

**MECHANISMS OF USING DIDACTIC METHODS AND TOOLS IN PHYSICAL  
EDUCATION TRAINING IN THE TRAINING OF YOUNG ATHLETES****Rayimova Dilrabo Fakhriddinovna**

Teacher of the Department of “Psychology and Physical Culture”,

International Innovation University

Email: drayimova2000@gmail.com

**Annotation:** The article describes the mechanisms for applying the principles of an integrated approach to training in the process of organizing and conducting physical education training.

Also, the tools and methods used in the process of physical education and sports training, the ways and rules for the coach to effectively use them are presented.

**Keywords:** physical education, training, physical exercises, physical training, coaching activities, professional skills, sports training, volitional qualities, exercise-movement, tools, methods, main methods, auxiliary methods.

**Аннотация:** В статье рассматриваются механизмы реализации принципов комплексного подхода к обучению в процессе организации и проведения занятий по физической культуре.

Также рассматриваются средства и методы, используемые в процессе занятий по физической культуре и спорту, способы и правила их эффективного использования тренером.

**Ключевые слова:** физическая подготовка, упражнение, физическая подготовка, физическая подготовка, деятельность тренера, профессиональное мастерство, спортивная подготовка, произвольные качества, упражнение-движение, орудие, методы, основные методы, вспомогательные методы.

In our country, the issue of teaching the theoretical foundations of physical education and sports, as well as attention to sports and training sports coaches, has become one of the most important priorities in improving the health of young people, ensuring the harmonious physical development of the younger generation. Because the training of a skilled athlete, the development of his physical fitness, and the development of a truly strong-willed and confident person in victory are directly related, first of all, to the activities of the coach, his professional skills. Therefore, each sports coach must adhere to the principles of an integrated approach to training in the process of organizing and conducting physical education and sports training. From a didactic point of view, based on a closer relationship to the function performed by the coach and the trainee, the principles of the educational process can be divided into four groups: teaching, development management, upbringing, and training design.

In sports training, each exercise and task is taught to young athletes correctly and correctly using specific tools and methods. In the process of physical education and sports training, tools and methods are integral. Basically, the coach uses various tools and methods for athletes to perform physical exercises correctly.

Exercise (as a method of physical education and sports) is a purposeful, systematic repetition of certain actions and movements performed to solve specific problems (achieve a set goal). According to their significance (the ability to solve a wide or small range of problems), exercises (methods) are divided into two groups: main and auxiliary [1]. The main methods include methods used to solve all problems of physical education and sports. Auxiliary methods include methods used in teaching physical exercises. The main methods (exercises) are divided into continuous and interval, depending on the nature of their activity. A continuous exercise (method) consists of performing a certain movement at a constant, usually not very high speed for a long time (for example, for an athlete specializing in running 800 meters, running a distance of 5-8 kilometers at a constant speed, significantly below his capabilities, without stopping). A continuous exercise is used mainly in cyclic sports and in cyclical sports where the duration of movements is limited to a certain time (for example, in many sports such as boxing, wrestling). In cyclical sports, continuous (continuous) exercises are performed by performing a generally constant or variable exercise or its parts without breaks for rest. In continuous exercises, the volume of the exercise is gradually increased from exercise to exercise. Interval exercise consists of performing the movement without breaks or with breaks of various durations and varying speed. Depending on the changes in the above conditions, this method is divided into variable exercise and repetitive exercise.

Repetitive exercises consist of performing certain exercises with breaks for rest during one session. This method is used in training in all types of sports. In cyclic types of physical exercises, the repetition method is carried out by maintaining the object of the exercise unchanged or changing the object of the exercise. Exercises are divided into one flat or concentric. The circular method is a variant of the concentric method. In the single flat version of the repetition method, exercises are performed once in order to sequentially affect various movement qualities, master the technical components of the sports exercise or its tactical variants. In the concentric or circular version of the repetition method, exercises are repeated several times. According to a number of researchers (S.P. Belits-Geyman and G.F. Polevoy - in tennis, Yu.V. Kushnir - in swimming, E.M. Chumakov - in wrestling), the concentric method is more effective than the single flat method. The main method of training in sports such as wrestling and sports games is the method of competition [2].

The group of auxiliary methods includes the following methods of training:

- A) "with direct assistance";
- B) "on both sides";
- C) "in the imagination of movements";

In the initial stages of sports training, the "direct assistance" method of training in "simulating movements" consists in the direct intervention of the teacher-coach in the performance of the movement being studied, providing physical assistance to the student. He directs the movement, holds the student, pushes him, accelerates or slows down his movement, corrects the position of

individual parts of the body. The “two-sided” training method allows students to perform the studied asymmetric sports exercise with their legs and arms or with both sides of the body. The methodological essence of the “imagining movements” exercise during training consists in the student’s systematic thinking about the technique of the sports exercise, repeatedly imagining the sequence of movements, individual details or the technique of the sports exercise in general. The student can focus his attention on specific indicators of movement (pace, tone, amplitude) and on the sensations of movement that arise during the practical execution of the movement. This method makes it possible to master the technique of sports training, and sometimes also to master the necessary movement qualities [3].

The media and methods used in physical education and sports training are divided into main and auxiliary ones. The main ones are word and show. With the help of the word, the following is provided in physical education and sports training:

- 1) organization of practitioners;
- 2) imparting knowledge;
- 3) analysis and evaluation of performed actions and their results;
- 4) management of emotional state;
- 5) solving educational issues.

Demonstration allows you to create an idea of the movement being studied in a short time. The methods and means of physical education and sports are selected depending on the problems being solved, the characteristics and conditions of the participants, and the conditions during the exercises. Also, additional factors in solving the problems of physical education and sports include the agenda, the environment of movement, social and scientific and technical conditions [4]. Thus, as an effective solution to the problem of training skilled athletes, each teacher-coach must first of all have professional qualifications that fully meet the requirements of today, as well as comprehensive high-level knowledge in psychology, pedagogy, philosophy, ecology, human anatomy, law and other similar disciplines, which ensures the effectiveness of the educational process. In conclusion, it is worth saying that it is more effective to organize physical education classes in an unconventional way, taking into account the personal interests, inclinations, and abilities of students, while adhering to the rules of teaching, because such a systematic organization of these classes increases the creative potential of teachers, encourages them to constantly improve, and encourages them to search for new methods, techniques, and technologies for teaching the subject of "physical culture" and improving their health.

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