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Fakhritdin Alisherovich Asqarov
Namangan State University
senior teacher

Sohibjon Sobirjanovich Qambarov
Namangan State University
senior teacher

Nozim Raimjonovich Ummatov
Namangan State University
teacher

CONTROL OF MOTOR CAPABILITIES OF ATHLETES AT DIFFERENT STAGES OF TRAINING ACTIVITIES

Abstract*: the paper presents an innovative approach to testing athletes. The authors recommend increasing attention to indicators of growth of individual results. The author advises not to compare the results of different athletes with each other or with established standards. It is proposed to take as a basis the setting when each athlete strives to achieve his personal goal in physical fitness, in health promotion.*

Key words*: control, proper standards, testing, motor readiness, physical abilities, training process.*
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Introduction

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Having gained independence, the Republic of Uzbekistan has embarked on a new path of ideological-political, socio-economic directions, taking practical measures and measures for the comprehensive protection of its population. These activities further develop the enthusiasm of the population and especially young people for physical education and sports.

When we look at artists, musicians, thinkers and experts in several fields who have brought the states to the level of greatness, they are considered among the athletes who have recognized their country the fastest in the world. No matter what kind of sport it is, it unites millions of people of different races, religions. The reason is connecting people like sportswear to each other the sphere that makes up the Commonwealth is distinguished by its special originality. On the basis of Sports, different people become single-minded. They share their sufferings with each other. On the basis of this, friendship and families also arise. The first president of the Republic of Uzbekistan The A. Karimov said: "Sport is an old tradition for the Uzbek people" _ hundreds of people in Uzbekistan have expressed their opinion that along with the National Sports houses, modern sports are also being developed.

One of the most promising ways to improve the effectiveness of physical education is to monitor the physical fitness of students. The essence of this control is to obtain information about the student's motor capabilities at different stages of educational activity, which makes it possible to make timely decisions on clarifying the means and methods of pedagogical influence. Considerable attention is paid by scientists and practitioners to the development and use of optimal methods for assessing the motor qualities of young people. Various mechanisms are

used for organizing events to study the readiness of young people to carry out physical culture and sports activities. Among the regulatory requirements described in the literature in the system of physical fitness management of young people, the most important are due standards based on the analysis of information about what a student should be able to do in order to successfully complete the training tasks that are put before him in the process of training and training. The advantage of proper standards is shown in the fact that they must correspond to the specified level of physical fitness and specifically indicate the development of those physical abilities that are necessary to perform the studied motor action.

Testing the motor readiness of young people is quite widespread in the practice of work to solve a whole range of problems:

- assessment of the individual level of motor readiness of the student;
- analysis of changes in the development of physical abilities during the educational process;
- determining whether students ' physical fitness meets certain requirements;
- conducting mass surveys of students in order to analyze the level of their motor capabilities;
- identify the effectiveness of existing physical education programs;
- studying the results of physical education teachers ' activities;
- implementation of sports selection from the number of students in secondary schools.

To assess the actual level of physical fitness as one of the most important components of a student's physical culture, indicators that characterize the development of physical abilities are usually used.

It is known that the basic physical abilities (speed, strength, endurance, flexibility, coordination) can be evaluated by a very specific set of control standards that meet the basic requirements of measurement standardization.

Recently, there have been a number of methods for assessing the motor readiness of students, including: a combination of well-known control exercises in various versions. The most practical value for physical education, if we talk about motor tests, is the idea of three types of norms: comparable, individual and proper.

The meaning of comparable norms is to compare students of the same age and gender who share common characteristics. Comparable norms include age norms, and when they are defined, people are divided into age groups. Age norms are determined (developed) taking into account biological (motor) age. The biological age of students corresponds to the average calendar age showing this result. Motor age may be ahead of or behind the calendar age. Motor age ahead of the calendar, referred to as the motor accelerates, otherwise the motor retardante. In practice, it is very common for a student to refer to accelerators on some tests, and to retardants on others. For the coaching and teaching staff, this information is important for establishing the reasons for this situation.

There are tests that characterize physical abilities that are not affected by body features. However, individual motor abilities of students are influenced by anthropometric features (length, body weight). In this case, the rules are developed taking into account not only the age, but also the length and weight of the body. For this case, either special nomograms or classification indexes are used.

Individual standards are based on comparing the performance of the same student in different States. In physical education of school-age students, the use of differentiated indicators is complicated by the instability of information coefficients that characterize the functional and motor capabilities of students. Each student at any age has individually the best weight corresponding to their optimal physical readiness, so finding such patterns and determining individual norms for a particular student is of great practical importance.

In the same way, appropriate standards are developed and established, which in most cases do not coincide with the actual indicators of physical fitness. They are developed according to the principle of what the level of a certain physical quality should be or how the student should be able to run, jump and throw.

According to the literature, two methods are currently used to calculate the proper standards of physical fitness. One of them, proposed by M. ya. Nabatnikova (1982), is used in various sports to determine the necessary level of physical abilities, and has proven itself well. However, the use of this approach for calculating standards, according to experts, is impractical, since it is aimed at achieving high sports results in the chosen sport. Another technique is based on a mathematical relationship described by a logical curve. Despite the obvious advantages of this method, it does not take into account the natural dynamics of physical fitness of young people, which is known to be very specific in different regions.

According to many experts, two indicators should be taken into account when determining the level of physical fitness. First, assess the initial level of readiness of students in accordance with the comprehensive program of physical education: high, medium, low. Secondly, to characterize the growth of indicators of physical fitness for a certain period of time. When evaluating changes in indicators of physical abilities, the coach-teacher should take into account the peculiarities of their development in different groups, take into account the specifics of the dynamics of indicators in students of a certain age compared to the initial level.

Thus, at present, considerable attention should be paid to finding new forms and methods of testing

students. Innovative approaches to testing students are characterized by increased attention to indicators of growth of individual results. Testing should encourage students to achieve a higher level of physical fitness, not cause a negative attitude to exercise, and help create a positive psychological mood in students. Tests should be informational in nature, giving students an idea of their level of physical fitness and recommendations for improving it. You should not compare the results of different students with each other or with established standards. A more correct approach should be considered when each student strives to achieve his or her personal goal of physical fitness and health promotion.

Recently, many attempts have been made to introduce a single regulatory framework for assessing the level of physical fitness of young people. However, many aspects related to assessing the physical fitness of students remain insufficiently developed. These include, in particular,:

- lack of a clear understanding of the significance of height and weight indicators in various motor tasks;
- the influence of age-related features of somatic indicators on the effectiveness of tests has not been sufficiently studied;
- many recommendations for assessing the physical fitness of students do not have sufficient experimental justification;
- lack of a unified regulatory framework for assessing the level of physical fitness of students;
- the influence of morphological features on the level of sports results has not been sufficiently studied.

All of the above confirms the opinion that the assessment of physical fitness of students is the most controversial and further experimental development is necessary.

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