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## THE USE OF RHYTHMIC GYMNASTICS IN THE PHYSICAL EDUCATION OF SCHOOLCHILDREN ON THE EXAMPLE OF THE CITY OF FERGANA

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### ABSTRACT

In recent years, the means of rhythmic gymnastics have been widely used in work with schoolchildren in physical education. It is known that rhythmic gymnastics has a favorable role in the improvement of those involved, contributes to the maximum harmonic physical development, and ensures the formation of vital physical qualities. From this point of view, rhythmic gymnastics can serve as a powerful means of physical education for schoolchildren.

### KEYWORDS

Rhythmic gymnastics, physical education, higher education, upbringing, development, health improvement.

### INTRODUCTION

The methods used for the most part are empirical in nature, they are distinguished by a narrow range of application, which is primarily due to the insufficient preparedness of physical education teachers to conduct rhythmic gymnastics lessons [1].

In this regard, there was a need to train specialists in physical culture who can use rhythmic gymnastics for recreational and educational purposes with children and adolescents, and, above all, in physical education lessons in a secondary school. The need for such

personnel requires, in turn, special studies on the methodology of training students of physical culture departments of pedagogical universities who are able to apply in practice the means [2] and methods of

rhythmic gymnastics with different age groups of the population of the city of Fergana.



**Figure 1. Rhythmic gymnastics in school (1985).**

Rhythmic gymnastics first began to appear in school programs since 1985 during the USSR. Its complexes can be used in all forms of organization of physical culture classes at school. In this regard, there is a need for targeted training of a physical education teacher for the competent use of the means and methods of rhythmic gymnastics in school lessons [2,3]. This topic is quite fully considered by Zh.E.Firileva. According to E.G.Saykina, the child develops such personality traits as cheerfulness, independence, self-confidence, natural ease in movements appears and the level of his physical fitness increases.

Musical accompaniment, mandatory for classes, creates a positive emotional background. In addition, the desire to coordinate their movements with the movements of partners in the group, the ability to demonstrate well-developed exercises enliven rhythmic gymnastics [4].

Rhythmic gymnastics, like all types of physical exercises, has its own specific features, namely: it is a combination of general developmental exercises with elements of dances of various styles, close connection of movements with music and modern rhythms, high dynamism and variety of movements, enrichment of motor experience and improvement of the culture of movements, high emotionality, in-line way of performing exercises [5].

By increasing overall endurance and improving other physical qualities necessary for a person, rhythmic gymnastics contributes to the development of the latter and maintaining them at the required level, which is especially important for schoolchildren, students and mental workers, who, by the nature of their main activity, are practically freed from significant physical exertion and for a long time. time is spent sitting at a desk or desk. Under these conditions, rhythmic gymnastics is an effective means of psycho-emotional switching to another type of intense activity and has a discharge effect on the central nervous system. Due to the multifactorial effect on the body, rhythmic gymnastics exercises have a positive effect

on increasing the level of working capacity, increase psycho-emotional incentives for labor activity [6].

Conducting a rhythmic gymnastics lesson has its own specific features in your education:

- In-line execution of exercises in the complex;
- Musical accompaniment;
- Increased emotional background of the lesson;
- Subjectively reduced fatigue threshold involved;
- Greater density and intensity of the lesson.

Rhythmic gymnastics in all its diversity solves both general and particular problems [1]. The general tasks include health-improving, educational and upbringing, since the solution of all these tasks is aimed at educating a harmoniously developed personality. Private tasks are:

- Health promotion;
- Education of correct posture;
- Disease prevention;
- Increase in working capacity;
- Development of basic motor qualities;
- Improving the sense of rhythm.

T.T. Roters, V.N. Kryazh, E.V. Vetoshkina, N.A. Borovskaya, Zh.E. Firileva and others note that rhythmic gymnastics solves the problems of aesthetic education. These authors pay attention to the dance orientation [7] of exercises and the use of music, which stimulates the development of plasticity, grace, rhythm, musicality and danceability.

A feature of conducting rhythmic gymnastics classes is the dominance of the practical side of explanations, that is, showing exercises. Thus, time is not wasted explaining the exercises, which allows solving several problems at once in conducting physical education activities in the school day: firstly, significantly increase

the motor activity of students and increase the motor density of classes, and secondly, take into account [1,8] psychological characteristics of children. In other words, the shown exercise is perceived and remembered by children faster and easier than the explanation.

## CONCLUSIONS

Based on the analysis and generalization of scientific and methodological literature data on the methodology of conducting rhythmic gymnastics classes, we can conclude that this type of motor activity is very effective in conducting various forms of classes.

The positive attitude of the majority of physical education teachers to rhythmic gymnastics and its use in physical education of schoolchildren (96%) has been established. Among the reasons hindering the use of rhythmic gymnastics in school lessons, the following are identified: weak methodological training of teachers in the main areas of rhythmic gymnastics - 63.5%, insufficient methodological support of the educational process - 10.4%, weak material base for training sessions - 16.1% and lack of interest among schoolchildren or a negative attitude of the school staff - 7.9%. The increased popularity of rhythmic gymnastics has led to the emergence of a large number of publications that have an educational purpose and are intended for both teachers and students. Thus, today rhythmic gymnastics is of particular interest to specialists in the field of physical education of schoolchildren.

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