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THE ROLE OF PUBLIC SPORTS AND HEALTH MEASURES IN STRENGTHENING CHILDREN'S BODIES

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ABSTRACT

This article discusses the positive effects of physical education on the human body. The process of physical training should take into account the general physical impact on the body of the trainees until the age of puberty. This is reflected in the formation of a wide range of movement skills and abilities and in all-round physical development. During the school period, this principle requires taking into account the sensory areas in which the most favorable opportunities for the development of a person's physical qualities appear. The process of physical education is studied on the basis of certain periods. It takes into account such principles as adolescence, the first stage of puberty, the second stage of puberty. In general, the principle of age-appropriateness of physical education is the most important in the use of physical education in the process of long-term exercise.

Keywords: physical education, age characteristics, age, physical qualities, agility, flexibility, growth, child's body, strength, interest, height, development.

INTRODUCTION

Obliges to gradually change the direction of physical education in accordance with the age-specific (preschool, small, medium, large) physical development of the human body that is the changing periods of ontogeny. The process of physical training should take into account the general physical impact on the body of the trainees until the age-specific maturation period. This is reflected in the formation of a wide range of movement skills and competencies and in all-round physical development. During the school period, this principle requires taking into account the sensory areas in which

the most favorable opportunities for the development of a person's physical qualities arise in the education of physical qualities.

LITERATURE REVIEW AND METHODOLOGY

Adolescence and early adulthood reveal favorable conditions for the full realization of the functional capabilities of the organism. For many, the direction of physical education comes in the form of extended general physical training. Adolescence is characterized by active participation in sports and high results based on it.

During the period of stabilization of functional capabilities in the second stage of maturity, the direction of physical education participates as maintenance of the achieved good work ability, the level of physical fitness achieved.

In much later periods (women - from 50 years, men - from 55 years) physical training helps to resist the impact of various negative factors on human health. Exercise has a health-improving effect. In general, it can be said that the principle of age-appropriateness of physical education is the most important in the use of physical education in the process of many years of exercise.

The principles considered reflect the various laws and aspects of the holistic physical education process.

They form a unity, not a set of complementary and interconnected principled methodological rules. Deviation from any principle can disrupt the whole complex process of physical education and make the great work of the teacher and the student almost ineffective.

Peculiarities of students in the process of physical education

The level of physical development of students depends on their age and gender. For example, 8-9-year-old boys are slightly taller than girls in terms of body weight and neck length. A.G. Khripkova and D.V. According to Kolesov, boys have the lowest rate of physical development at the age of 11 years.

With the onset of puberty in boys (12 years), neck growth reaches 6-10 cm per year. The body weight is 4.0 kg, and the circumference of the chest grows from 3-5 cm, and in the period from 12 to 16 years of age, the average body weight increases from 25 kg to 45 kg, and rapid development occurs.

Thus begins a period of uneven physical development of adolescents and young people. The increase in body weight, height, and chest circumference is manifested in unequal contrasts.

Weight gain in all age groups is much higher than chest growth. In boys, it is preferable to increase torso length rather than increase transverse muscle size and

weight. The ratio of muscle mass to body weight reaches about 33% at age 15 and 44% at age 17-18.

During puberty in girls, more pronounced changes in the body are observed than in boys. It begins on average 1-2 years ago in the form of a pubertal jump: a rapid increase in body size (height, chest width). However, this change occurs unevenly: at the age of 10-12 years, the predominance of growth in body length is observed, and at the age of 13 years, weight gain improves.

Medical observations show that physical activity decreases during menstruation, in 80% of cases there is a tendency to loneliness, in 60% of girls there is a decrease in self-confidence, in 47% there is a decrease in interest in exercise. All of this should be taken into account by the physical education teacher in the practice of teaching, in classes, games, and competitions.

In students, the respiratory and cardiovascular systems are not yet fully developed, which affects muscle activity. Thus, according to R. Astranda, the maximum oxygen consumption (CI) during running is 55-57 cm3kg in children aged 7-9 years, 56-58 cm3 kg in 12-13 years, 59 cm3 kg in 14-17 years, 61.6 cm3 kg in 18-19 years. Reaches

The lack of oxygen in the blood of young and middle-aged students is 2-3 times less stable, which is very important to take into account when choosing the place of training and means. Children of this age also have lower energy utilization rates and their total energy expenditure is much higher than that of adults.

RESULTS AND DISCUSSION

According to psychologists, at a young school age, a child begins to understand his place among those around him, and there is a desire for activity. The importance of this is necessary not only for himself, but also for other people. During adolescence, there is a need for self-expression and self-affirmation. A distinctive feature of teenagers is the desire to compete, to demonstrate their physical abilities.

However, they are not always able to objectively assess their own strength, often overestimating it. Older school students have a need to define their place in society as a member of the community.

For them, the appearance of the body is important. Guys strive to have strong and well-developed muscles.

Girls are attracted by a beautiful figure, hip waist and other factors. The teacher should use these aspirations in engaging them in independent physical activity.

School age covers a large and very important period of human life. Young, middle-aged and older school children, boys and girls differ from each other in terms

of physical capabilities. This is especially noticeable in the uneven growth of physical qualities.

At school age, speed jumps through two periods of sensory growth: the first at 8-10 years of age and the second at 13-15 years of age. At the age of 15-17, the speed of running can even decrease slightly, and the speed of running can increase. This only happens due to the increase in the length of the steps and the strength of the legs. Such a natural law requires the choice of methods and means that are appropriate for that particular age.

Muscle strength increases with the development of the child's body, but this does not mean linear growth. Slow growth cycles alternate with extremely rapid growth rates. Development in girls and boys during the sensitive period is usually incompatible.

In girls, a surge in muscle strength is observed between the ages of 10 and 13 years. At the age of 14 they have a slower natural increase in strength, and between the ages of 14-16 they may even decrease. At 17 years of age, strength performance in girls increases slightly again.

In boys, a smooth increase in strength occurs between the ages of 8 and 15 years. Between the ages of 15 and 17, the absolute strength of all muscle groups jumps sharply, and at the age of 18, the rapid growth of muscle strength slows down considerably, and sometimes even stops altogether.

The relative strength of most muscles (per kilogram of body weight) approaches the level of an adult as early as 13-14 years of age, a fact that is also of interest for physical education practices. This is why the decisive factor in exercise in children is relative strength, not absolute. However, at the end of the puberty period, the muscles now differ little in their functional properties from the muscles of an adult, the maximum strength is achieved only at the age of 16-20 years.

This is due to the ability to quickly mobilize a large number of moving units and improve coordination, with an increase in long-term static tension and contraction abilities, and a significant increase in muscle weight.

Most attention is paid to cultivating the quality of agility (or coordination ability) between the ages of 7 and 12-13. But coordinated passive adolescents are different from highly coordinated agitated peers.

In children, flexibility develops successfully enough because of the high level of tissue elasticity. The teacher’s task is to manage the development of this quality, bringing children’s flexibility to optimal levels and preventing them from declining with age. So you can give a lot of assignments as homework and then control the changes in them by measuring them in centimeters or degrees.

According to the data, endurance develops rapidly in girls between the ages of 8 and 13, especially between the ages of 11 and 13, and decreases after the age of 14 years. An increase in endurance is observed in most jumping exercises. Such a huge increase in functional capacity will not be seen in the coming years.

An increase in endurance rates in boys is noted between the ages of 9 and 17 years. Due to a significant increase in endurance, the rapid growth of the body slows down from time to time. The most significant period of development of endurance indicators are 11-14 and 17 years, and at 14 years it reaches its peak.

The body of school-age children has two important features, the knowledge of which allows a school teacher to successfully solve the problem of cultivating physical qualities.

First, the efficiency of loading and exercise during this period is very high. By the age of about 17-18, the indicators of physical qualities grow in the right proportion to the load given. Because the coefficient of beneficial action decreases after the age of 18, it takes an enormous amount of effort to get that effect.

Second, the developmental range of one quality at this age contributes to the development of others. Consequently, exercise in the conduct of training creates favorable conditions for a holistic approach to the training of physical qualities.

Scientific tasks are related to the acquisition of movement skills and abilities in primary education, as well as the acquisition of knowledge about exercise, personal hygiene, movement patterns, and the importance of exercise for human health.

The system of conditioned relationships that emerges at this age is characterized by greater robustness and affects the qualities of movement in future life.

It is very important not to miss this convenience in order to develop physical qualities in the period related to the formation of movement skills and abilities. Because it takes a lot of effort and a lot of time to correct their consequences, it will be much easier to teach swimming techniques at the age of 7-9 than at the age of 17-19.

During the training of children in movements, certain movement experience is accumulated. This greatly simplifies the complex process of mastering and mastering skills.

Health functions promote the natural development of the child's body, ensuring the growth of its functional capabilities.

CONCLUSION

The development of physical qualities is one of the important tasks facing physical education in primary education. This is especially true of the qualities of

agility and agility, as teaching in the lower grades is the most favorable period for the rapid development of these qualities.

The main task in the development of endurance is to help increase the aerobic capacity of the child's body and on this basis to ensure overall endurance.

The task of developing strength is primarily associated with the formation and development of the body, strengthening the back muscle groups.

In younger school children, flexibility should be kept within optimal limits so that age-appropriate flexibility and muscle mass gain are not reduced.

Games, exercise create conditions for solving moral education tasks. Despite the existence of certain rules, there are always different situations in the game, for example, "this is good, and this is bad."

The task of arousing interest in physical education and sports should be solved in primary education, because the habit learned in childhood is very strong. A lasting interest in exercise in children can only be gained through activities that bring them joy.

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