



EFFECTIVENESS OF FORMING THE COORDINATION ABILITY OF 7-10-YEARS OLD FIGURE SKATERS

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ABSTRACT: - The scientific and practical recommendations necessary for the development of coordination ability in figure skating, the planning of the methods used to improve coordination ability according to the age level are shown.

KEYWORDS: Figure skating, coordination, coordination ability, movement ability, movement activity, prepubertal age.

INTRODUCTION

Coordination is important for many sports. According to many authors, they are a criterion of high sportsmanship. Figure skating is a sport where coordination is difficult. This is because skates for skaters have very small contact areas with the blades and the ice itself is very hard and smooth. A skater has to perform many different challenging elements on the ice, including many twisting jumps, often landing and falling on the ice with mistakes. One of the characteristics of modern skating is the progressive complexity of competition programs.

Theoretical foundations of development of coordination abilities of figure skaters in 7-10 years

Coordination Skills - this is a set of movement abilities that determine the speed of learning new movements, the ability to adequately reorganize movement activities in unexpected situations.

Group I. The ability to accurately measure and regulate the spatial, temporal and dynamic norms of movements.

II. group. Ability to maintain static and dynamic balance.

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III. group. Ability to perform movement activities without excessive muscle tension.

The manifestation of coordination abilities depends on a whole chain of factors:

- 1) The ability to accurately analyze the child's actions;
- 2) The work of analyzers and the most important muscle analyzer;
- 3) Complexity of movement exercises;
- 4) Level of development of other physical abilities (speed, strength, flexibility abilities, etc.);
- 5) Courage and determination;
- 6) Age characteristics;
- 7) General training of athletes (that is, a reserve of various movement skills and abilities), etc.

Particularly common and generally recognized measures of expression of coordination skills are considered:

1. Time to master a new exercise or some combination. The shorter it is, the higher the coordination ability.
2. The time required to "reorganize" their motor activity in accordance with the changed situation.
3. Biomechanical complexity of performed movement activities or their complexes (combinations).
4. Correct performance of movement activities according to the main characteristics of the technique (dynamic, temporal, spatial).
5. Maintaining stability in conditions of disturbed balance.
6. Economic efficiency of movement activities related to the ability to rest during the performance of movements.

Different manifestations of coordination abilities have individual age-dependent dynamics of biological development. However, the highest rate of their natural growth occurs in the prepubertal age. In adolescence, coordination skills deteriorate significantly. After adolescence, these abilities improve again, and in the future they first return to normal, and from the age of 40-50 they begin to decline.

The period from 6-7 to 10-12 years is especially favorable for the development of coordination skills with the help of specially organized movement activities.

Coordination skills development tasks. With the development of coordination skills, two types of tasks are solved:

The first type of tasks involves comprehensive development of coordination skills. These tasks are mainly solved in preschool and basic physical education of athletes. The general level of development of coordination skills achieved here creates ample conditions for further improvement of motor activity.

The second type of tasks ensures the special development of coordination skills and is solved during sports training and professional-practical physical education. In the first case, the requirements for them are determined by the characteristics of the chosen sport, and in the second - the chosen profession.

Funds. Physical education and sports practice have a huge arsenal of tools to influence coordination ability.

An important group of tools consists of exercises focused primarily on some psychophysiological functions that provide control and regulation of movement. These are the tasks of developing the sense of space, time, and the level of strength of developed muscles.

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Methods: For the development of coordination skills, the methods used in the formation and improvement of movement movements are used: integrated exercise, divided exercise, standard exercise, variable exercise, game and competitive.

Progressive methods of formation of coordination skills are methods that ensure variability of the conditions and characteristics of movement performance. They can be presented in two main versions: strictly regulated and non-strictly regulated variation methods.

Features of the development of coordination of movements in figure skaters

6-7 years is the best age for the formation of almost all abilities and coordination skills that are implemented in the child's physical activity. This is a particularly active period of the baby's movement coordination development. Figure flying is one of the effective means of developing these qualities. Pedagogical observations of the training cycle of children engaged in figure skating showed that many rotation exercises are almost always performed by skaters on the left side. An excess of one-sided (left-sided) rotational load during intensive ice training affects the functional state of the vestibular analyzer, which in turn negatively affects the coordination of skaters' movements, mainly when athletes use difficult elements. Free program: Figure skaters perform exercises without a little strain, with a feeling of discomfort, which is manifested in the noise of movements, frequent falls and a decrease in interest in training.

To skate confidently, you need to learn to balance. Young skaters need to master the sense of balance before children get on the ice, that is, in training in the gym, on the sports field. Useful functions like push, slide, spirals, stops, perebejki back and forth. Then they

move on to exercises similar to the movements of a skater, coordination exercises, turning and jumping elements, game exercises. Methods of training the ability of coordinated action.

There are five examples of training the ability of coordinated movement.

1. Muhim usul jismoniy mashqlar (bir necha marta takrorlash), vosita esa jismoniy mashqlardir.

Co-ordination skills will grow if they are actively developed together with co-ordination skills (speed, strength). Educational tools are combined, that is, to increase the general level of skills performed in a rough form. And special

- this is done by improving some coordination skills and with high accuracy.

2. The used training tools (movement skills) must be correctly mastered at the technical level, as well as correctly performed under the control of consciousness:

- teacher or student supervision;

- additional objective information (methods of self-control);

- using a mirror or recording on a videotape.

3. Use of auxiliary educational tools that increase the function of analyzers. With the relative passivity of the trainee (use of a swivel chair or a platform), to train a comprehensive apparatus (balance ability).

4. The choice of training tools should be in such a way that they affect certain motor actions in accordance with the chosen task. For example, differentiated ability for a basketball player, reactive ability for a biathlete.

5. The result of the research will be only if the complexity of the educational tools increases

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with the help of methodological examples. There are methodological tasks for training certain abilities:

a. A change in the way the movement is performed (starting from different starting positions, lying, sitting).

b. Changes in external conditions (rooms, temperature, wind, snow, etc.).

c. Combination of movement skills (obstacle courses).

d. Exercise with a lack of time (stretching for 30 seconds).

g. Variety of information used (visual, auditory, vestibular, tactical). For example, start at the sound signal, go forward, clap on the shoulder, shoot.

6. Performing exercises as a result of preliminary preparation - improvement of orientation, differential, reactive ability and the skills of switching movement movements. The main way to develop and improve coordination skills is coordination exercises. There are many of them and they are divided into two groups: a) exercises that improve coordination skills, speed and speed-power movements. They can improve motor dexterity (sprinting, jumping and throwing); b) exercises for the insurance of coordination skills in endurance movement, with strong fatigue (skiing, long-distance running, sports games, etc.), the demands on differentiation, orientation and rhythmic skills are increasing. divided into two groups:

1. Changing the method of performing an action:

- direction of movement - direction with a change of direction;

- force action; - movement speed; - volume of movement;

- movement rhythm; - initial and final position;

- mirror performance of the action.

2. Change the execution condition when saving the method:

- a constantly changing state;

- continuous strength training;

- preload;

- initial stimuli of the vestibular apparatus;

- additional task during application;

- combination with other exercises.

These methods are general in nature and are used to perform various coordination skills.

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