



METHODOLOGY OF ORGANIZING GYMNASTICS EXERCISES IN PRIMARY CLASSES

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Annotation

This article aims to develop a set of gymnastic exercises for elementary school students. The article discusses various aspects and methods of gymnastic exercises.

Keywords: gymnastics, exercise, primary class, breathing exercise, rhythmic gymnastics, method.

INTRODUCTION

The gymnastics program for primary school is based on the course of gymnastics, outdoor games, general developmental exercises and is compiled in accordance with the "Requirements for the level of preparation of students graduating from primary school", "Mandatory minimum content of education", "Exemplary educational program - body area "Physical culture".

MATERIALS AND METHODS

Purpose: to promote the comprehensive harmonious development of the individual; formation in students of a holistic view of rhythmic gymnastics, its capabilities in improving performance, improving health; development of self-study skills.

Tasks [1]:

- to ensure the comprehensive harmonious development of the forms and functions of the body;
- to educate aesthetic and moral-volitional qualities;
- develop memory and horizons;
- develop motor skills and abilities;
- educate a common culture of behavior.

RESULTS AND DISCUSSION

This article mainly focuses on rhythmic gymnastics. Rhythmic gymnastics is a kind of recreational gymnastics. Its main content is a combination of simple general developmental exercises, running, jumping, dance elements, wave-like movements,



exercises with relaxation, performed together, without pauses for rest, at a certain pace to the music, mostly in-line.

Rhythmic gymnastics is a musical form of gymnastics, the music in it is functional in nature, determining the rhythm and pace of movements. Most suitable for rhythmic gymnastics is pop and dance music in the disco style, as well as folk melodies in modern processing. When conducting rhythmic gymnastics, the teacher must control the functional state of the trainees, first of all, their well-being, focusing on the pulse and external signs of stress (sweating, skin color, trembling of the limbs, mood, facial expressions) [2].

Connection of exercises with the content of music.

After listening to a piece of music, the teacher invites the children to determine the nature of the music and depict it in motion, for which he selects the appropriate exercises. For example, the rhythmic nature of music is conveyed by soft steps, smooth hand movements; cheerful - polka steps, jumps, etc.

Connection of exercises with the tempo of music.

The teacher develops in children the ability to perform exercises in accordance with slow, moderate and fast tempos of music, to maintain a given tempo of movements without musical accompaniment. Children should be aware that there is a relationship between the tempo of the music and the amplitude of the exercise. The faster the pace, the shorter the range of motion, and vice versa.

Connection of exercises with dynamics.

Children need to be taught to convey with movements the various dynamic shades of music. For example, a loud sound is jumping, walking with a marching step; quiet - soft step, stealth step, smooth movements of the hands. A gradual increase in the strength of the sound - walking with a gradual expansion of the circle; decrease - walking with a gradual narrowing of the circle. The emphasis in music is a wave of the hands, a sharp attack, a turn.

The connection of exercises with the metrorhythm.

During classes, children perceive strong and weak beats by ear, marking them with movements. For example, the strong beat is followed by throwing the ball up, and the weak beat is catching the ball. The teacher gives schoolchildren the concept of long and short duration, develops rhythmic memory when performing rhythmic patterns in 2/4, 3/4, 4/4 time, introduces the measure, the conductor's text. The teacher conducts at a different pace - slowly, quickly, moderately.

Connection of exercises with the construction of music.

The teacher introduces the children to the parts of a piece of music, paying attention to the nature of each part, the contrast, and the repetition of the parts. When getting



acquainted with musical phrases, it is necessary to select music with simple and clear phrasing. It is necessary to instill in schoolchildren the ability to start moving to the first strong beat on their own, without the teacher's command, with the beginning of music or after the introduction [3].

Rhythmic gymnastics exercises.

The main exercises for the formation of musical-rhythmic skills and expressive movement skills are varieties of walking, running and jumping (step on toes, soft, drill, high, springy, in a half-squat, cross, lunges; jumps, jumps on both legs and on one leg; easy running, running with jumps, etc.).

Exercises for the development of muscle feeling - springy movements of the arms and legs, swings, relaxation, wave-like movements of the arms, etc. With the help of such movements, children should learn not only to strain the muscles, but also to regulate the degree of their tension, relax them, be aware of heaviness of your body.

Exercises for individual muscle groups and the development of joint mobility - simple gymnastic exercises for the arms and shoulder girdle, torso and head, legs.

Choreographic exercises are used to develop spatial and temporal orientation, accuracy of movements (various positions of arms, legs, half-squats, putting the legs forward and to the side, throwing leg movements, balance and turns on both legs and on one leg, etc.) [4].

Exercises with objects (balls, flags, ribbons, etc.) contribute to the development of a sense of the object, its mass, shape, and properties. Performing exercises with objects to music, children learn the nature of movement in terms of amplitude and direction. Elements of the dance enrich the movement fund of the trainees, teach them to be attentive to their partner, to find a common rhythm of movements with him (additional and variable steps, gallop steps, polkas, elements of national and modern dances).

Musical-rhythmic exercises and games are built on specific imitative images of animals, birds, types of human activity. Music gives each movement a certain meaningful rhythm, emotional, rhythmic or dynamic character. By creating a playful image, children hear in music and convey various feelings in movement. Independent work on the musical-motor way develops the creative abilities of children [5].

CONCLUSION

In order to convey dynamic, rhythmic variety in movements, children must be able not only to strain their muscles, but also to regulate the degree of their tension.

1. "Wooden and cloth dolls." By depicting wooden dolls, children learn to feel the tense state of the muscles of the whole body, while depicting cloth dolls - relaxed, relaxed.





2. "Hard and soft hands, feet." Raising your arms forward, fully straighten all the joints and tighten the muscles from the shoulder to the fingers, then, without lowering the arms, relax. Hands, passively bending at the elbows, hands and fingers, are lowered and, as it were, placed on a soft pillow.

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