

Use of Games and Relay Races in Teaching Gymnastics at the Department of Physical Education and Sport

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Abstract

The presented article deals with the peculiarities of application of games and relay races for teaching students at the Department of Physical Education and Sports of SamSACU, the basics of gymnastic terminology.

Keywords: gymnastics, gymnastic terminology, teaching, relay race, game.

Main part: Gymnastic exercises are the main means of physical education and form the basis of applied health-improving and sports types of gymnastics. Health-improving types of gymnastics (hygienic, rhythmic, therapeutic) are carried out already from preschool age, and in secondary educational institutions gymnastics is introduced into the curriculum. That is why, as a compulsory discipline, students must study the “methodology of teaching gymnastics.”

Mastering professional pedagogical knowledge, developing skills and abilities, stimulating didactic abilities during training sessions, in the process of individual work with a teacher and independent work will allow students, after completing the course, to begin teaching activities during practice as an assistant physical education teacher at school or a coach in his chosen sport, and then as a counselor and physical education organizer in summer children's health camps.

As the experience of recent years shows, the greatest difficulties in mastering a gymnastics course for students arise during practical classes and are associated with conducting drill and applied exercises, sets of general developmental exercises, during mutual training in exercises on apparatus, that is, with the formation of skills and abilities that make up the technique of their pedagogical activities.

Drill, general developmental, applied, simple exercises on gymnastic equipment and acrobatic exercises are an integral part of any physical education lesson or training session. At the same time, the correctness and clarity of the commands given will determine how much time is spent on explanation and demonstration, how the exercises will be performed, what reaction they evoke from those involved, and whether they will carry semantic and load-bearing information. Thus, in physical education, in particular in gymnastics, which has many exercises used, terminology plays a particularly important role.

Paradoxically, the majority of students at the Department of Physical Education, having many years of experience in sports, do not master the means of physical education, namely general developmental and applied exercises, regularly included in morning exercises, warm-up and general physical training (GPP) classes in all sports. . First of all, this manifests itself in a limited amount of motor memory, not to mention the ability to correctly demonstrate, correctly name movements and explain the essence of their effect.

The insufficient number of teaching hours allocated to the study of the discipline “methods of teaching gymnastics”, the initial level of student training for two years of teaching gymnastics at the department prompted us to search for new forms of organizing and conducting practical classes.

Particular attention was paid to the use of games and relay races in each lesson, which contribute to the study and improvement of gymnastic terminology, drill, applied and acrobatic exercises.

During the first practical lesson, students get acquainted with the gym, study the special markings

available in the gym, the names of the sides, corners and different points of the gym. They study the rules for placing students in class, types of formations and methods of formations. At the end of the lesson, special relay races are held to help consolidate the material covered.

When explaining the conditions of relay races, the teacher purposefully uses only the storytelling method, using precise terminological notations and markings available in the hall. Students must remember the material covered in class and correctly fulfill the conditions of the relay race.

As an example, consider the relay race shown in Fig. 1.

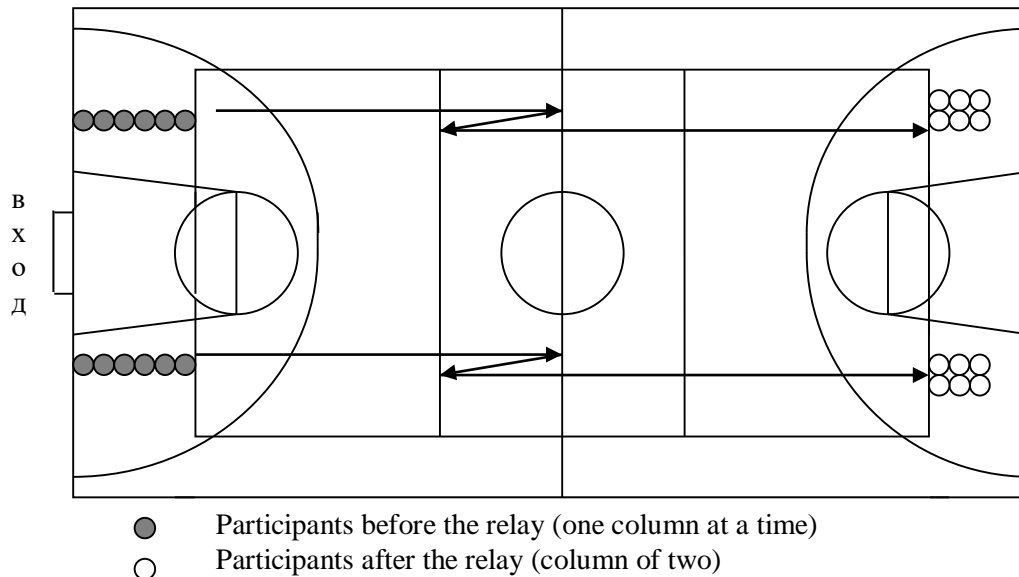


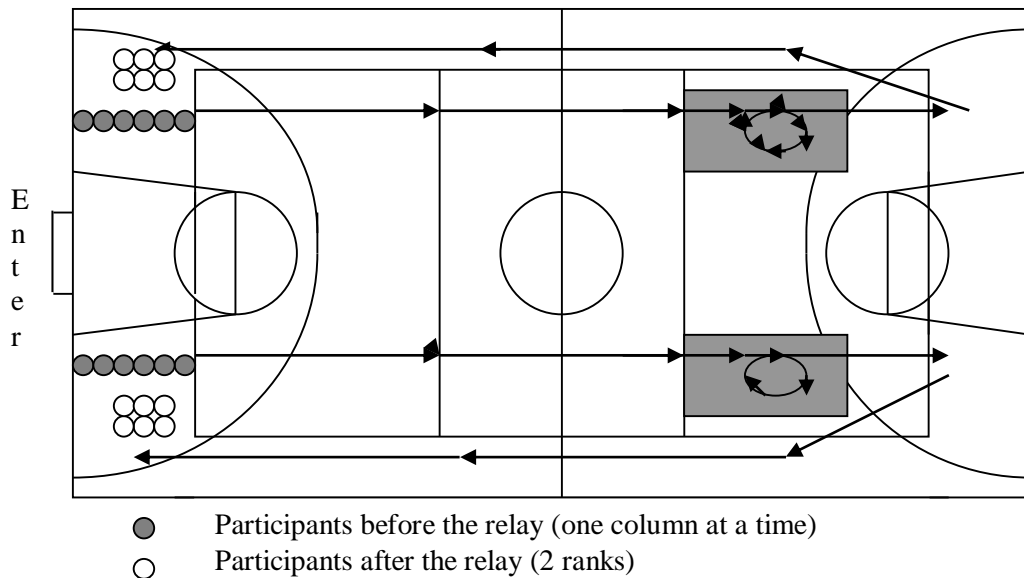
Fig. 1.
Scheme of the relay race using markings
and basic concepts

Relay conditions: team members line up in a column, one at a time, at the front line of the volleyball court on the lower side of the hall. At a signal (whistle, clap, etc.), the guide runs to the center line of the basketball court, touches it with his hand, returns to the offensive line of the volleyball court, touches it with his hand, then runs behind the front line of the volleyball court on the upper side of the hall and claps his hands to serve signal for the next participant to complete the task. The winner is the team whose members, having fulfilled the conditions of the relay, are the first to line up in a column of two.

As a rule, not all participants correctly fulfill the relay conditions the first time and are asked to repeat the explanation. By paying attention to mistakes, diversifying and complicating the conditions of the relay race, we stimulate the thinking of those involved and help them to assimilate the acquired knowledge well.

Thus, while studying new material in subsequent classes (strength, applied, general developmental exercises, basic gymnastic positions, etc.), with the help of relay races we effectively consolidate it at the end of the lesson.

In Fig. 2 shows an example of a complicated relay race that allows you to master the terminology, basic gymnastic positions and exercises.



Rice. 2. Scheme of the relay race for improvement basic gymnastic positions and exercises

Relay conditions: team members line up in a column, one at a time, at the front line of the volleyball court on the lower side of the hall. At a signal (whistle, clap, etc.), the guide moves in a half-squat to the attack line of the volleyball court, then moves in a squat to the gymnastics mat, performs a somersault forward, runs behind the front line of the volleyball court on the upper side of the hall and takes the following positions: bending over wide stance with your arms to the sides and up, sitting at the angle of your legs apart, standing with your right arm crossed in front of you. Then he returns and passes the baton to the next participant. The winner is the team whose participants, having fulfilled the conditions of the relay, line up in two lines. If a participant takes an incorrect position, his team receives a penalty point.

In subsequent lessons, relay races and games are selected taking into account the objectives of the lesson and in accordance with the program. You can use gymnastic equipment (horse, goat, uneven bars, gymnastic benches, rope, Swedish ladder, etc.), gymnastic equipment (medicine balls, jump ropes, hoops, etc.), as well as relay races in pairs, triples, quadruples and etc. with objects and without objects.

After two months of classes, “terminology games” are held 2 times a month, the winners of which are given a credit in terminology, which serves as additional motivation for studying terminology and gymnastic exercises. For example, all participants are divided into pairs, the first pair stands in front of the line facing each other. The first participant names a gymnastic position (squat, squat, lunge, support, etc. with additional positions of the arms and legs), for example: support lying behind on the forearms, the right one bent forward, and the second participant accepts it. If he correctly accepted the named position, then he names the position for the first participant. The one who makes the first mistake is eliminated, and if the participant names the gymnastic position incorrectly or it is impossible to perform it, this is also considered a mistake.

Such games can be played using gymnastic apparatus and gymnastic equipment. The effectiveness of training during such games and relay races is increased due to the fact that, by observing their comrades, students who are less theoretically prepared quickly master terminology.

For greater efficiency in students’ assimilation of educational material, a “terminological” survey is conducted at the end of the semester in the last eight classes. Participants are asked to take several gymnastic positions. If the student correctly takes three positions in a row, he receives one point. Students who score

three or more points by the end of the semester are given a gymnastics test ahead of schedule.

Conclusion: Thus, we can say with confidence that the method we use for studying and consolidating educational material using games and relay races helps students master the gymnastics course faster and more efficiently.

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