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Important Aspects of Developing the Physical Fitness of School Students

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Abstract: In the process of physical education in general secondary schools, it is of great importance to educate students in a comprehensive manner. State educational standards for physical education and physical education program departments are given a separate hour for sports such as gymnastics, athletics, sports games, swimming, national wrestling, football, chess, as well as movement games.

Keywords: sports games, fitness tasks, education of physical qualities, speed resistance of muscles, formation of student's personality.

INTRODUCTION

Playing sports games in grades 1-4 is interesting for children and serves as an important tool for training the body to the external environment and various influences. Active games are one of the main tools for training the children's body, as well as forming such qualities as friendship, honesty, mutual help, organization, discipline, sense of responsibility and responsibility. In the process of physical education in secondary schools, it is very important to educate students in a comprehensive manner. State educational standards for physical education and physical education program departments are given a separate hour for sports such as gymnastics, athletics, sports games, swimming, national wrestling, football, chess, as well as movement games. . Action games occupy the main place in the physical education program of grades 1-4. That is why it is of great importance to develop the qualities of movement, taking into account the pedagogical characteristics of elementary school students.

The effective use of movement games in the education of the physical qualities of elementary school students, together with the education of movement qualities such as strength, speed, flexibility, endurance and agility, forms movement skills and competencies, manners, aesthetic taste, teaches friendship and solidarity, mutual respect, appreciation of national customs and traditions. One of the main tasks today is to use mobile games in the education of movement qualities of students of 1-4th grade in the process of wellness activities in the educational agenda, in physical education classes, extracurricular activities, holidays, and sports activities. is considered In the course of weekly two-hour physical education classes, the quality and effectiveness of the educational, training, and health-improving tasks set before the class will be further increased by conducting various options of movement games, taking into account the pedagogical characteristics of the students.

LITERATURE REVIEW

During the academic year, the process of physical education of 9-11-year-old students in the extracurricular club ensured the solution of the main tasks provided for in the comprehensive program. The content of the practical material according to the program is its main and variable the main types of physical education activities, which do not include volleyball equipment, were defined. The test results are presented in the table. Comparing the final results of the 11-16-year-old athletes with the initial results for each age group of girls and boys, there were mainly no significant (significant) differences for 7 tests ($p > 0.005$). At the end of the academic year, the results improved by 0.1-9.1%

From the point of view of flexibility alone, the forward bending amplitude of the body significantly increases by 27.4% at $p < 0.001$ in the sitting position. The results in the shuttle run differed significantly. Empirical data obtained on the absolute values of tst show a differentiated, selective effect of the motor regime of extracurricular physical education clubs on the development of physical qualities in 9-year-old girls. When studying the influence of physical education extracurricular clubs on the physical fitness of boys of the same age, a stronger reliable effect on the growth of most indicators was found. In 9-year-old boys, the indicators of speed-power qualities of leg muscles ($p<0.001$), body muscle speed endurance ($p<0.05$), flexor muscle endurance ($p<0.05$) and coordination endurance ($p<0.001$), coordination skills ($p < 0.05$).

Speed, general (aerobic) endurance, flexibility indicators have improved. However, this increase is statistically insignificant ($p > 0.05$). Undoubtedly, the motor regime of 9-year-old boys in extracurricular circles in physical education classes was more variable, as it provided their growth with reliable changes in 5 out of 8 indicators. .

RESEARCH METHODOLOGY

At the same time, the differences between the results of the tests conducted in September and May for these tests are statistically insignificant (at $p > 0.05$). Changes in the average values of the levels of development of physical qualities of 10-year-old boys are presented in the table. Analysis of the dynamics of physical fitness indices of 10-year-old boys (grade 3) shows that at the end of the school year, the level of development of muscle speed-endurance - flexibility of the trunk (test 4, $p < 0.01$) , coordination of movements (in test 2, $p < 0.001$), coordination endurance (in test 7, $p < 0.001$), flexibility (in test 8, $p < 0.05$). The indicators of speed, speed-power qualities, strength and general endurance abilities increased, but the differences between the average results were insignificant (at $p > 0.05$). At the same time, it should be noted that the same physical qualities naturally increased in girls and boys at the age of 10, but their growth rates (in %) were different. Growth of physical fitness indicators of 10-year-old schoolchildren during the academic year (%) - girls - boys Tests: 1- 30 runs, s, 2 - shuttle run 3x10 m, s, 3 - long jump from a standing position, cm, 4 - lifting the body in 30 seconds, times, 5 - pull-ups in a hanging position, c 5 - how many times, 6 - running 1000 m, s, 7 - 1 min in jumping rope, times, 8 - forward bend.

Comparison of the data of the second test with the first one reflects characteristic age and gender differences in the growth rate of the level of development of physical qualities. In 10-year-old girls, compared to boys, the greatest changes were noted in the increase in the level of flexibility (test 8). Boys endurance (test 5), muscle speed-strength endurance (body tests) (test 4), coordination endurance (test 7), coordination of movements in cycle locomotives (test 2) , speed (test 1), manifestation of speed-power qualities (test 3). The analysis of the results of the physical fitness test of 11-year-old girls and boys from the control group revealed the specific characteristics of the impact on the level of development of physical qualities and related physical abilities in clubs outside of physical education classes (15 and 16 tables).

In the 11-year-old girls of the control group, the results of eight tests improved, but a significant increase in the results occurred only in two control exercises: jumping rope (test 7, $p < 0.05$) and bending forward in the slave color (test 8, $p <$ at 0.05). Our data indicate that the program material of physical education classes affects the development of coordination endurance and mobility of the spine and hip joints in 11-year-old girls. Analyzing the changes in boys, it should be noted that the biggest changes were in indicators describing the level of development of abdominal muscle speed endurance (test 4, at $p<0.05$), coordination skills (test) 2 , at $p<0.001$) and coordination endurance (trial 7, at $p<0.001$). A positive growth trend was determined according to the indicators of speed, speed-power qualities, strength, general endurance and flexibility of leg muscles. However, the changes are statistically insignificant (at $p > 0.05$).

ANALYSIS AND RESULTS

The comparative analysis of the average results made it possible to reveal the characteristics of the influence of the practical material of the clubs on the physical fitness of 11-year-old girls and boys in addition to physical education classes (Fig. 7). The influence of the age-gender factor with the general regularity of improving physical fitness indicators for both girls and boys was determined. Growth (%) of indicators of physical fitness of 11-year-old schoolchildren: girls and boys at the end of the school year Tests: 1 – 30 m run, s, 2 – shuttle run 3x10 m, s, 3 - long jump from a standing position, cm, 4 - lifting the body in 30 seconds, 5 times, lifting up in a hanging position (e), in a hanging position (m) - how many times, 6 - running for 1000 meters, s, 7 – 1 minute in jumping rope, times, 8 – bending forward. This was explained by the fact that the speed-strength endurance of the abdominal muscles, the speed-strength qualities and flexibility of the leg muscles in girls were higher than the growth rates in boys. Boys surpassed girls in terms of speed ($p < 0.05$), coordination of movements in the cycle locomotive ($p < 0.05$). At the end of the school year, the absolute difference in the average value of the indicators is the level of development of boys' speed (30 m run), coordination of movements (3x10 m shuttle run), girls - in terms of flexibility development (forward bending). At the same time, among 11-year-old schoolchildren, indicators of general (aerobic) endurance increased at a low level. Physical education classes led to changes in functional mobility (lability). At the end of the academic year (May), the average values of the lability threshold of the nervous system increased before and after the standard load. In girls aged 9-11 years, the positive growth of average SMFC was insignificant ($p> 0.05$), in boys they increased significantly ($p < 0.05$).

1. In relation to the identified characteristics of changes in physical fitness of 11-year-old schoolchildren, we can only talk about a positive general trend of increasing physical fitness at the end of the school year, which is undoubtedly used in clubs outside of physical education classes. is the effect of traditional means.

2. Excitement (lability) in various tissues, which definitely predetermines the increase in the speed of processes, the activity of movement in extracurricular activities of 9-11-year-old students in physical education classes. Functional excitability of the nervous system in boys is higher than in girls. The age characteristics of the physical fitness of modern schoolchildren aged 9-11 years are shown in the following: • the dynamics of physical fitness indicators is positive, there is a tendency to increase the level of development of basic physical qualities, 9-11-year-old girls and boys; • girls and boys of a certain age group do not differ from each other (at $p> 0.05$) in terms of the level of development of speed-power qualities, leg muscles (standing long jump), muscle speed endurance - flexibility of the body (number of lifting the body in 30 seconds), coordination (jumping with a rope for 1 min), general endurance (running 1000 m) with high indicators in boys; indicators of the level

of development of coordination skills (shuttle 3x10 m run) boys significantly exceed the indicators of girls at each age ($p < 0.05$); in terms of flexibility, girls are better than boys (at $p < 0.001$);

• Girls between 9 and 10 years of age have higher rates of speed, coordination and general growth, endurance, flexibility compared to boys;

• Increase in the speed-power qualities of leg and trunk muscles for girls and boys aged 10 to 11 years; girls-endurance and coordination of movements;

• From 10 to 11 years of age, the negative dynamics of speed, strength endurance, flexibility were revealed;

• Specific characteristics of the development of general endurance of girls and boys aged 9 to 11 years are characterized by a decrease in working hours per 1000 m (at $p> 0.05$);

• in general, taking into account the age, the physical fitness of schoolchildren is characterized by sexual characteristics at an average level, at a lower level, and more

Additional volleyball training program aimed at the development of physical qualities in primary schools. Educational methodical program for extracurricular volleyball clubs of general secondary schools: Volleyball. Model program of additional education system for children, guidelines for improving specific qualities of volleyball players and "Physical education" science developed.

CONCLUSION/RECOMMENDATIONS

In conclusion, it can be said that physical education aimed at forming the personality of the student fitness and wellness activities, acquisition of certain knowledge, movement abilities and skills, comprehensive development of physical qualities in the system of physical education in volleyball is carried out in the course of training and training sessions. The content of the curriculum models "General secondary education for extracurricular volleyball clubs of schools" is determined by the content of the sections and topics of the elementary school "Physical education" program in the extracurricular club and thus interrelated. A logical connection between primary general and additional educational tasks is established when creating educational material in models, its implementation is the comprehensive development of physical qualities of each student, taking into account the needs, age and gender.

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