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Methodology Of Teaching 18-20 Year Old Girls For Healthy Aerobic Exercises

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ABSTRACT

This article is scientifically and pedagogically based on the ways to increase the physical activity of 18-20 year old girls based on the development of a comprehensive program of fitness aerobics.

KEYWORDS

Health, aerobics, step aerobics, shaping, aqua aerobics, non-traditional types.

INTRODUCTION

Health is not only related to physical education, but also to the proper formation of students' motor activity, the harmonious development of the individual in all respects.

Unfortunately, the movement of modern schoolgirls is not enough. As a result, a high susceptibility to various diseases is noted. Of course, this tendency is not hereditary, but is the result of not exercising and not attending physical education classes. Only 40-60% of movement requirements are met in physical education classes, less than 25% of students

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are involved in regular physical education and sports activities, and 30-35% of girls are engaged in extracurricular physical education activities.

Lack of exercise is very dangerous during the growth and formation of the organism. This means that a large proportion of modern pupils and students have a variety of persistent diseases, and physical development and preparation often do not meet age standards.

One of the ways to increase the effectiveness of physical education classes in educational institutions is to increase the activity of students by introducing new types and forms of physical education that meet the needs of women and are more popular among girls and women.

Among the many different tools used for this purpose, basic gymnastics is the main basic physical education in educational institutions. In addition to rigorous gymnastics exercises, one of the most popular types of physical activity among schoolchildren is health aerobics, which is the most convenient way to engage girls in physical education.

The initial development of training for all is aerobics, which is a health-improving exercise - the beauty of movement, plasticity, aesthetic development of a creative approach - increases physical and functional fitness, strengthens health.

A number of studies have been conducted in the following areas: step aerobics [4,5], power types [2,6], shaping [3,44], aqua aerobics [1,4], non-traditional types [3].

Studies on the effects of health-improving aerobics on the body of trainees (VNSeluyanov 2001 :, TSLisistkaya 2002 :, VSCheburaev 2002, etc.) show that complex training is the most popular among young people. 'lib includes a variety of tools.

However, the small number of developments in this area does not have a systematic description:

First of all, there are no suitable aerobic means for athletes with different levels of training;

- secondly, there is no developed methodology for conducting and teaching classes in the form of main and additional activities in class and out of class time;
- Thirdly, the complex programs used in the practice of sports and health centers are very complex.

The challenges of engaging 18-20 year old girls with fitness types of aerobics are very relevant and require experimental research to determine their effectiveness.

THE PURPOSE OF THE WORK

To increase the physical activity of girls aged 18-20 years through the development of complex programs of health aerobics.

THE TASK OF THE RESEARCH

To study the features of aerobics in different disciplines.¬

Determining the level of physical fitness and physical development of 18-20 year old girls.¬

To determine the effectiveness of health aerobics programs for girls aged 18-20 in experiments. .¬

RESEARCH METHODOLOGY

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1. Analysis of literature sources.

2. Questionnaire.

3. Pedagogical observation.

4. Anthromometric measurement.

5. Methodology of control tests.

6. Pedagogical experience.

7. Methodology of mathematical statistics.

As with all sports, we face training challenges in all activities related to long-term activity in fitness aerobics.

The most important thing for aerobics coaches is to teach the trainees not only to move nicely, but also to perform the exercises correctly. Therefore, the problem of proper training remains relevant even in the simplest movements in aerobics.

The complexity of the tasks grows as we face a lack of time in fitness classes. Typically, participants try to achieve the desired results in training 2-3 times a week: to lose weight, improve body proportions, improve health, create satisfaction. The study is carried out in a step-by-step manner, while maintaining the flow-based approach, i.e., being able to clearly explain the exercise technique, quickly detecting errors, and correcting them immediately; the coach should be careful in understanding and reprimanding the learner [2, 4].

An analysis of the specialized literature [1, 9,11] shows that teaching exercises is a pedagogical process that requires the teacher and the student to organize the actions in a planned and methodologically correct manner. It focuses on the main tasks of teaching. The formation of movement knowledge and skills of students, the complex development of physical qualities is the education of spiritual and volitional qualities.

Fitness aerobics training varies according to the choice of equipment, the norms and sequence of individual exercises, as well as the pace of their implementation. However, different types of training are subject to the same form and structure [2, 4].

The largest structural unit is the complex, which in turn is divided into parts, and the parts are divided into smaller series and form a chain of exercises. Combinations and links are made from the exercises.

According to a number of authors [2,4,5], fitness aerobics classes are aerobics classes in which the learning process is led by a qualified instructor.

Like all classes, aerobics class consists of preparation, basic and final parts. Yu.V.Menkhin, A.V.Menkhin (2002) The structure of aerobics classes is on average 60 minutes, the duration of the preparatory part is 5-10% of the total training time; main part-80-85%; and the final part is estimated to be 5-15%.

With enough exercise, a 60-minute session can take up to 90 minutes. (O.A.Lomova 2002, M.L.Juravina, N.K.Menshikova 2002, J.K.Kholodov. V.S.Kuznestova 2002).

As in sports, the process of training in fitness aerobics involves a clear system of trainees and instructors. These actions have a conscious connection and are distributed sequentially over time. The sequential solution of specific tasks of education is based on the possibility of division into separate stages [2,4,7,].

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Phase III of the training process is divided into:

Stage I - teaching the basics of exercise techniques, the formation of knowledge to perform it, albeit in a rough form;

Phase II - in-depth training - to improve the initial mastery of the technique;

Phase III - strengthening and subsequent improvement - repeated performance of exercises in accordance with the level of development of individual characteristics.

Based on the research [4,3], the general principles of training, which are used only in sports and aerobics, are distinguished.

According to LM Dikarevich (1996) and Yu.K. Gaverdovsky (2001), the general principles include:

1. The principle of lightness;

2. The principle of consciousness and activism;

3. The principle of demonstration;

T.S. Lisistkaya (2002) identified specific principles that apply only to aerobics;

1. The principle of "no harm";
2. The principle of biological commonality;
3. Program-goal principle;
4. Principles of integration;
5. The principle of individuality;
6. The principle of sexual differentiation;
7. The principle of age change in the body;
8. The principle of generalization of beauty and aesthetics.
9. The principle of harmonization of valuable target systems:
10. Principles of biorhythmic structure;

At each stage of the training, the tasks are solved sequentially using specific methods and techniques. Before teaching a new exercise, the teacher must have a complete program of actions ahead.

In health aerobics, two methods of training are used: integral and fragmented (Yu.V.Menkhin, A.V.Menkhin 2002).

Relatively light movements, such as walking, paired steps, and their types, are taught in a holistic manner. Movements in the form of various "extra" arm movements require fragmentation [5,7].

Partitioning techniques are also used to teach different dance and complex coordination movements [4,11,7].

Learning new moves should be done in a consistent, regular manner. Combinations, on the other hand, consist of elements that have been sufficiently mastered [6,7].

A number of authors [3,4,5] have identified the following as the main methodological methods in teaching:

1. Quick comment and explanation.

The coach's instructions are very important during the training process. M.P. According to Ivliev (1987), these guidelines play the role of external management. It allows participants to get a quick idea of their personal actions.

2. Visual management of the group.

The American-designed group management system makes it much easier to conduct fitness aerobics classes.

In addition, when performing strength exercises with different types of amortization, weights, equipment, mainly on the ground floor, various forms of fixations are often used, which help to strengthen the correct

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position, which is characteristic for this or that exercise phase.

Pedagogical methods have been developed, such as increasing the intensity at the expense of amplitude, switching to high-intensity movements at the expense of amplitude, switching to low intensity, the rate of execution of elements of movement from place to place (in each calculation, tactile range, etc.). allows.

3. Demonstration of exercises.

Simple coordinated movements can be performed with the left arm and leg facing the trainee, and complex movements can be performed with the trainee standing behind the trainee.

At the same time, prolonged back-to-back exercise can have a negative effect on some people.

4. Symmetrical teaching.

According to LM Dikarevich (1996), actions must be performed equally on both sides. Loads of different sizes help the body to develop in all directions.

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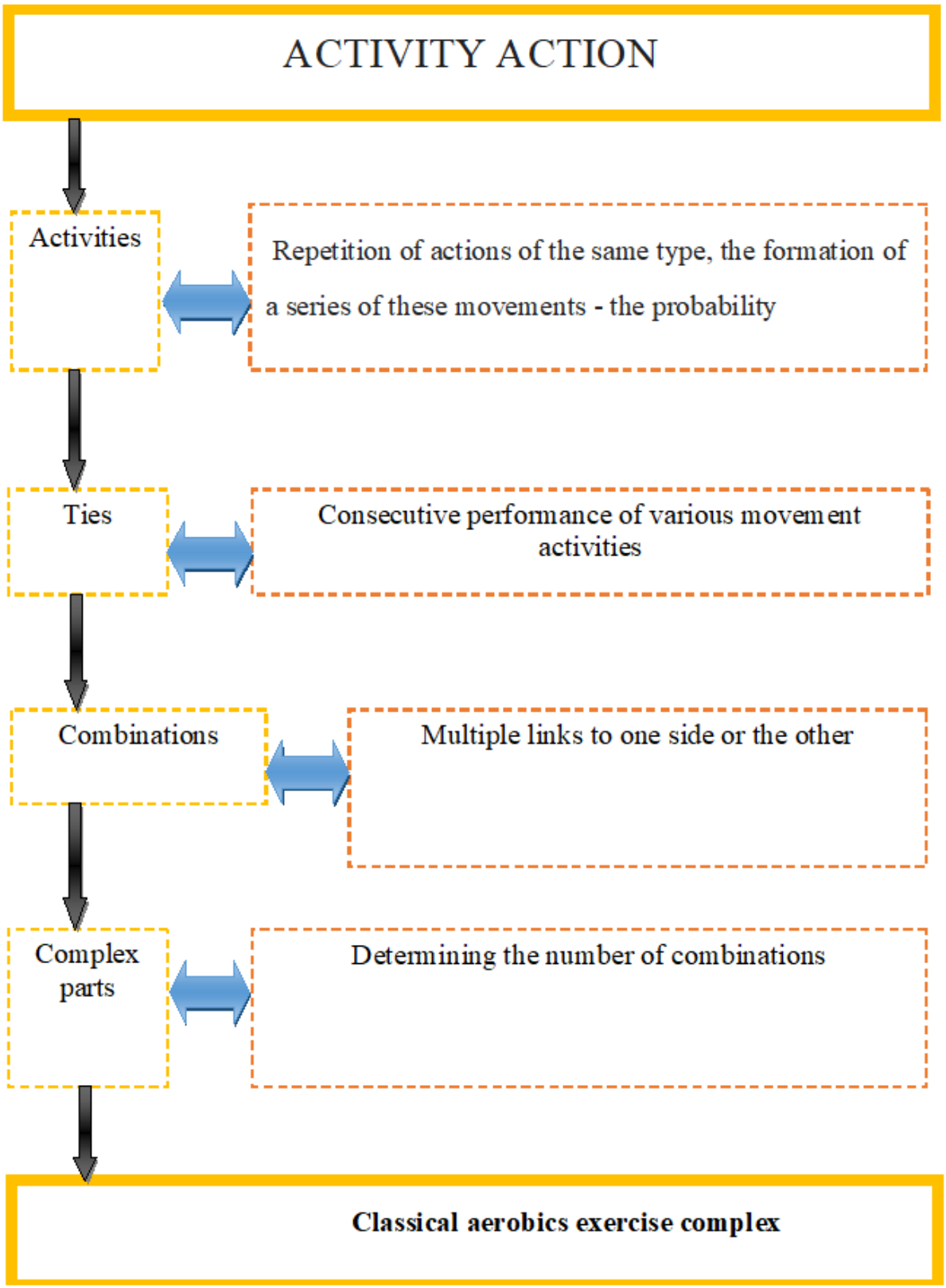

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S.Rosensteveich (1988) recommends taking into account the interrelationships of the following movements in the organization, planning and teaching of classical aerobic exercises:

1) At the initial stage of mastering new movements, the effectiveness of the positive interaction of actions will be greater.

2) In the selection of similar movements (pairs, groups) and their characteristics in relation to simultaneous learning of movements, attention should be paid only to the form (external signs), although the structure of the movement should be evaluated in detail, in particular their quantity, indicators: amplitude, time, power, speed, rhythm, etc.

According to many leading experts, in order to study the process reliably, the following requirements must be met:

1. To define the purpose of the set of operations to be taught and mastered.

2. To divide the learning materials by operations according to the level of complexity.

3. To carry out regular quality control on the mastery of standardized materials by student-teacher feedback.

4. Flexible differentiation of training based on the quality of the materials mastered, with adaptation to the pace of work and the complexity of the given materials.

5. Usage of special teaching aids and curriculum.

T.S. Lisistskaya (1994) considers it expedient to identify the movement materials used in health aerobic training in the following sequence of mastering:

They are usually used interchangeably, that is, the presentation is done with a commentary. It is widely used to show the exercises to the trainees in the back or in the mirror.

Emphasis is also placed on individual action phases. Demonstrations must always be accompanied by calculations and methodological comments. It is necessary to establish visual control over the participants.

In summary, the analysis of special literature and questionnaires shows that aerobics is the most popular form of fitness and its programs should be gradually updated. However, the scientific recommendations are mainly for specific types of aerobics. Scientifically developed areas of aerobics are designed for a trained contingent. There is no one-size-fits-all health program for students.

In order to increase the physical fitness of girls, it is recommended to use aerobics program in training sessions, effective distribution of aerobic means and health.

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