



FORMATION OF SPORTS RESERVE FOR 5-7 YEAR-OLD CHILDREN IN ORDER TO TEACH SWIMMING

Zoitova Gulnoza Mirunusovna

Senior Lecturer Uzbek State University of Physical Culture and Sports

e-mail: gulnozik13@mail.ru

Abstract

This article discusses the relevance of targeted training of swimming techniques in the sports-rehabilitation phase for children aged 5-7 to form a sports reserve for the subsequent selection of the most promising children in swimming in children and adolescent sports schools. The study of the impact of methodologically competent teaching on the next stage of long-term training, taking into account the characteristics of the child's body and the formation of basic swimming skills.

Keywords: sports, promising children, swimming, sports reserve, the specifics of teaching preschool children.

Introduction

As you know, children launch to engage in swimming at primary school age, at the age of 7. But the polluted ecology of the modern world has led to a significant deterioration in the health of children, which has developed a trend for early swimming. Parents began to bring their children to the swimming section much earlier from the age of 5. Practitioners saw this as another advantage for training elite swimmers. After all, a child who started swimming in preschool age has an advantage over peers who started swimming in primary school age [1, 3]. Since the results of swimmers at the games of the Olympiads have reached their peak values, the functional capabilities of the swimmers' organism have exhausted all possible resources, and it is necessary to find new ways to achieve record achievements, it is for this reason that it has become relevant to start training gifted children in swimming from the age of 5 [7] ...

The effective organization of the training process in swimming with children 5-7 years old is possible only taking into account the anatomical and physiological characteristics of development, both of individual organs and systems, and of the entire body of the child as a whole. In this case, the instructor needs to know that each age period has its own specific developmental specifics [2, 5].

Properly organized classes contribute to the development of volitional qualities in children: courage, decisiveness, independence, discipline. Thus, bathing, playing in the water, swimming in various ways can be considered as an effective means of





training a sports reserve, the development of physical qualities, mental abilities of a child [4, 6].

Research methods and organization

Swimming is currently one of the most popular sports. Systematic swimming lessons, playing in the water have a beneficial psychological effect on the child, as they cause positive emotions. A large number of children of all age categories are involved in this sport. The desire of the parents to bring the child to the swimming section as early as possible has led to the emergence of a large number of groups of sports and recreational orientation.

In these groups, children of preschool age are engaged, but at the same time there is no training program for them. Often, coaches automatically use the early stage sports training program, which leads to forcing events in training. At the same time, the trainers working with this contingent do not take into account their psychological and physiological characteristics.

The solution to this problem is possible in the presence of a training program, in which the orientation of the classes of this age group, tasks, means, methods, forms of organization of classes will be scientifically substantiated, the volumes of training loads will be regulated.

At the beginning of the experiment, the state of the motor function of preschool children involved in swimming was studied; revealed psychophysiological characteristics of children 5-7 years old, engaged in swimming; the effectiveness of the means and methods used by trainers in swimming lessons with children 5-7 years old was evaluated; specifies the requirements for the content of swimming lessons with children of preschool age; to determine innovative directions in the design of an experimental program for training children at the sports and health stage in swimming. On the basis of the data obtained, an adapted program for the preparation of children at the sports and recreation stage in swimming was formed and a pedagogical experiment was carried out.

Research results and their discussion

The sports and health-improving stage precedes and takes into account the content of long-term sports training. Training is promising-prognostic and its content is aimed at solving health problems, at raising harmoniously developed children, it helps to attract a large number of children for swimming, who can later move on to the initial stage of sports training.





Designing the process of training with children of this age assumes that young athletes in the future should begin specialized training in that psychological condition, when the correct attitude to sports has already been formed. In this regard, it is important to remember that negative situations cannot be created, since this is postponed to the child's motivational sphere.

On the basis of taking into account the specificity and orientation of the impact on the sports and health-improving stage of training, the most adequate exercises were determined: general developmental exercises (GDU) without an object and with an object for the development of physical qualities and abilities, imitation exercises; games and relay races on the water; basic swimming exercises.

Thus, the gradual preparation of children for the selection to the initial stage of preparation and direct mastering of the content of the program of this stage of sports training is carried out.

The criteria for assessing the quality and effectiveness of the organization's activities at the sports and recreational stage of children aged 5-7 years of sports training were: the health status of an athlete; the stability of the composition of athletes, the regularity of their attendance at training events; harmonious development of athletes; as well as mastering the basics of swimming.

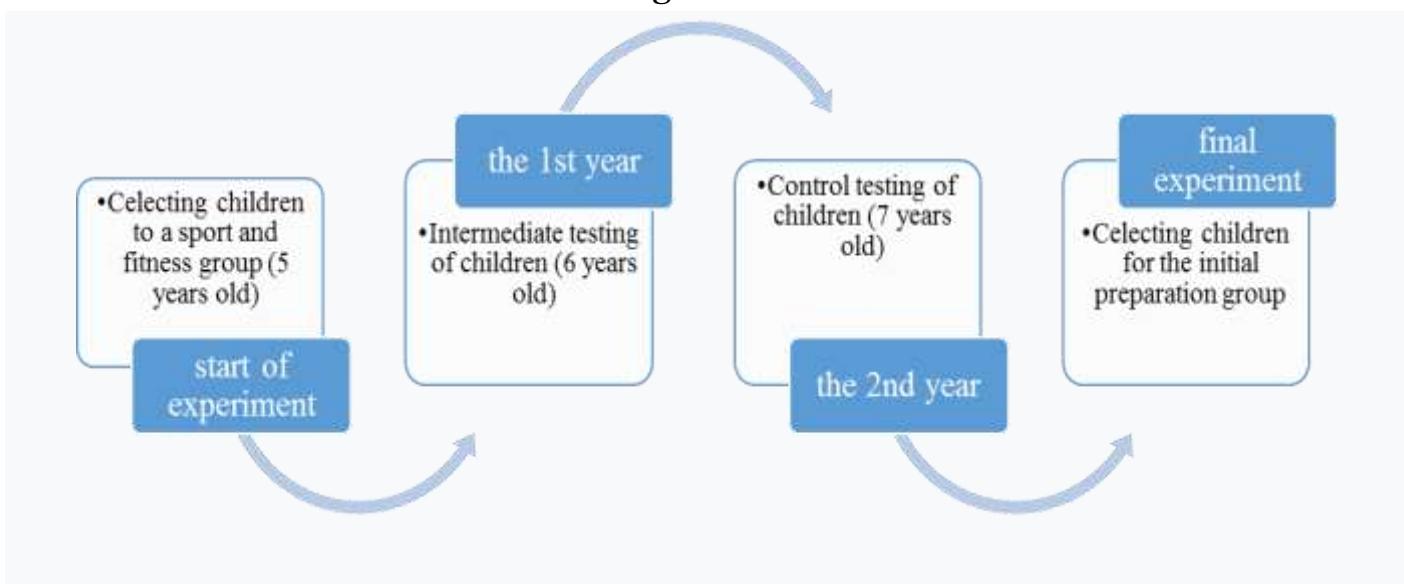
Control lessons were organized in training lessons, completing the mastering of the necessary skill in accordance with the schedule for the distribution of teaching hours. Intermediate certification was the main form of control of the level of mastering by those involved in program material.

Control standards were used to assess the readiness of children at the end of the sports and recreational stage (6 and 7 years old), to transfer to the groups of initial training and to identify the most gifted and capable for this kind of sport. For children who do not cope with the control standards, it is recommended to continue sports and fitness activities.

To achieve the accuracy and purity of the experiment, the entire verification process was subject to a previously developed algorithm, which involved the implementation of four stages of examination aimed at solving particular problems (Figure 1).



Figure # 1.



The first stage (the beginning of the experiment): assess the readiness to master the program and determine the initial level of readiness.

The second stage (completion of the 1st year of preparation): to assess the dynamics of the development of physical qualities and abilities, the power of motivation in the classroom.

The third stage (completion of the 2nd year of training): to assess the dynamics of the development of physical qualities and abilities, the orientation of the motivation of those involved, the possibility of sports orientation of children, taking into account the displayed abilities.

The fourth stage (the beginning of classes in the groups of initial training, the end of the experiment): compare the dropout rates during selection, compare the level of development of physical qualities and abilities, the pace of mastering the program at the initial stage of sports training.

The main criteria for assessing those who go in for the sports and health-improving stage are the regularity of attending classes, the positive dynamics of the development of physical qualities of those involved, the level of mastering the skills and abilities of swimming. Fulfillment of control standards for general and special physical fitness, mastering the volume of training loads, due to program requirements.

Thus, in the process of approbation of the projected content of the process of preparing children 4-7 years old at the sports and health-improving stage, the effectiveness of the application of the modular program for teaching the styles of swimming of preschool children was proved.



Objective data on significant differences in the rates and quality of mastering the program of sports training of the initial stage by children in the experimental group testify to the advantage and prospects of this approach. The author's program focuses on the all-round development of the qualities and abilities of children, allows them to successfully motivate to classes, implement an integrated approach in determining the means and methods of training, and regulate the load.

A variety of means, the use of the game method of training and the use of loads adequate to the age and individual characteristics of children, contributed to the successful solution of the problems of health improvement and harmonious physical development. Expansion of the motional potential of the trainees made it possible to carry out high-quality sports orientation and selection, creating the preconditions for the implementation of the perspective-prognostic approach in sports training at the initial stage.

The above is confirmed by the indicators of the dynamics of changes in the level of physical fitness and sports technical skill (see figure №№2-3).

Fig 2. Control and translation standards before the experiment (children 5 years old)

Fig. 3. Protocol for taking control-transfer after the experiment (children 7 years old)

From the data presented in Figure 2, it can be seen that the average indicators of passing control standards in the control group and the experimental groups before the start of the pedagogical experiment do not have significant differences, based on which we can conclude that the initial level of physical, technical and swimming readiness of both groups before the start of the experiment is the same ...

The data presented in Figure 3 indicate that at the end of the pedagogical experiment, the average indicators of passing control standards in the experimental group are significantly higher than in the control group.

Conclusion. After analyzing the above, it can be seen that swimmers who have learned to swim using the author's method have a noticeable advantage in the quality of mastering the technical elements of swimming compared to others. The data of monitoring of indicators of physical, special-motor and swimming readiness of children revealed that children of the experimental group quickly master new motor skills, perform the elements of technique more efficiently, due to the existing base of motor skills.

Thus, in the process of approbation of the developed author's program of teaching swimming for children of preschool age at the sports and health-improving stage, the effectiveness of purposeful teaching of those involved was proved based on taking into account their age-related characteristics of development. A variety of exercises, the use of a game teaching method and the use of loads adequate to the age and individual





characteristics of children, contributed to the successful solution of learning problems.

Objective data on the significant differences in the rates and quality of the sports training program mastering in the groups of initial training by children trained according to the author's methodology of the sports and health-improving stage testify to the advantages and prospects of the program. Taking into account the factors influencing the successful teaching of the elements of swimming technique, competent distribution of teaching aids and control over the assimilation of the material, correctly selected teaching methods and regulation of the load in each module made it possible to successfully prepare children for further sports improvement and ensure the implementation of the sports reserve in swimming.

References

1. Vasiliev V.S. "Teaching children to swim" / Physical culture and sports - 2009. P. 14-19.
2. Gerasimova Yu.S. Primary teaching of swimming for preschool children using role-playing games author. dis. Cand. ped. sciences / Yu.S. Gerasimov. - SPb. 2009.-24 p.
3. T.I. Osokina "How to teach children to swim" / Physical culture and sports - 2009. S. 5-17.
4. Pogrebnoy A.I., Innovative method of teaching swimming / A.I., Pogrebnoy. // Physical culture, sports science and practice. - Krasnodar, 2001. - No. 1-4 p. 46-50
5. T.A. Protchenko Swimming teaching for preschoolers and primary schoolchildren: method. manual / T.A. Protchenko, Yu.A. Semyonov. - M.: Ayris-Press, 2003.-77 p. - (Methodology).
6. Stolmakova, T.V. The system of teaching swimming for preschool children / T.V. Stolmakov. - M.: Childhood-Press, 2011 .-- 191 p.
7. Shinkaruk, O. A. Selection of athletes and the orientation of their training in the process of long-term improvement (on the example of Olympic sports) / O. A. Shinkaruk. - K.: Olympic Literature, 2011, - 360 p.