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MAIN FACTORS OF DEVELOPING PHYSICAL QUALITIES

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Abstract

The article discusses the development of physical abilities, the development of qualitative training, the achievement of positive results, the strengthening of qualities through repeated exercises, and the need to impose a certain requirement on football players: the ability to use physical qualities as a means of increasing game efficiency.

Keywords: Competition, endurance, adaptation, strength, physical qualities, individual approach.

Аннотация

В статье рассматриваются вопросы развития физических способностей, формирования качественной подготовки, достижения положительных результатов, закрепления качеств посредством повторных упражнений, а также необходимость предъявления к футболистам определённого требования: умения использовать физические качества как средство повышения эффективности игры.

Ключевые слова: соревнования, выносливость, адаптация, сила, физические качества, индивидуальный подход.

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Introduction

There are a number of laws inherent in the directed development of all physical abilities. They include the following:

Movement is the leading factor in the development of physical abilities. Both innate and environmental factors play a significant role in the formation of abilities. However, under equal conditions, in the development of physical abilities, motor activity aimed at improving the psycho-physiological nature of a person plays a decisive role. That is why people who engage in physical exercises have higher morphological and functional indicators of various organs and systems, and motor readiness in general. The importance of activity and exercise as a necessary factor for the functional and morphological improvement of the organism was first shown by Jean Lamarck. Formulating his "First Law", the "Law of Exercise", he wrote: "Frequent and constant use of a member gradually strengthens, develops, enlarges and gives it a power that reaches as far as it is used, while regular disuse of a member imperceptibly weakens it, leads to degeneration, gradually narrows its capabilities and ultimately causes its disappearance." Thus, Jean Lamarck expressed one of the general laws of living nature.

The dependence of the development of abilities on the regime of motor activity. Physical abilities develop in the process of activity, which requires not only their manifestation, but also a certain regime of their implementation. By regime is meant the performance of certain physical exercises within the framework of a training or system of training and rest between them. In establishing the necessary regime, the fluctuation of stages in a person's working capacity is of primary importance. In the process of performing physical exercises, the level of working capacity decreases due to the consumption of energy and functional reserves of the body.

During rest (after the exercise), the restoration of working capacity occurs. The human body at this time goes through several states: a stage of reduced working

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capacity; a stage of full recovery of working capacity and, finally, a stage of super-recovery, that is, an increased working capacity. Each of the listed stages has a certain length, which, among other things, depends on the characteristics, intensity and duration of the work performed.

Depending on the stage of rest at which each subsequent exercise is repeated, three main modes of motor activity can be distinguished, which have different effects on the development of physical qualities:

in this case, each subsequent exercise in the lesson is repeated with short-term rest intervals, that is, at a stage when working capacity is not fully restored. All indicators of working capacity are systematically decreasing. This alternating mode of work and rest is suitable for the development of endurance.

Each subsequent exercise is repeated with rest intervals that return a number of functional indicators of the body to the level before the activity, that is, at a stage when the working capacity is fully restored. Such a mode is typical for classes aimed at developing speed, strength and coordination capabilities.

In this case, each subsequent exercise is repeated with fairly long rest intervals that correspond to the stage when the working capacity is restored. With each repetition of the exercise in such a mode, various changes are observed in the person's movement capabilities - muscle strength and speed increase, and endurance decreases.

Gradual development of physical abilities. In the dynamics of the development of physical abilities - when performing the same loads for a long time, repeatedly - three relatively independent stages can be conditionally distinguished:

The first is increasing the level of development of abilities;

The second is achieving maximum indicators in the development of abilities;

The third is a decrease in the indicators of the development of physical abilities.

At the first stage, as a result of the application of the load, comprehensive adaptive changes occur in the body, which lead to an increase in physical abilities

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associated with the characteristics of motor activity and a gradual expansion of functional capabilities.

At the second stage, as adaptive changes increase, the standard load causes less and less functional shifts in the body. This is a sign that the adaptive processes have entered a stable adaptation phase. The capabilities of the organs and systems of the body that underlie the manifestation of the corresponding abilities are significantly expanded. The efficiency and coordination of their activities increase. All this creates conditions for the maximum manifestation of abilities.

It has been established that the strongest effect of physical education on the development of certain abilities coincides with the period of their rapid natural development. At other age periods, the effectiveness of pedagogical influence on this ability may be neutral or even negative. Therefore, it is very important not to miss the most favorable age periods for improving certain physical abilities, since it will be much more difficult to do this later.

The periods of rapid development of individual physical abilities in children are shown in the figure. As can be seen, each of them has its own sensitive period. The time limits of these periods are not the same for boys and girls. Usually, in terms of the time of the beginning of the rapid development of many abilities, girls are 1-2 years ahead of adolescents.

It should be noted that in the scientific and methodological literature of different authors one can come across indications of different sensitive periods of development of one or another ability. There are several reasons for such discrepancies:

The use of different tests to measure a given ability.

The use of different approaches and formulas to determine the growth rates of physical ability indicators.

The heterogeneity of the subjects selected for testing (the heterogeneity of the number of people tested, their physical development, level of training, general activity regimen, etc.).

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5. Reversibility of ability development indicators. Functional and structural changes achieved as a result of regular physical exercise are reversible, and they can also develop in the opposite direction. A relatively short break in training is enough, and immediately the level of functional capabilities begins to decrease, structural signs develop in the opposite direction, and as a result, physical ability indicators also decrease. First of all, speed abilities, then strength, and finally long-term endurance abilities weaken. Observations of athletes show that stopping training for 5 months leads to the initial level of maximum speed of movements after 4-6 months, the initial level of maximum muscle strength after 18 months, and the same indicator of endurance after 2-3 years.

6. Transfer of physical abilities. Different physical abilities develop in close connection with each other. A directed change in the level of development of one ability leads to changes in the level of development of another. This phenomenon is called “transfer of physical abilities”.

Transfer can be positive and negative. In positive transfer, the development of one ability affects the improvement of another. For example, an increase in “explosive” strength - the speed of movements. The feature of negative transfer is that the development of one ability slows down the growth of the other or reduces its level of development.

Transfer is of one-component and one-component. In a single-component transfer, an increase in the level of the same ability is observed through applied and non-applied exercises. For example, strength endurance increases when bending and writing arms while hanging; the same ability also develops when bending and writing them while leaning on the arms. In various types of movements, training that leads to the development of one ability also leads to a change in the level of other physical abilities. For example, when working out on a block device, the isometric strength of the arm flexors increases, which also provides an increase in strength endurance.

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Movement is also two-way (for example, if strength abilities are developed, speed abilities also improve, and when speed abilities are improved, strength abilities also develop) and one-way (for example, when speed of movement is developed, reaction time also improves, but exercises aimed at improving reaction time do not affect the development of speed of movement at all).

Finally, direct and indirect types of movement are distinguished. If the level of development of one ability increases in direct movement, this is directly reflected in the development of another ability. For example, if the level of speed-strength training of the leg muscles of short-distance runners increases, the running speed also increases. Indirect movement only creates conditions for the improvement of the ability. For example, the maximum strength of the sprinter's legs has no direct connection with the effect of fast running.

But it has a connection with jumping exercises, the results of which, in turn, are much more strongly connected with fast running. Therefore, classes aimed at developing the maximum strength of the legs help to create a functional base for speed-strength abilities, which ultimately determine the speed of running. The effect of types of movement is used in many sports to solve the tasks of special and general physical development.

The strength and characteristics of the influence of the same abilities on others largely depend on the following factors: 1. The dominant directions of pedagogical influence and their development and alternation (for example, a lesson consisting of exercises that equally require speed and strength, endurance abilities gives better results than a training aimed at developing only one of them, even with a doubled load).

The level of physical fitness of the participants (when the level of physical fitness is low, the development of one ability usually leads to an increase in the level of development of others, but later such a parallel growth of abilities stops).

The "transfer" of physical abilities is of serious pedagogical importance. Due to this phenomenon, it is possible to successfully master any type of motor activity

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while engaging in a relatively narrow range of physical exercises. This opportunity is used in the practice of physical education in preparing people for labor, sports, and military service.

7. The relationship and unity of motor skills and physical abilities. Since physical abilities are manifested during activity, they cannot be imagined separately from motor skills and skills. Depending on the degree to which a person has mastered one or another motor activity, the level of manifestation of the corresponding physical abilities also changes.

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