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DIFFERENTIATED LEARNING METHOD ATHLETIC EXERCISES TAKING INTO ACCOUNT FEATURES OF COMBAT TRAINING OF COURSERS

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Abstrakt. This article discusses the concepts of a differentiated approach in physical training classes with cadets of military educational institutions. The article presents pedagogical technologies used in athletics lessons, taking into account the peculiarities of combat training.

Key words: physical culture, sports, physical training, cadets, exercises, differentiated, athletics.

Physical training, being an important element of cadets' combat training, is aimed at all-round physical development of students, in which spiritual wealth, moral purity and physical perfection would be organically combined.

First of all, "physical perfection" means ideal health, harmonious physical development, well-developed motor functions, all-round physical fitness. From a wide range of problems related to physical improvement, we want to more carefully consider the use of pedagogical technologies in athletics classes.

The most important requirement of a modern lesson is to provide a differentiated and individual approach to students. In this approach, it is important to take into account the state of health, physical development, physical fitness, peculiarities of the development of mental properties. Differentiated and individual approaches are important for students with both low and high results in the field of physical education. Low level of motor qualities development is often one of the main

reasons for cadets' poor progress in physical training. And cadets with a high level are not interested in classes designed for an average student. To solve the above, it is necessary to select differentiated methods that facilitate the assimilation of program material.

We understand the differentiation of physical education as a complex of organizational and pedagogical measures aimed at maintaining and strengthening the health of students, familiarizing them with physical activity and sports, which implies the following: taking into account individual differences of cadets in physical fitness, motivation for physical culture and sports activity.

The graded approach problem is not new. In the theory of physical education, the criteria of differentiation are substantiated (В.В.Борисов, М.Г.Ишмухаметов, И.В.НИКИШИН, Д.А.Фильченков etc.), the stages and methods of a differentiated approach (В.В.Зайцева, Е.П.Ильин, В.Д.Сонькин), the issues of using a differentiated approach

for the development of motor qualities of students have been studied (Г.Б.Богданов, В.Н.Шаулин, etc.).

The most important requirement for modern physical culture lessons is to provide a differentiated and individual approach to students, taking into account the state of health, gender, physical development, physical fitness, and the peculiarities of the development of mental properties.

Differentiated and individual approaches are important for students with both low and high results in the field of physical education. A low level of development of motor qualities is often one of the main reasons for the failure of a student in physical culture. A student with a high level is not interested in classes designed for an average student. Therefore, it is necessary to have an individual approach in physical culture lessons.

N.P. Masterenko writes that when teaching motor actions, it provides for the choice of operations for solving certain motor tasks. In this case, each student can master a motor action in a preferable composition of operations, which will become the basis for the formation of his individual, most effective, style of activity. So, for example, when consolidating educational material, children are conditionally divided into groups, depending on their preparedness. One group is offered preparatory or lead-in exercises in lightened conditions, the other - complicated lead-in exercises, the third - action as a whole, but in a light version, etc. Students of strong groups, within the classroom, master the educational material on average two lessons faster than average and weak students, therefore, training in motor action ends for them by performing the studied exercise in

competitive conditions, and students of weak and medium groups continue to perform the exercise in parts or repeat it many times under standard conditions.

The physical training of cadets in higher military educational institutions is an integral part of the combat training of cadets. In particular, speed, strength abilities, endurance are manifested in specific conditions in military activities. Therefore, in physical training classes, along with classical methods of developing physical abilities, special technologies are used that betray their applied character.

A methodology for teaching middle and long distance running techniques

The modern technique of running at medium and long distances is based on the ability to move forward quickly, provided that the movements are economical, free and natural. Running technique should be understood not only the external form, but also the qualitative content of the runner's movements, such as the ability to spend a minimum of effort on moving forward, to include the necessary muscle groups in the work.

Teaching running technique is somewhat different from teaching other types of athletics. This is due to the fact that, unlike other types of athletics, all cadets master the basics of running technique. But this sometimes does not simplify, but complicates the task of learning, since it is more difficult to eliminate certain existing mistakes than to master new motor skills.

In this regard, before starting to teach the running technique, it is advisable in the first lessons to familiarize yourself with the characteristics of each student and determine their individual shortcomings, this

will remove the element of imitation of the "ideal" idea of the technique of running at medium and long distances.

There is a certain sequence in teaching running technique that is the same for all ages.

Along with the use of the classical technology of teaching middle and long distance running technique, the applied technology is used. The essence is as follows:

- classes are held according to the schedule, cadets are present in military camouflage uniforms in class and the standards for running at medium and long distances are passed in uniform;

- in subsequent lessons, the delivery of standards is carried out with weights, i.e. a duffel bag with a certain weight is put on the cadet's back;

- passing the standards in running for medium and long distances is carried out not only at the stadium, but also over rough terrain with and without weights.

In order to motivate cadets to manifest the necessary efforts to overcome difficulties during running exercises, the time of running the distance is recorded, both individual and group results. The group time is determined by the time of the last runner, and the last runner must not lag behind the main group at a distance of no more than 100 meters. If the last runner is more than 100 meters behind the group, the group time will not be counted.

This technology contributes to the consolidation of the group during the cross, the implementation of interconnection and mutual assistance between the military personnel.

The method of teaching short-distance running technique.

It is recommended to start learning the short-distance running technique after mastering the medium and long-distance running technique. In this case, students will already have an idea of a rational running technique, be able to perform running movements freely and liberally, which is very important in short-distance running, where the necessary power and frequency of movements are complicating moments. Running training takes place in the same sequence as when teaching middle and long distance running technique, with the only difference that in this form the running technique is taught from a low start, and not from a high one.

Along with the use of the classical technology of teaching short-distance running techniques, applied technology is used. The essence is as follows:

- classes are held according to the schedule, cadets are present in military camouflage uniforms in class and the standards for running short distances are passed in uniform;

- start from three positions: from a high start, a prone position and a trench. When starting from a trench, an additional task is added: before the start of the three attempts to hit the target with a grenade, which is at a distance of 10 m.

Differentiated learning methodology in athletics exercises

The differentiated method of teaching in the classroom in athletics proceeds from the general tasks of combat training of military personnel, namely, the physical fitness of cadets must comply with the standard requirements for servicemen.

Therefore, the differentiated teaching method is carried out traditionally in the classroom, as well as during the independent training of cadets.

The technology is as follows. Based on the criteria for assessing the fulfillment of standards for physical training, a rating table has been developed, which allows differentiating the physical abilities of cadets.

The rating table makes it possible to differentially evaluate the achieved results of cadets in points. For example, an “excellent” grade can be 3 or 4 levels, from 86 to 100%.

On the basis of regulatory documents, each serviceman of the Armed Forces of the Republic of Uzbekistan is obliged to constantly maintain and improve the level of physical fitness. Based on the above, on the basis of the rating table, cadets during independent training take the initiative to improve the results achieved in physical training. Thus, the rating system for assessing the results of physical fitness contributes to the increase of initiative in self-development and self-improvement of cadets.

CONCLUSION

1. The use of technologies of differentiated education makes it possible to most effectively teach motional actions, develop physical abilities, form knowledge, ensure the achievement of physical perfection;

2. As a result of the correct organization of the differentiated approach in teaching, the motivation for physical education and the effectiveness of the educational process increase, the creative activity of cadets is manifested in the classroom and in the process of independent training;

3. Modern educational learning technologies help to create a motivating favorable environment in the classroom. However, the introduction of modern educational and information technologies does not mean that they will completely replace the traditional teaching methodology, but will be an integral part of it.

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