



## USE OF A CIRCULAR TRAINING METHOD TO DEVELOP MOVEMENT SPEED

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### ANNOTATION

*In this article, the proper selection of methods and tools for the development of movement speed in school children, the development of a system of action using critical and sensory cycles and various tests. The purpose of our work is to provide special training sessions on the development of students in physical education classes.*

### INTRODUCTION

Physical culture and sports should become an integral part of the overall culture of every citizen of our country. At the present stage of the development of the humane society, issues related to improving the overall level of the physical training and development of physical activity of schoolchildren in the field of physical culture and sports are of particular importance. The educational process in general education schools involves the establishment of the basics of physical training, the formation of the necessary recourses of students' mobility, skills and abilities, their comprehensive development. The search for more effect by ways to improve the quality of movement will help to improve the physical education of schoolchildren. The development of movement activities is characterized by periods of "critical or sensory" periods, that is the evidence for a purposeful influence on the physical and physical development of children. Numerous studies by physical education experts show that unless these cycles are used, the development of physical abilities will not take place at all, or may occur with greater difficulty and at a much elder age. Currently, it is not possible to introduce daily physical education classes for objective reasons, so many experts have identified certain physical attributes (speed of movement, speed of strength) etc. To harmoniously develop the physical capabilities of young children to improve the physical education of schoolchildren. Recommend that you make the most of the periods that promote targeted development. During this time, the children's body's ability to perceive the selective effects of selected exercises is enhanced.

One of the important issues of the younger generation's physical education is the search for effective tools and techniques that can help children develop dynamic activities. Accordingly, the need to do research with young school- age children to develop a method for developing physical activating, which is the basis of their physical education programs will be made more urgent. This age was considered appropriate for research because in the target effect had the greatest effect ( 1.5,6), and the rapid development of movement activity occurred at a young school age.

### THE PURPOSE OF THE STUDY

Improve the method of physical education of primary school students in physical education classes using targeted exercise to develop movement speed in circular method.

In the course of the lesson, taking into account the sensitivity cycle of movement development and the use of this type of exercises aimed at improving this quality, the use of turnaround exercise can significantly increase the rate of development of early childhood activity.

### ORGANIZATION OF PEDAGOGICAL EXPERIENCE

It was organized at the secondary school in 29 the Qarshi under the educational process. A pedagogical experiment was conducted with small school- age children to determine the effectiveness of a developed method of speeding up movement (testers – 60, three – grade students aged 8.9 years). Control group sessions were conducted with a physical education teacher in the traditional physical education program. In the experimental group, during



the main part of the lesson, students performed specific exercise of 8 to 10 minutes. The developed method included the performance of four series of cycles (15 seconds each), the interval between them was 30 second, and 1 minute between the series. The duration of this method was 8 weeks of 2 lessons per week.

The training set included the following exercises: (1,2- table)

Running in a standing position (the testers try to bend their knees as much as possible to the rubber band hanging horizontally at the height of their thighs);

Jumping on the rope (trying to make as many jumps as possible on the two legs being tested by the signal);

Raising the body from the back position (trying to do as much as possible in the initial position with the knees being tested by the signal);

Running with a whip (trying to touch as much as possible, alternating the palms of the palm of his signal – tested stick);

Horse racing for 3x10 meters (from the starting position at the top start forward);

Jump up (full body position from jumping position to full position);

Relaxing (initial position: - blacking. h).

Acceleration to 10 m (from high start).

**Before the experiment, students were tested, and the following tests were used to determine and evaluate the rate of progress of movement:**

### Comparativ analysis of boys' scores in the study groups at the beginning of the pedagogical experiment

Table 1

T/p	Control norms	Control group	Experiment group	P
1.	30 m to run, second	6,7±0,38	6,3±0,11	<0,05
2.	60 m to run, second	11,4±0,11	10,3±0,18	<0,05
3.	Jump up (according to Абалаков ), см	27,7±1,20	36,2±1,93	<0,05
4.	Jump from position to length, см	135,1±14,20	154,2±6,50	<0,05
5.	Jumping on the rope (15 сек), Times	17,3±2,1	21,1±2,1	<0,05
6.	3x10 Mossy running, (сек) centimeters	11,20±0,31	11,8±0,32	<0,05

### Comparativ analysis of girls' scores in the study groups at the beginning of the pedagogical practice

Table 2

T/p	Control norms	Control group	Experiment group	P
1.	30 m to run, second	6,8±0,30	6,7±0,17	<0,05
2.	60 m to run, second	11,7±0,28	10,8±0,20	<0,05
3.	Jump up (according to Абалаков ), см	27,35±1,86	31,6±1,82	<0,05
4.	Jump from position to length, см	130,1±4,35	133,1±7,92	<0,05
5.	Jumping on the rope (15 сек), Times	18,12±1,7	18,1±1,3	<0,05
6.	3x10 Mossy running, (сек) centimeters	12,9±0,40	10,1±0,22	<0,05

1. Running 30 m (low start, speed quality, reactivity ability, three attempts completed, best result counted);
2. Run 60m (high start, speed attributes are assessed, three attempts were made, the best result is taken into account);
3. Jump to length (speed- strength assessment; three attempts were made, the best result was taken into account);
4. Mock juggling (3x10m) ( speed assessment of the learner);
5. Jumping rope (two- foot, speed assessment);

6. Jumping from position to position (speed – power quality assessment, three attempts were made, the best result was considered).

### RESULTS OF THE STUDY

The results obtained after the statistical treatment showed the effectiveness of the methodology used to develop the speed of movement in young children. It was found that there was no difference in physical among the control and experimental group students before the experiment began ( $R \geq 0.05$ ). Over the course of the whole pedagogical experiment, control over small school- age children has shown that



exercise (rotation method) using exercises that practice (Table-3,4).  
 promote rapid activity is the better than traditional

**Comparative analysis of boys' scores in the study groups at the end of the pedagogical experiment**

**Table 3**

T/p	Control norms	Control group	Experiment group	P
1.	30 м to run, second	5,8±0,31	5,7±0,12	<0,05
2.	60 м to run, second	10,1±0,26	9,7±0,21	<0,05
3.	Jump up (according to Абалаков ), см	29,7±1,36	35,6±1,87	<0,05
4.	Jump from position to length, см	140,3±13,17	151,6±6,42	<0,05
5.	Jumping on the rope (15 сек), Times	16±1,6	19±1,3	<0,05
6.	3x10 Mossy running, (сек) centimeters	10,9±0,36	10,6±0,28	<0,05

**Comparative analysis of girls' scores in the study groups at the end of the pedagogical experiment**

**Table 4**

T/p	Control norms	Control group	Experiment group	P
1.	30 м to run, second	5,9±0,24	5,8±0,20	<0,05
2.	60 м to run, second	10,3±0,28	9,8±0,17	<0,05
3.	Jump up (according to Абалаков ), см	28,3±1,96	33,6±1,76	<0,05
4.	Jump from position to length, см	138,1±4,25	148,6±8,92	<0,05
5.	Jumping on the rope (15 сек), Times	19,7±1,4	20,1±1,6	<0,05
6.	3x10 Mossy running, (сек) centimeters	11,2±0,34	10,8±0,28	<0,05

In conclude, the test results of the group participants in the pedagogical experiment showed that the proposed method was much more effective than the program used in school practice and confirmed that its use would be of great value for developing speed of movement at a young school age.

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