



DEVELOPMENT OF MOVEMENT QUALITIES IN CHILDREN

Gayratjon Goynazarov

Lecturer,

Fergana state university, Fergana city, Uzbekistan

ABSTRACT: - The higher the intergenerational transmission of the signs of movement knowledge, the higher the advantage of the individual in realizing his motor potential in the context of specialized exercises. A young athlete may not be able to compensate for his or her genotypically limited capabilities under the same conditions or even after intense exercise with moderate hereditary performance and may not achieve great results in sports, but may show great ability in other areas of activity.

KEYWORDS: Sports, physical activity, physical education, movement qualities, competition, sports coach.

INTRODUCTION

Recognized as a rapidly developing country on the world stage, the main part of the population of Uzbekistan is young people, which is considered a priority in the development of sports in Uzbekistan since the early days of independence. Today, under the leadership of the head of our state, we are witnessing that the state policy on educating a harmoniously developed person and creating the most favorable conditions for him is yielding real results. A number of measures are being taken in our country to further develop physical culture and sports.

Hereditary medical factors that develop and change the qualities of movement in children and adolescents, who are the future of our country, have been studied in depth and proved on a scientific, theoretical and practical basis. Physical education plays a key role in the comprehensive development of the younger generation: mentally, populously and physically.

METHODS

As motor activity increases and some rings of the musculoskeletal system mature

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morphologically, the qualities of movement also develop. The rate of development of the speed of movement is especially high at the age of 7-9 years, ie at the age of small school, and reaches its peak at the age of 14-15 years. With age, the frequency of repetitive movements increases, and in particular the frequency of movements performed at a given rhythm. For example, the rate of repetitive movements increases 1.5 times in children aged 7 to 16 years. But its increase in this way does not go smoothly. Between the ages of 7 and 9, the frequency of movements increases faster than anyone else. During this period, the annual increase in the frequency of movements is on average 0.3-0.6 movements per second. At the age of 10-11 years, the increase in the frequency of movements decreases slightly, falling to 0.1-0.2 movements per second, and increases again at the age of 12-13 years (up to 0.3-0.4 movements per second). The frequency of movements performed per unit of time peaks at 14 years of age in girls and reaches this level at 15 years of age in boys. After that, the average annual increase in the frequency of movements in boys decreases to 0.1-0.2 herkats per second, and in girls the frequency of movements stops completely after the age of 14-15 years.

It is noteworthy that the frequency of finger movements in girls is slightly higher than in boys. Apparently, this is due to more exercise of the hand paw when doing household chores. The maximum frequency of movements performed in a given rhythm also gradually increases with age. In boys and girls, it increases approximately 3.3-fold between the ages of 4 and 17 years. There is an opinion that the quality of speed, expressed by the maximum frequency of movements, depends on the mobility of neural processes. In other words, the limit of the frequency of movements depends primarily

on how quickly the centers of the antagonistic muscles move from the state of excitation to the state of braking. After 4-5 years, the strength of different muscle groups begins to increase. But each muscle group has its own characteristics in development. For example, the strength of the body, ie the strength of the muscles of the human body, reaches its peak in the evening, but weakens more slowly than the strength of the arm.

In preschool children, muscle strength is very low. In older children of school age, between the ages of 15 and 18, that is, during a period of rapid muscular development, muscle strength is especially strong. However, analysis of the available data shows that the increase in muscle strength is about a year behind the growth of the muscle. It should be borne in mind that the microstructures of muscles and the whole organism in general depend on the age-related characteristics of developmental processes. In this regard, it is important for students to limit any physical activity and dose it strictly according to their age. Labor and sports activities involving a lot of effort can be performed only after the age of 18. From the age of 18, the increase in muscle strength slows down and stops by the age of 26. After the age of 35, muscle strength decreases. At the age of 15-18 years, muscle fibers, intramuscular connective tissue and fibrous structures, that is, the muscle itself continues to grow transversely. The development of muscle, blood vessels and nerves in it lasts until the age of 25-30. When it comes to the muscular innervation apparatus, afferent or sensory innervation, which occurs in a well-developed infant, develops vigorously in the first years of a child's life and reaches the adult level in terms of morphological structure by the age of 7-8 years. However, efferent or motor innervation begins to remain structurally similar to that of adults only at the age of 11-

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13 years. However, the expansion of the motor plate, the complication of the delicate structure, lasts until the age of 18-20 years. Thus, the muscle as a sensory organ matures at the age of 7-8 years, while as a working organ it matures after 10 years.

When a child is born, he or she will be able to perform a small number of inherited actions, and these actions will remain imperfect for a long time after the child is born. As the child grows, his movements become more and more diverse and seem to be formed under individual experience. I.P. Pavlov wrote: "The higher we go from the ranks of animals, the more complicated the movements become, firstly, and secondly, these movements do not appear suddenly with the birth of the animal, but in practice. What we now call conditioned motion reflexes are movements that occur, emerge, and improve over the individual life of an animal or human." The decisive factor determining the morphological and functional development of the motion analyzer is the environment, the child's upbringing and his motor activity. Only as a result of the child's active activity, new temporary connections appear, complex stereotypes of action are formed, and new conditioned reflex connections are formed.

During infancy, the various rings of the motion apparatus, including the motion analyzer, are also bent to a certain extent, which is very simple, allowing a number of movements to be performed. It is typical for a baby to have limbs that move the body and head irregularly, almost non-stop. This includes local reactions that occur due to the action of receptors on the joints, muscles, mucous membranes, and vestibular apparatus; various unconditioned reflexes are well expressed.

The primary weeks of life are of great importance, as it is during this period that all levels of regulation, ranging from the pelvic area, are activated. The child develops the first conditioned reflexes, which are characterized by extreme emptiness, weakness, and only after 3-4 months they take a more stable form. Due to the increased muscle tone of the neck, a two-month-old baby will be able to raise his head when placed on his stomach. From about 2.5-3 months, if the hand develops hand-to-hand movements, then by 5-6 months, the child will be able to clearly extend his hand to the object, no matter which side he is on.

At 4 months of age, the child develops side-to-side rolling movements from the supine position, and at 5 months of age, abdominal and back-rolling movements. From the age of 3 months to 6 months, the child learns to prepare for crawling - lying on his stomach, he will raise his head and upper body more and more. A 6-7 month old baby will be able to rest his arms and legs on the ground and then crawl. As a result of the development of the pelvic and pelvic muscles, the child is able to sit when he is 6-8 months old. About this time he will be able to stand up, stand up, and sit up, holding something with his hands.

During the preparation for walking, the anthropometric features of the child complicate the process of mastering balance: the muscles of the legs and pelvic joints are still weak; the legs are short and half-bent; the overall center of gravity is much higher (above the pelvis) than in an adult, and the area of tension of the toes is also smaller than in adults. This is why it is so important to help the child maintain balance at this stage of development. By the end of the first year, the child is able to stand upright and is mostly able to walk. The first day when a child is able to walk a few steps can be considered as the beginning of an independent walk. But during

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this period, the child finds it much more difficult to behave properly while walking and standing. He manages to maintain balance by stretching his arms in both directions, anchoring them, and stretching his legs. By the age of 3-4, the coordination of movements that the child develops as he or she grows allows him or her to maintain balance without the use of arms and legs while walking and standing. By the age of 4-5, the child is able to perform very diverse and complex movements: running, jumping, skating, gymnastics, acrobatics. At the same age, he also begins to master more precise movements related to the development of small muscles in the palm of the hand. A 3-5 year old child can learn to draw and play musical instruments. By the age of 6-7, the strength of the writing muscles in the torso, thighs and knees is significantly increased. It is at this point that the functionally important stimulus for the development of the entire musculoskeletal system is the formation of gait.

The durability of a locomotive is determined by its ability to perform dynamic and static work over a long period of time. As you grow older, your endurance will increase very slowly. In preschool children, the results of exercise will not be sufficient because they will be constantly moving, even though they are very active. By the age of 6, endurance increases slightly, however, children are still prone to frequent changes in activity. They find it difficult to stand still, to sit still, their movements alternating incessantly.

The development of motor coordination in children also depends on the morphological maturation processes of the motion analyzer. At the same time, special attention is paid to the process of convergence of nerve fibers, a process that takes place at different times in different parts of the nervous system. At the same time, the parts of the nervous system

that perform the most complex functions, like the neurons of the cortex of the large hemispheres, mature later than others. At this age, children can master any movement that is complexly coordinated, if that movement does not require the use of force and effort and is not performed with a large amplitude. That is why children of the same age play virtuoso techniques in playing musical instruments, choreographic skills, clear and smooth performance of labor movements.

CONCLUSION

It should be considered that the optimal period for the emergence of physical education, choreographic movements, labor movements and other techniques of performing complex harmonic movements is the period from 9-10 to 13-14 years. It is during this period that the indicators of the development of the motion analyzer grow especially rapidly.

By this age, all the morphological substrates of this analyzer have matured. At a later age, the basics of movement technology, which emerged with the development of endurance, strength, and the ability to perform large-amplitude movements, become more sophisticated. It should be noted that girls have some characteristics in the development of movements. The period of puberty continues with a decrease in movement in most girls. This is largely due to the morphological characteristics of the girls during this period. Only girls who have previously been involved in sports or other types of muscle activity will retain motor activity.

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