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SCIENTIFIC-METHODICAL BASES OF LOAD STANDARDIZATION IN PHYSICAL EDUCATION AND PUBLIC SPORTS FITNESS CLASSES

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Abstract: The high level of pathology among students indicates the priority of the problem of health of the younger generation. Among the main factors that reduce the level of health of students (ecological, biological, socio-economic, etc.), a significant place is occupied by the system of traditional education with intensification, overload, irrationality of activity.

Keywords: physical activity, load dosage, volume and intensity of physical activity.

INTRODUCTION

The subject of the study is the methodology for regulating academic loads in the process of physical training of primary school students in accordance with the age and gender characteristics of the parameters of development of the main physical qualities and the biological age of students.

The purpose of the study is to improve the level of physical fitness of primary school students based on the development and implementation of a new methodology for regulating academic loads based on the age and gender parameters of the process of development of physical qualities and the biological age of students.

For a teacher, the formation of interest in a lesson means a transition from a class-lesson system of teaching to a personally oriented approach to a student: deep knowledge of the subject of an additional lesson, the ability to work with the technology of personally oriented teaching [1].

When preparing for a lesson, a teacher solves issues related to physical activity. Physical activity is understood as a certain effect on the body of students caused by the entire process of the lesson and physical exercises.

Physical activity is largely determined by the dosage of physical exercises, i.e. the number of exercises, their repetition, the time allotted for performing the exercises, as well as the conditions for their implementation.

MATERIALS AND METHODS

All physical exercises have an effect on the body of those involved, some more than others. A lesson consisting of a large number of exercises also provides a greater physical load. Therefore, the load in lessons can be different, and the teacher is obliged to regulate it. It is impossible to allow students to be overloaded. This can cause fatigue and affect their performance. At the same time, one should not limit oneself to a very light load, since then the effect of physical exercises on the body will be insufficient [2]. The teacher should achieve sufficient physical load on the body of students in each lesson, which, in parallel with solving educational problems, will ensure the necessary improvements in the functional activity of the body. To do this, you need to skillfully use physical exercises and know what effect they have on the body of students. There are many ways to determine the effect of physical exercises on the body. These include: measuring blood pressure, body temperature, pulse, blood composition

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studies, etc. Of the above methods, the teacher can most often use pulse measurements. An example of a simple way to determine the effect of physical exercise can be the following.

RESULTS AND DISCUSSION

Before running, alternating walking and running, overcoming an obstacle course or other exercises, the student's pulse is measured. Then the exercises are performed, after which the pulse is measured again (two or three times over 2-3 minutes). The pulse rates before and after the exercise are compared. If the pulse, as a rule, is rapid, within 3 minutes does not return to the rates that were before the exercises, or becomes rarer, then this is considered an unfavorable signal indicating a heavy load or deviations in the activity of the cardiovascular system of this student. Both should attract the serious attention of the teacher. The teacher constantly monitors the well-being of the students. There are many external signs that determine the condition of those involved: trembling of the arms and legs, a tired expression on the face, deterioration of posture, decreased activity, paleness of the face, lethargy, deterioration in the quality of exercise performance, complaints of students about a feeling of fatigue, etc. All these symptoms are indicators of excessive physical activity and oblige the teacher to immediately limit the number and intensity of exercises or stop them completely [3].

The teacher determines the physical activity in advance, when drawing up the lesson plan, and during the lesson, in accordance with observations, makes some adjustments. In this case, it is necessary to strive to ensure that the increase in the load is as gradual as possible. The greatest load, as a rule, should be given in the middle of the main part of the lesson.

There cannot be almost absolute gradualness in the increase in load, since there will necessarily be short breaks between individual exercises, and the exercises themselves cannot be the same in their effect on the students. Therefore, when planning a lesson and determining the physical activity, it is necessary to take into account that new and difficult exercises, games with high mobility, exercises requiring determination and courage, as well as exercises such as tasks and with elements of competition are always associated with increased load. In order to prevent overloading students, it is necessary to alternate difficult exercises with less difficult ones, and familiar ones with unfamiliar ones.

Physical activity in the lesson is regulated by [4]:

a) changing the number of exercises and games;

b) varying the number of repetitions of exercises;

c) increasing or decreasing the time allocated for performing exercises;

d) using different tempos of performance;

d) increasing or decreasing the amplitude of movements;

e) complicating or simplifying the performance of exercises;

g) using different objects in the exercises.

CONCLUSION

The study of the experience of comprehensive schools in Kokand and the survey conducted indicate that the most attractive forms of physical education for schoolchildren are related to physical education and recreational activities and, being the basis for the content of mass forms of physical education, physical education and recreational activities are aimed at satisfying the need for active recreation, entertainment and personal development of schoolchildren. Lessons based on physical education and recreational activities, with extensive use of game material, in our opinion, fully meet the requirements of modern physical education lessons, and also take into account the age capabilities of students.

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