the physical No statistically significant difference was found between the arithmetic mean values of the results of the training indicators. At the end of the pedagogical experiment, statistically significant differences were found in the experimental group in the indicators being studied compared to the beginning of the experiment. The same was not found in the control group in terms of the same indicators.

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