

ATHLETICS TECHNIQUES AND FUNDAMENTALS AS A SUBJECT OF LEARNING AND TEACHING

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<https://doi.org/10.5281/zenodo.10403589>

Abstract. *Techniques and basics of athletics as a subject of learning and teaching are considered in this article. In addition, the theories that athletics training developed with the emergence of religious faith are also reflected in the article.*

Keywords: *athletics, physical education, athletics exercises, athletics techniques, games.*

It is known that physical education as a special field of social activity separated from physical labor appeared many thousands of years ago. Russian scientist N.I. Ponomarev in his works deeply analyzed its origin and initial development. He noted that the origin of physical education is one of the complex and underdeveloped problems of the history and theory of physical culture. According to him, this problem includes a number of specific issues, among which the emergence and development of physical exercises and the most important aspect, technique, is one of the main issues.

The problem of the origin, technique and basics of athletics exercises has been of interest to scientists of many countries for a long time. They approached its solution differently, based on idealistic and materialistic positions.

For a long time, the representatives of the first direction tried to explain the emergence of the techniques and foundations of athletics exercises, but the attempts were always in vain. The reason for this is that in their research they did not take into account the development of productive forces and production relations, the conditions of the material life of society, and at the same time increased the role of ideological, instinctive, biological motives. Most of them denied that the technique and basics of athletics are related to economic life, people's work and physical education of the young generation. They neglected the social essence of physical education as a component of public education.

Thus, at the end of the 19th century and the beginning of the 20th century, some scientists - Bucher and Gross (Germany), Spencer (England), Letourneau (France) did not distinguish between animal and human play, and said that labor processes originate from animal play. they emphasized. They say that man plays like an animal because he has "superpowers". And in their opinion, "play is greater than work" in the life of society, "work is a child of play." These views are supported by contemporary philosophers and sociologists V. Kerbs (Germany), B. Gillet (France) and others. Other researchers have looked at the emergence of athletics exercises and techniques from the point of view of materialism. It is in the process of work, according to them,

that, first of all, a person acquires the necessary skills and competencies for the development of walking, running, jumping, throwing, climbing, physical strength, endurance, dexterity, quick wit. A person is a socio-biological being with a unique tool activity. Thus, the scientist M. O. Kosven wrote: "... in the evening, after resting from the fatigue of the working day, primitive man feels the need to stretch his limbs...". M. Vanier and M. Foster believed that athletics is as old as man, and its training types and techniques come from the most practical life and its requirements.

E. Neiendorff spoke with essays on the history of body exercises from ancient times to the beginning of the 18th century. His works contain factual materials, but conflicting judgments occur in them. On the one hand, the author believes that athletics exercises serve to satisfy the desire of pure animals to move; on the other hand, he rightly believes that shooting arose as a purely human exercise, and that, for example, throwing with a purpose is human. However, the author cannot explain why this or a similar phenomenon appeared in the history of society's development.

K. Reutler, for example, believes that in a primitive society, athletics can be divided into two parts: games and forms of life. Based on this conclusion, he defines the initial stages of the development of athletics exercises, on the basis of which it is possible to build their further development.

With the emergence of religious beliefs, elements of athletics exercises were associated with religious ceremonies. Thus, K. Dim writes in his book "The Origin of the Cult and Primitive Peoples before the Higher Powers": "All athletics exercises originally had a religious origin. Thus, they remain today among the primitive peoples. Among civilized peoples, we find customs that remind us of this ancient feature».

In this regard, the point of view of H. Burnet, a representative of the West German "philosophy of life" school, is interesting. He noted that there is no history of the collection of exercises and techniques related to athletics, that is, he believes that they have no origin.

Geographical environment, climatic conditions and objective biological conditions play an important role in the origin of some aspects of the techniques and foundations of athletics - movement activity is a natural human need. Under the conditions of the tribal system, athletics began to stand out as an independent type of human activity. The further development of society significantly expands the social importance of physical exercise, which contributed to the emergence of sports. The active spread of sport in the world was greatly helped by its rise to the level of international relations and becoming a means of state prestige.

According to experts, athletics technique activity is a way to solve the motor problem. For example, M.M. Bogen says that the word "technique" in this formula emphasizes the motivation and expediency of the motor movement. He also believes that "technique always assumes the satisfaction of a certain need, therefore the function of the motor appears." Therefore, the main reason for the motor movement is a conscious need, motive, internal movement.

Currently, the issue of the emergence of athletics techniques and foundations, improvement of existing ones is related to technical progress, which allows to significantly expand the scope of athletics training.

N.I. Ponomarev emphasizes that athletics exercises express not only the attitude of a person to the outside and his own nature, but also, first of all, the attitude of people to each other. He believed that athletics is the repetition of movement to achieve a specific goal that exists in reality. He was also convinced that without physical exercise, the physical existence of individual members of the society would be in danger. Thus, N.I. Ponomarev concludes: "...athletic exercises,

the technique of ulyar and the basis of your work are carriers of accumulated social and historical movement experience; they are very important in the motor adaptation of a person to the environment and social life.

It should be noted that meeting the needs of the subject as a result of entering into various types of activities requires him to develop new and new actions, new knowledge, skills and abilities. Therefore, this problem is not only personal, but also social, because we are talking about the transfer of formalized experience to knowledge for transmission to the next generations. Therefore, technique and tactical action are also objects of knowledge. At the same time, different disciplines study motor movements in different aspects, emphasizing the features of interest.

Considering technical movement in a separate aspect, the object of research is a mechanical movement that is equally available and valid for everyone. The subject of research is a technical action reflected in the mind of the researcher and perceived as a result of his activity in terms of the motives of scientific activity and in accordance with the establishment of the doctrine.

N.A. Bernstein, M.M. Bogen, L.P. Matveev, A.D. Novikov, D.D. Donskoy, N.G. Ozolin and other similar scientists believe that life itself requires the need to study technical actions in two directions: their mechanisms and characteristics as a subject of study and as a subject of training a person in movement, actions, exercises. All this, in their opinion, is included in the concept of technique.

Knowledge of athletics movements studied in the field of physical education and sports exists as a technical exercise. At the same time, here the technical movement also works as an educational tool and method. That is why they are called "sports equipment».

It is known that every voluntary technical movement has a motor task (consciously clear goal of the movement) and a way to solve this task. In many cases, the task of the same tool can be solved in several ways. For example, "you can overcome the height from both straight running and oblique running, you can push the leg closest to the bar or further away", that is, we can talk about a less effective way to overcome the height. Therefore, it is customary to call movements with relatively high efficiency in which the task of the technique is solved purposefully as the technique of athletics exercises. Currently, the concept of "technique" is defined as "the method of performing athletics exercises, movements, with the help of which the motor function is solved according to the purpose, with relatively high efficiency.»

Technique can be understood in several aspects: as a movement, as a characteristic of the quality of movement, information about movement. These points of view allow us to talk about "technique" as an ideal model of real action and to justify the existence of many techniques, that is, ways of performing.

Thus, experts believe that the technique can be elementary, intermediate, advanced, operational. For example, a small ball, javelin throw, discus throw, and shot put can be considered as a simplified form of technique. Also, according to experts, there is an "exemplary" (reference) technique for performing an action, which is an ideal generalized model of a rational system of actions for solving a specific motor task. For each athlete, we understand the appropriate or individual technique to adapt the model option to his individual characteristics. And according to many experts, the criterion of rational technique is the level of relative efficiency, in which specific actions of specific performers are compared and the action of the winner is recognized as a standard.

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