QUALITIES OF ENDURANCE IN PHYSICAL EDUCATION LESSONS

Sharipov Ilyosjon Ilhomovich
2nd stage graduate student of Bukhara State Pedagogical Institute

Abstract: *Formation and development of various qualities in students in primary physical education classes is the main issue. This article talks about the qualities of resilience and its formation in students.*

Keywords: *economy, game, speed, endurance, general, distance, health, sports, training, special.*

In order to educate oneself physically, a person should understand the necessity of physical education and sports and diligently form his health based on a certain system of physical training that he likes. Comprehensive development of the physical abilities of the young generation is carried out in the process of physical education, which is an integral part of education. The goal of physical education is a long-term, organized pedagogical process of educating healthy, cheerful, all-round physically developed builders of the society, who are ready for work and defense of the Motherland. Today, the need to collect national movement games of the people and apply them to life, to use them rationally, in solving the tasks facing physical education is evident today.

Endurance is the ability to work with a certain character for as long as possible. One of the main criteria of endurance is the time a person can sustain a certain intensity. Using this criterion, durability is measured by direct and indirect methods.

The direct method, when the subject is asked to perform the task and the maximum time to work with a certain intensity is determined. But this is almost impossible. The most commonly used indirect method. An indirect method is that endurance depends on the time it takes to cover a sufficiently long distance. Since performance in motor activity depends on many factors, in particular, a person's speed and power capacity, it is necessary to consider two types of endurance index: absolute and relative, partial. In practice, there are 2 types of endurance: general and special.

General endurance is the ability to perform a relatively low-intensity muscular effort for a long period of time. General endurance is 85-100% the result of sports. One of the important features of general endurance is the ability to walk on a large scale, i.e. The overall endurance developed through jogging and demonstrated in running, skiing, and hiking are highly correlated.

The biological basis of general endurance is the aerobic capacity of the athlete's body. The main indicator of aerobic energy expenditure is maximal oxygen consumption in liters per minute. Specific endurance is the ability to exert muscle power in accordance with the specific characteristics (duration and nature) of a specific exercise. In middle-distance running, special endurance (in this case also called speed endurance) is manifested in maintaining the required speed over the distance.

Modern research and practice of children's sports, contrary to existing opinions, affect the development of various types of endurance at primary school age, primarily endurance in work of moderate and variable intensity, which does not impose special requirements on anaerobic assures that it is necessary to show. - glycolytic capabilities of the body. In all forms of physical education work with children - based on the school program, in physical education classes, extracurricular activities, and especially in sports training of young athletes, sufficient attention should be paid.

Naturally, when solving the problem of endurance education in school years, it is necessary to take into account large age differences in the adaptation reactions of the body to physical exertion. During the training of endurance in junior schoolchildren, they often use outdoor games, including short-term intense repetitive motor movements, and then increased motor density.

By skillfully regulating the physical activity of the participants, games, especially sports, can significantly contribute to the development of endurance in various types, including the continuous operation of the cycle.

This effect is significantly manifested in the initial stages of physical education.

In the process of endurance training in children, it is very important to create optimal conditions for the functioning of the body's oxygen supply systems. For this, special breathing exercises are used together with the basic "endurance" exercises, which strive to conduct training in an oxygen-rich atmosphere. One of the distinguishing features of the methodology of endurance training during the school period is a gradual transition from effects mainly aimed at increasing the aerobic capacity of the body (from the point of view of the so-called general endurance) to training of special endurance in various types, including submaximal exercises. and maximum power.

Endurance training of young athletes, in this case, is certainly carried out depending on the specifics of sports specialization.

10-11-year-old girls are almost the same, but there is no difference in swimming, for 16-18-year-old girls, this distance is not only less than half that of boys, but also the speed of overcoming it is about 4.2 4.8 m with a speed of 0.5 and 1 km / s speed). At the same time, it is necessary to provide such a system of exercises for girls, whose tolerance in high school age excludes their regression.

Endurance is the ability to overcome the resistance of the external and internal environment and perform work of a certain intensity for as long as possible. At the same time, it is important that work efficiency does not decrease.

There are many types of endurance: speed, power; local, regional and global; static and dynamic; cardiovascular and muscular; as well as general and special, emotional, game, distance, coordination, jumping, etc.

In the practice of physical education, they often use the concepts of general and special endurance.

General endurance is understood as the ability to involve many muscle groups in work and to perform work that places high demands on the cardiovascular and respiratory systems for a long time.

Special endurance is manifested during long-term performance of special exercises with a load force close to or equal to competition.

The development of endurance is largely the development of biochemical processes that contribute to longer performance and also to the stability of the nervous system that induces high intensity.

General and specific endurance differ in the characteristics of neuromuscular regulation and energy supply of the body in various motor activities. The physiological basis of general endurance is a person's aerobic capacity. Special endurance depends on the capabilities of the neuromuscular apparatus, the rate of consumption of intramuscular energy sources, the technique of mastering motor movements, and the level of development of other motor abilities.

A sports teacher should focus on specific types of endurance, such as speed, strength, and coordination.

Speed endurance If a person has to maintain maximal or submaximal work intensity (speed or pace), they call this endurance. The physiological basis of speed endurance is the body's aerobic capacity, both of which are lactate and glycolytic.

Endurance refers to the ability of muscles to resist fatigue, which requires significant stress. For example, if a student individually performs exercises with a maximum external load of 30%, we can talk about the manifestation of endurance.

Under coordination endurance They understand the ability to resist fatigue in motor activity, which makes more demands on the person's coordination ability. For example, it manifests itself in the repeated performance of coordinated complex technical and tactical movements in sports games and martial arts, in the process of long-term performance of gymnastic exercises.

Different types of resilience are independent or slightly interrelated. For example, you may have high strength endurance, but not enough speed or poor coordination. High endurance in swimming does not guarantee such gymnastics and others.

One of the main criteria of endurance is the time a person can maintain a certain intensity based on this criterion, direct and indirect methods of measuring endurance have been developed based on this criterion. With the direct method, the student is recommended to perform some tasks with a certain intensity (for example, running) (60, 70, 80 or 90% of the maximum speed). The signal to stop the test is the beginning of a decrease in the speed of the task. In practice, teachers rarely use the direct method, although it is the most targeted. In an indirect way, endurance is determined by the time it takes to cover any sufficiently long distance.

You can also use the 6- or 12-minute Cooper test. This test measures the distance traveled in a certain amount of time. K. Cooper developed this test not only for running, but also for swimming, cycling and other cycle exercises.

It should be remembered that the development of endurance should be done competently. In fact, in your desire to help your body, you may also be harming it.

It is known that in order to correctly determine the physical education, physical development and readiness of children from a methodical and pedagogical point of view, it

is necessary to know well the physiology and psychology of children, based on this, certain tasks should be set before each training session. The number of tasks is two to three, they are divided into several groups, basic movements and exercises, and national movement games are selected.

REFERENCES:

1. YARASHOV M. BOSHLANG 'ICH SINF MATEMATIKA TA'LIMINI IJODIY TASHKIL ETISHDA TA'LIM TAMOYILLARINING O 'RNI //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ. – 2020. – Т. 1. – №. 1.
2. Jobirovich, Yarashov Mardon. "Advantages of the Introduction of Digital Technologies into the Educational Process." Pindus Journal of Culture, Literature, and ELT 7 (2021): 17-20.
3. Jobirovich Y. M. The Role Of Digital Technologies In Reform Of The Education System //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 04. – С. 461-465.
4. Эшматова, Ю. Б. (2020). Вопрос художественного образа и интерпретации душевного состояния женщины. *Вестник науки и образования*, (8-1 (86)), 55-58.
5. ESHMATOVA, Y. YAZARIN MAHARETİ VE PEYZAJ TASVİRİ. *DİL VE EDEBİYAT ARAŞTIRMALARI I*, 121.
6. Olloqova, O. M. (2021). ONA TILI DARSLARIDA INTENSIV TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH. *Scientific progress*, *2*(6), 1025-1029.
7. Mamanazarovna, O. U., & Gulnoza, M. (2021). Use of didactic games in mother tongue lessons.
8. OLLOQOVA, O. (2021). ONA TILI TA'LIMIDA INTENSIV TA'LIM TEXNOLOGIYALARINI QO'LLASHNING NAZARIY METODOLOGIK ASOSLARI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, *1*(1).
9. Olloqova, M. O. (2021). Intensive education and linguistic competence in mother tongue. *Academicia: an international multidisciplinary research journal*, *11*(1), 580-587.
10. Jobirovich, Yarashov Mardon. "TOOLS OF USING DIGITAL TECHNOLOGIES IN PRIMARY EDUCATIONAL COURSES." EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE 2.4 (2022): 119-123.
11. Jobirovich, Yarashov Mardon. "EFFECTIVENESS OF USING DIGITAL TECHNOLOGIES IN EDUCATIONAL SYSTEM." EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE 2.4 (2022): 124-128.
12. Yunus Y. S. DEVELOPMENT OF LOGICAL THINKING IN MATHEMATICS LESSONS AS THE BASIS FOR IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS //Chief Editor.
13. Yunusovna Y. S. METHODOLOGY OF FORMATION OF GRAPHIC SKILLS IN PRIMARY SCHOOL STUDENTS //EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE. – 2022. – Т. 2. – №. 4. – С. 129-133.

14. Yunusovna Y. S. METHODOLOGY OF FORMATION OF GRAPHIC SKILLS IN PRIMARY SCHOOL STUDENTS //EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE. – 2022. – Т. 2. – №. 4. – С. 129-133.

15. YUSUFZODA S. BOSHLANG'ICH SINF HUSNIXAT DARSLARINI INNOVATSION TEXNOLOGIYALAR ASOSIDA TASHKIL ETISH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 8. – №. 8.

16. Yusufzoda S., Ortiqova S. Improving the methods of developing thinking ability of primary school students in mathematics //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 4. – С. 1458-1463.

17. Yunus Y. S. FORMATION OF CURRENCY SKILLS IN PRIMARY SCHOOL STUDENTS //EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION. – 2022. – Т. 2. – №. 2. – С. 281-285.