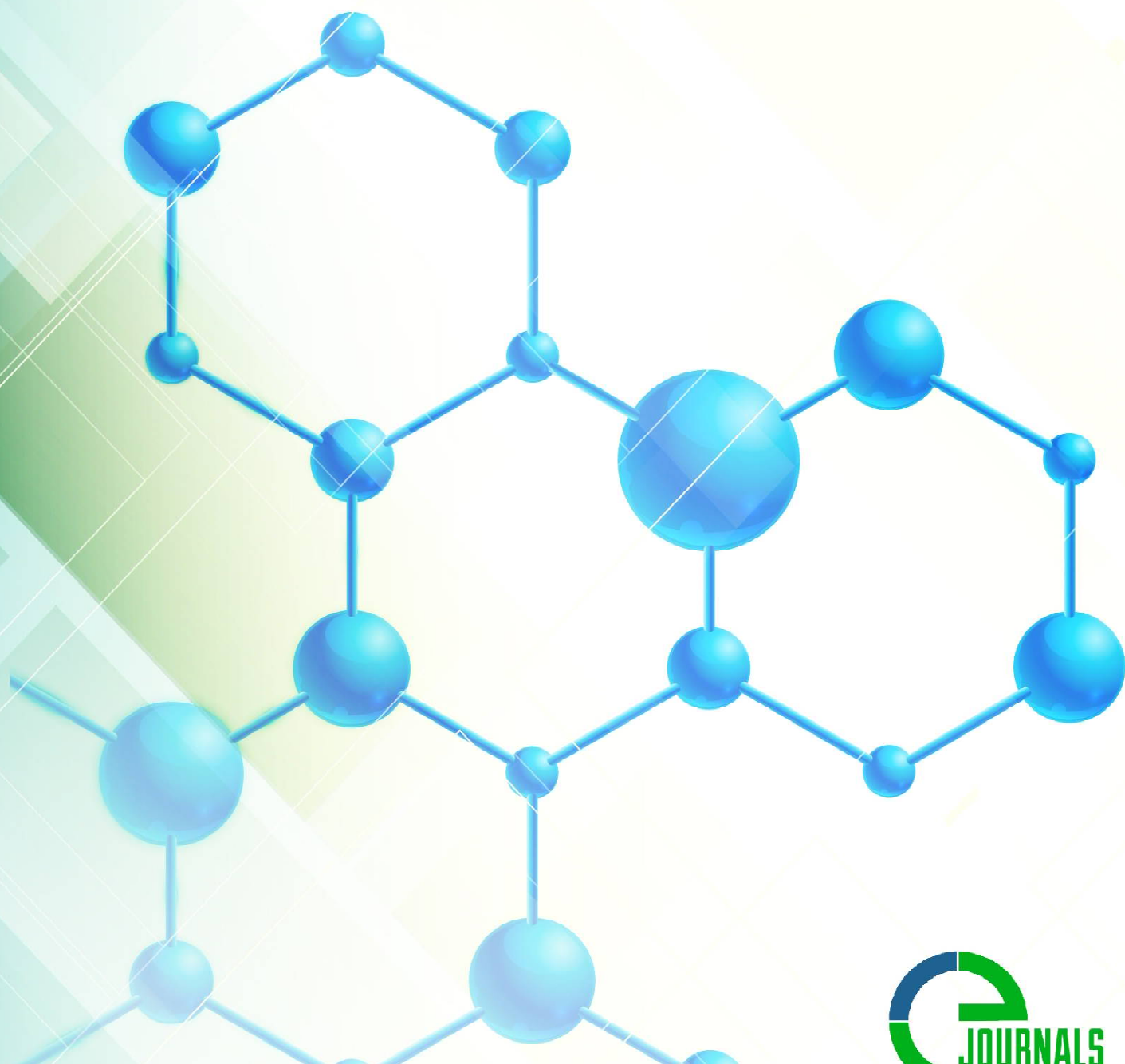


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METHODS OF TEACHING BALANCE EXERCISES IN SPORTS KINDS OF GYMNASTICS**Pakhrudinova N. Yu.**Uzbek state University of Physical Education and Sports,
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Abstract. This article discusses the most effective means and methods of teaching balance exercises to young gymnasts at the stage of initial training.

Keywords: balance, joint mobility, vestibular analyzer, basic elements.

INTRODUCTION. The ability to coordinate one's movements to maintain body balance is a very important factor in a person's motor practice.

Balance is one of the main motional-coordinating qualities, the development and improvement of which is necessary throughout life.

Education of the skill of maintaining balance of varying complexity is an essential part of the process of sports improvement of gymnasts, regardless of their level of preparedness.

According to modern requirements, when performing exercises in balance, it is necessary not only to be in balance, but to simultaneously perform various rotations, turntables, twists with the subject, which determines the need for a new approach to the methodology of training qualified gymnasts.

The study of rhythmic gymnastics programs showed that in the compositions presented athletes in competition, the most common elements of technology are balance and turns - 56.2%, jumping - 30.8% and other elements - 13%,

In artistic gymnastics, great attention is also paid to the study and improvement of balance, because quality of exercise log depends from stability in balance skills to minimum footprint.

In this regard, there is a question of timely training and improvement of types of balance.

Purpose of the study: to determine the most effective means and methods of teaching balance exercises to young gymnasts.

Organization of the study. Pedagogical observations were carried out among young gymnasts involved in sports and rhythmic gymnastics.

METHODOLOGY AND RESULTS. One of the important tasks at the stage of initial training in rhythmic gymnastics is the development of basic skills and profiling exercises. Without object and with objects.

Among the variety of types and directions of initial training, such as choreographic, jumping, rotational, balance training is of no small importance - aimed at improving the function of balance and its implementation in various move situations.

According to the current competition rules, all balance difficulties must have the following basic characteristics:

- be performed on the toes;
- be held long enough to be clearly visible;

- have a clearly defined and fixed shape (without additional movements of the free leg or supporting foot during difficulty);

- be coordinated with the skill of the subject.

The analysis of special literature and pedagogical observations have shown that the successful mastering of various types of balances, which play a universal role in rhythmic and artistic gymnastics, requires special training, namely:

1. The development of mobility in the joints, the strength of the muscles of the legs and torso involved in maintaining balance.

2. Training the functions of the vestibular analyzer.

3. Improvement of exercises in balance in conjunction with other movements: specific, turns, jumps, etc.

In artistic gymnastics, complex exercises requiring high mobility and well-developed muscles should be performed gracefully and gracefully. The performance is evaluated the higher, the greater the amplitude of movements, the less noticeable the oscillatory movements of the body and the effort, when performing exercises on a reduced support (beam). The balance of the body on the log is statically unstable in the lateral (relative to the log) directions.

In artistic gymnastics, at all stages of training, the main methods of learning exercises in balance are integral and dissected (with the leading value of the latter). Both methods are used in combination with methodological techniques that facilitate learning: visual cues, imitation, lead-up exercises, physical assistance, the use of technical means, etc.

Based on the analysis of special literature, materials of pedagogical observations, a set of tools for teaching exercises in balance was developed and conditionally divided into two sections: learning basic exercises in balance; consolidation and improvement of the learned exercises in balance.

To develop the ability to maintain balance in statics and dynamics, the following tasks are proposed: performing varieties of movements on horizontally and obliquely standing gymnastic benches, face and back forward; jumps with turns of 90, 180, 360 for landing accuracy; performing a combination made up of the simplest acrobatic elements, ending with holding static poses, such as a stand on the shoulder blades, a "heron", a simplified "swallow".

As auxiliary means, a gymnastic beam, a bench, cubes, stands of various heights were used.

Depending on the degree of preparedness of the trainees, the time for working on the exercises ranged from two to three sessions to 1-2 weeks.

Teaching exercises in balance was carried out at the beginning of the main part after a 15-minute warm-up, consisting of choreographic and general developmental exercises. The number of repetitions of exercises in balance and the holding time gradually increased with each training session.

To consolidate and improve the previously learned exercises in balance, the following methodological techniques were used: decrease in the area of support, increase in the duration of fixation, increase in the height of the center of gravity of the body from the support, manipulation of the object during fixation of the pose, maintaining balance in movement, from movement to stop, exclusion of facilitating hand movements, exclusion of visual control, series of fixations in the connection and chains of movements, training the function of the vestibular analyzer.

DISCUSSION AND RESULTS. The criterion for evaluating the effectiveness of the developed sets of exercises for training and improving balance functions was the results of the quality of performance basic elements (8 obligatory elements) characterizing the level of development of static and dynamic balance: "Pass?" balance; equilibrium "martin";



"lateral balance"; "lateral balance with capture"; "rear balance, leg at 1800 with agrip"; "walking on the bench on toes"; "3 somersaults, balance on the toe", "jump with a rotation of 3600 to the balance."

As a result of a comparative analysis of the quality of performance of the basic elements by the gymnasts of both groups, it was found that the athletes of the experimental group received the highest marks for all indicators. The increase in the results for the execution of elements of a static nature, such as the "Pass?" balance and the lateral balance with agrip, in the experimental group was 27.8% and 26.3%, while in the control group - 15.6% and 15.4%, respectively.

The highest average score was noted in the "swallow" balance exercise - 9.17±0.82 points and in the lateral balance with grip - 9.15±0.52 points. Whereas in the control group, similar indicators are much lower - 8.62±0.90 and 8.45±0.88 points, respectively (Table 1).

Table 1

The results of performing basic exercises in balance in rhythmic gymnastics (point)

№	Exercises	Experimental group		Control group	
		before	after	before	after
<i>Basic elements characterizing the level of development static balance</i>					
1.	"Passe" balance	7,04±0,54	9,0±0,60	7,05±0,94	8,15±0,44
2.	Balance "swallow"	8,21±0,88	9,17±0,82	8,23±0,81	8,62±0,90
3.	Lateral balance	6,07±0,91	8,85±0,64	6,21±0,59	7,11±0,90

A comparative analysis of the initial and final results indicated an increase in the studied indicators.

So, if at the beginning of the experiment the total average score was 4.1, in the first and 5.5 in the second groups, then by the end of the study - 7.8 and 8.6 points, respectively (Table 2).

Table 2

Technical qualification of gymnasts on balance beam at the beginning and at the end of the experiment (X+G)

№	Exercises	Experimental group		Control group	
		before	after	before	after
1.	Balance "swallow"	5,5+3,0	8,5+2,8	7,7+2,5	8,9+2,0
2.	Balance with capture	4,0+3,1	8,0+2,9	5,4+2,3	8,4+2,7
3.	Handstand	2,8+2,5	6,4+2,7	3,3+2,4	8,5+2,4
X +G		4,1+2,8	7,8+2,8	5,5+2,4	8,6+2,3

A comparative analysis of the initial and final results indicated an increase in the studied indicators.

So, if at the beginning of the experiment the total average score was 4.1 in the first and 5.5 in the second groups, then by the end of the study it was 7.8 and 8.6 points, respectively.

CONCLUSIONS. An analysis of the specialized literature showed that in rhythmic gymnastics, almost all exercises are associated with balance, manifested in static or dynamic positions. At the same time, even among qualified gymnasts, among the most common errors (up to 42%) occurs due to a violation of the quality of balance performance.

The developed sets of exercises in balance, aimed at the formation of the correct posture, posture stability and the improvement of the function of the analyzers, are an effective means of increasing the level of technical and special physical fitness of gymnasts at the initial stage of training.

Thus, as a result of the research, the effectiveness of the proposed sets of exercises based on the targeted development of the balance function in young gymnasts at the stage of initial training has been experimentally confirmed.

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