

Requirements and Methods of Forming Movement Skills and Skills in Physical Education Lessons

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Annotation. In the article, the organization of physical education classes, the use of movement games in the course of the lesson, the teaching of sports to students, the direction of movements in one direction, the wide use of positive transfer of skills in learning movements, the methods of controlling movements are correct. thought about.

Key words: student, game, lesson, physical education, skill, person.

Movement exercises can be performed only if there are movement skills and movement skills. These skills and abilities represent ways of managing actions. When a person accumulates movement experience and knowledge, develops physically to the necessary level, the opportunity to solve the task of movement is created. Movement skills acquired on the basis of knowledge and experience are the ability to voluntarily perform actions in the course of movement activity. Therefore, the ability to know actions and be able to perform them can be action skills.

Repeating movement exercises many times in a stereotyped manner leads to skill formation. This is achieved only if no serious changes are made to the structure of the movement during the repetition and the movement is performed under the same conditions. Movement skill can be defined as an automated way of controlling movements in a whole act of movement. The ability to perform actions in any conditions and technically and tactically effectively can be called action skills.

With the formation of skills, not the action itself, but the result of the action, the conditions and the situation in which this action is performed, becomes the main object of attention. Automation of movement actions increases the possibility of paying attention to the result of exercises. When the skill is formed, the mind not only has the ability to start and continue the movement, but also to control the execution of each part of the movement, and to perform correctly the actions that have suddenly changed. With the automation of movement, the skill becomes stable and strong. Many repetitions ensure the strengthening of movement skills without reducing the quality of movement performance. This condition makes it possible to carry out actions clearly even when tired, awake or in a mentally uncomfortable situation.

In the process of formation of skills, along with the automation of separate actions, the integration of actions into a whole occurs with the characteristic of spending time and effort. This ensures that movements are light, rhythmic, and economical. At the highest stage of skill growth, special imaginations appear, such as "feeling the water" in swimming, "feeling the ball" in the game. The stability of movement skills cannot be distinguished from the variability of movement. As the skill is strengthened, other forms of movements are considered while maintaining the technique of the movement and the preferred method is strengthened. The variability of actions creates the ability to use new skills and abilities in a whole activity and to choose appropriate actions for each situation.

To re-correct the skill, it is necessary to eliminate the activity of the cerebral cortex that has fallen into the system, to achieve the extinction of some group of reflexes and the formation of a new modified

group of reflexes in their place. Interrelation of skills and movement skills often influence each other in the process of content acquisition and application. Previously formed skills can facilitate or hinder the formation or manifestation of a new skill according to the mechanism called transfer. Moving often helps to develop new skills and abilities. Throwing a small ball, throwing a grenade, riding a bicycle, riding a motorcycle, freestyle swimming, sports swimming techniques make it easy and quick to learn new elements. Such interaction of skills has a positive effect or "positive transfer".

In the process of teaching movements, "positive transfer" is widely used. The greater the similarity between the structures of a previously mastered act of movement and the learned act of movement in the positive interaction of skills, the easier and faster it is to learn a new act of movement. It is necessary to plan the sequence of learning movements in such a way that the mastering of one movement allows for "positive transfer" of skills and abilities to learning other movements.

Positive transfer of skills occurs at the initial stage of the process of learning to act. Later, the selective migration becomes much stronger, and the positive results can change to the negative side. That is, a learned movement prevents the acquisition of a new movement. While the grenade throwing skill helps spear throwing at first, it can hinder performance growth later on. Also, in swimming methods, leg and hand movements in one swimming method may conflict with the technique of other swimming methods. The negative transfer of skills is manifested in the fact that learned movement skills prevent the acquisition of newly learned movements. The mutual negative influence of skills is often felt in the process of mastering actions whose structure is similar to the initial phases and which have big differences between the subsequent ones. The nervous system always strives to perform its activities more economically.

In the interaction of "competing" skills, one should expect the breakdown of a much less reinforced skill; if the level of strength is the same, the skill with a more complex structure will be broken. In the teaching process, it is important to plan the teaching material in such a way that competing skills are not taught at the same time or that the negative effects of transfer are much less.

Among the movement exercises, there are so-called "one-sided" movements, they are performed with the direction of body movements in one direction. Positive transfer of skills is widely used in learning these activities. Nevertheless, when teaching one-sided movements, it is necessary to improve the methods of movement in the opposite direction. otherwise competing skills may be formed.

Innate automatisms are very important in acquiring complex acts of movement. Sometimes they help, sometimes they destroy. Therefore, when teaching movements, the initial movements should be composed of movements in general. Formation of movement skills and abilities during movement training leads to improvement of physical qualities.

Depending on the dependence of movement skills on the whole purpose of the movement, its structure and execution conditions, they differ from each other by the extent to which physical qualities are manifested. This has an impact on the acquisition of relevant skills and abilities and, consequently, on the teaching process.

Many movement exercises, especially in sports, require the maximum full manifestation of physical qualities. Here, skills are formed in the process of improvement of special qualities. With the increase of movement abilities, there is an opportunity and necessity to seriously change the acts of movement, and with this, conditions are created for the full manifestation of special qualities.

The long duration and difficulty of training in movement exercises is largely related to the complexity of the exercise structure. The complexity of the exercise structure, in turn, depends on the amount of movements that make it up, their precise performance in terms of distance and time, the precise movement of muscles with effort, as well as their interaction and the general rhythm of the act of movement. will be liq. The same movement exercises require movement in space, without limitation

of time. Other types of exercises are distinguished by a sharp limitation of movements in terms of time.

During training, the characteristics of interactions between complex acts of preparation, main and final phases are also taken into account. The use of this division method is important for determining the consistency of the movement study, as well as for the selection of preparatory exercises.

The processes of teaching movements in physical education have different stages and laws.

Stages of movement training: Initial learning is a learning process that includes the ability to perform a movement in a general way. The goal of this stage of training is to develop the ability to perform movement activities in a general way. Learners should master the basics of new movement techniques. In the same case, such skills have independent value when they are formed in the process of physical training, and they can become skills even in conditions where the technique has not been improved. The stage of formation of the initial skill is the aspect of the mechanism of physiology. During this stage, the basis of the dynamic stereotype in the cerebral cortex is created. This involves the selection of suitable innate and acquired reflexes, as well as the stabilization of new reflexes that are not in the students' experience of performing actions. As a result, at the end of the stage, a system of movement reflexes corresponding to the basis of the learned activity technique is formed.

Distinctive features of this stage: the movements are not sufficiently precise in terms of space and time, muscle movements are not precise; instability of the rhythm of the act of movement; presence of unnecessary additional actions; is the lack of closeness between the phases of complex movement.

The following tasks are set at the first stage of training:

1. Creating a whole idea about the act of action.
2. Filling with elements necessary for mastering new actions.
3. Achieving full performance of actions.
4. Eliminate unnecessary actions.

The starting point of learning movements is to get acquainted with these movements in advance. This is achieved by explaining the importance and nature of movements, demonstrating them, briefly explaining the basis of movement techniques, and also demonstrating them in practice. Demonstration of teaching in the initial study of movement is provided by various methods and methods that allow feeling and imagining the main phases of movement.

Completing the task or not at the initial learning stage is determined by the amount of movement experience of the participants, the complexity of the studied movement structure, and the compliance of the movement structure with the physical capabilities of the students. The rapid formation and quality of initial skills largely depends on how rich the learner's practical experience is. The more comprehensive this experience is, the faster and easier a new action system is formed.

The systematicity of training at the first stage is characterized by the need to determine the optimal number of repetitions of the task and the size of the interval between them. Learners should be able to perform the task several times in the same way at such intervals, these intervals allow the learners to better perceive the teacher's (trainer's) warning, know the completion, imagine the next task and the way to improve the performance. And let him recover the strength necessary for this.

So, initial learning is to create an understanding of exercises and movements in participants, to learn to perform the first forms of movement techniques in practice. Deeper-perfect learning, in which the ability to perform the movement accurately as necessary is formed. The goal of this training stage is to bring the previously formed skill to the level of a clearly developed skill. While the initial training consisted of learning the basics of movement techniques, in the second stage, this foundation is

thoroughly studied and its details are determined. The perfect learning stage is defined by determining the temporal and spatial force characteristics of a complex act of movement.

At the stage of strengthening and improvement of movement training, the principle of systematicity requires complete re-improvement of movements, and at the same time, training in parts depending on the need. Depending on the strengthening of skills, the main place is occupied by variable exercises. In this process, the appearance of the movement changes. When the external effects of performing an action in various conditions complicate it, when the condition of the participants changes, when it is combined with other actions, when physical effort is increased, the form of actions changes.

In short, in the process of improving movement skills, ensuring the ability to perform and individualize this skill, each stage of development has its own opportunity to solve movement tasks of some complexity. If the same practitioners endure the demands of performing the actions, it will be a burden for others. This will result in skill failure. Therefore, the exercises that caused such a situation are temporarily suspended. Exercises are reorganized depending on the recovery of the general level of coordination skills. The sequence of loading and rest at this stage of training depends on the level of improvement.

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