

METHODS AND CONDITIONS FOR EFFECTIVE MASTERING PRINCIPLES OF GYMNASTICS

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Annotation. This article describes the methods and conditions for effective mastery of gymnastic exercises using the principles of successful organization of gymnastic exercises.

Keywords: physical fitness, teaching, training, difficulty, means, consciousness, activity, demonstration, principle, gymnastics, exercise.

The first condition for successful teaching of gymnastics is to determine the level of physical fitness of students. In this case, the student's abilities are evaluated on the basis of the following indicators:

- preparation for mastering the exercises, the volume and expression of the exercises to be mastered, some difficulties in learning the movements, the student has the experience of movement similar to the new exercises;
- physical fitness (the degree of maturity of the decisive qualities in the study of new technical movements);
- the level of development of mental qualities (students' courage, perseverance, resistance to prolonged nervous tension).

The nature of an assessment of a student's ability to learn exercises depends on what exercises they are currently learning. Gymnastics exercises, on the other hand, are very diverse, so the student's ability to identify opportunities may change in each specific situation when learning a new movement. The second condition of teaching gymnastics exercises is to create a curriculum based on the analysis of the structure of movement and knowledge of the individual characteristics of the student. The curriculum is written in the form of an algorithmic task, a graphic or a network program. As exercise techniques become more sophisticated, so does the effectiveness of the training program. The third condition for teaching gymnastics is to master the process of mastering a set of exercises. The teacher does this by analyzing the student's performance and selecting commands and control tasks that clarify it. The fourth condition is the availability of appropriate conditions and training tools to perform the exercises effectively and correctly. These include: classroom (classroom, hall, playgrounds), basic and auxiliary equipment, teaching aids (tables, pictures, movies, body shapes, teaching methods and techniques)), technical support equipment, film, photo and video cameras, measuring devices and goniometers, dynamometers and other instruments, tape recorders, VCRs, dictaphones. The use of didactic principles of teaching in the organization of the educational process in gymnastics is an effective tool in the organization of the main activity.

Also, the principle of consciousness and activity, gymnastics, places great demands on the physical movement and willpower of athletes. The principle of awareness and activism in the

process of mastering new exercises requires students, first of all, to understand the movement, to develop an interest in the task and a creative approach.

In order to consciously learn movement skills while studying, participants should be taught the following:

- evaluation of the results of their activities;
- describe movement techniques using a variety of methods (oral, graphic, written repetition);
- overcoming various difficulties associated with learning a new movement;
- keep a diary and make plans for exercises;
- help the teacher to organize the lesson and teach the movement to the peers

The principle of demonstration. The trainer uses the following tools and techniques to make the training visual:

- demonstration of the perfect execution of the movement, showing films and photographs, pictures, tables and models;
- verbally describe the details of the technique of individual movement tasks and compare them with other actions;
- use additional tools (phase samples, voice accompaniment to movements, slow lifting and touching);
- demonstrate the technique of the exercise or its elements studied in the simulator, human body samples, etc .;
- create a sense of movement as a result of pausing, imitating, coaching, and other facilitated actions.

The principle of ease requires that participants be given tasks that are appropriate to their strengths. Otherwise, students will lose interest in the lesson. However, the principle of ease does not negate the need to train athletes to overcome difficulties.

The teacher needs to constantly explore what students are capable of and their ability to master specific exercises. For example, in order to make a big turn in solo, a student needs to be able to do a number of other exercises, have enough strength in his hands, and have developed many physical qualities such as courage and perseverance.

Having these qualities in a student is a measure of how easy this exercise is for him. The principle of ease is associated with the rules of didactics from known to unknown, from easy to difficult from simple to complex.

The principles of sustainability include:

- there is a certain consistency in the study of the process of movement;
- constantly improve movement techniques and learn new exercises to develop the ability to solve various movement tasks;
- alternating work and leisure in the teaching process in order not to dampen the diligence and activity of students.

Teaching methods. Teaching methods are about choosing specific ways to solve a problem. Different teaching methods can be grouped. The first group of teaching methods:

- oral method is one of the universal methods that allows students to manage the teaching of new exercises in the classroom. The use of gymnastic terms is especially important here, as the terms can be used to make the teacher's impact on students clear and concise;

- the method of expressing information about the technique of movement, the performance of exercises by the demonstrator, the demonstration of visual aids, audio and video materials, the provision of symbols, parts of the movement, the amount of elements of movement techniques by the student is shown.
- These training methods are mainly aimed at creating and defining the basics of exercise techniques and can be used throughout the training.
- The second group of teaching methods:
 - complex exercise techniques, which involve performing the action being studied as a whole.
 - This includes easing exercise conditions, using additional means of assistance and insurance, lowering the height of the equipment, performing the movement on the simulator, simplifying the initial or final position (for example, lifting the body in a low solo with the help of a coach). may be at the expense of;
 - auxiliary exercise method (one of the similar types of integrated exercise method), which is similar in content to the main exercise, but at the same time is an independent exercise, involving the integrated performance of previously learned movements (for example, writing the body in solo) lifting on one leg to lift and leaning serves as an auxiliary exercise);

The split exercise method is to break down the whole movement technique into parts and pieces and re-assemble them after mastering each of them. This artificial division of the exercise into sections is done to facilitate the learning of the main activity;

- specific movement tasks are a variant of the split exercise method, characterized by the selection of learning tasks that have specific elements of movement techniques (for example, beginner athletes can now step on the ground and learn to jump on the ground learn to climb, run, tread, and then “bridge” one after the other).

These teaching methods allow students to learn about the exercise and the basics of the movement technique being studied. In addition, they help to get an idea of the structure of the movement, as well as to correct any errors that may occur.

The third group: the standard exercise method, which is characterized by the independent performance of movement in order to strengthen the ability to move in a training environment;

- variable exercise method is associated with the following difficult conditions: misleading signals (noise, extraneous sounds, etc.), changes in ambient conditions (unusual placement of equipment, changes in lighting, etc.) , giving an unexpected instruction to perform a certain task, changing the place of the exercise in the combination, performing the exercise tired or overly excited;
- the game and competition method of teaching involves students competing with each other or feeling responsible for achieving a certain result from an action.

These training methods help to achieve the stability of motor skills. The fourth group consists of programming techniques that allow you to choose the right tactics for teaching a new movement and an effective way of organizing the learning process. Exercise algorithms are one of the most advanced types of programming. To learn and improve the technique of the exercises, the student continues to perform the exercises independently, under the guidance of the teacher. The effective use of innovative pedagogical technologies in the teaching of any sport increases the intensity and effectiveness of training and awakens in the practitioner a stronger love for the sport. A student cannot imagine life without this sport.

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