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## CHARACTERISTICS OF EARLY DETERMINATION OF TALENT IN SPORTS IN CHILDREN

**Abstract:** This article explores methods and recommendations for determining a child's passion, interest, and talent for sports. It deals with the issues of pedagogical and psychological orientation of the child to sports.

**Key words:** Sports, physical culture, education, pedagogy, psychology, counseling, talent.

**Language:** English

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### Introduction

Further development of physical culture and mass sports in the Republic of Uzbekistan Physical culture and innovative technologies in sports Materials of the Republican scientific and practical conference in cooperation with international participants. functions are important [1]. Currently, in the complex of attention and requirements for the athlete's personality, special attention is paid to the development of the theory of selection of talents and skills in children's sports. Although the beginning of the theory of selecting children for sports began in the mid-60s in Russia and abroad, this is one of the most pressing problems today [2]. The problem of selection of gifted children for sports requires continuous research and improvement. The scientific basis of the selection of children for sports schools, forecasting methods of future results, is an important and integral stage from children's sports to high-performance sports [3,4]. Children's sense of satisfaction from their initial results in sports is directly proportional to the right choice of sport. Therefore, choosing the right type of sport is a process that is guided by professionals and the general public, such as teachers, sports coaches, rather than by re-testing. Selection of children and sports orientation is carried out through a "sportogram" (requirements for a particular sport, talent and ability). Ability is a conditional need for a defined activity as a result of the rapid acquisition of

knowledge, skills, and competencies required for activity-related tasks. Sports ability is a combination of activity-oriented abilities to achieve efficiency by easily performing physical movements on the anatomical and physiological features of the organism. Sports orientation is a system of activities aimed at a person's engagement in a particular sport, such as predicting his interest, satisfaction with future sports.

### Analysis of Subject Matters

The task of developing physical education and sports community is related to the regular involvement of as many children as possible in these activities. According to a number of authors, among the tasks of the primary sports training of children and adolescent sports schools, it is important to identify issues aimed at improving the health of students, improving physical development, moral duty and willpower [1]. In most sports schools, especially in the primary sports training groups, 10-20% of students are dissatisfied. The reasons for low efficiency were some mistakes in the organization of the educational process and the general lack of educational and advocacy work. According to sports coaches, it has been recognized that the majority of students who stop playing sports for some reason can achieve high results in their elementary sports major. The reason for the irrational departure from the spot should be sought in the means

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and methods used in the educational process and educational work. In addition, shortcomings in the professional skills of coaches are likely to be the reason for early departure from sports schools. According to a survey of students (n = 20) who spent some time in the primary school sports group (wrestling example) and then left, the desire to be 100% united, the attention of the coach and a positive attitude to teamwork in the group the reason was the unwillingness to participate in competitions by 25% (9-10 years). It was also found that children of primary school age (grades 1-4) are not able to objectively assess the possibilities of their desires, i.e. their main reason for interest is to become a champion (n = 78%).

In addition, students prefer the fact that in the early stages of sports education, some elements of teamwork, competitions, debates, that is, the assessment of teamwork, are focused. It is in this sense that individual work does not justify itself when working with students aged 9-10, because at this age the main motive is the predominance of the nature of collective relations with their peers and the teacher. The attitude of parents is also an important factor in ensuring the effectiveness of the tasks of students in the choice of primary sports specialization, the gradual strengthening of skills in sports. Parents of students with negative interruptions in the stage of primary sports training do not have systematic information about the impact and importance of sports on personal development, the body and daily life.

One of the most unpleasant situations is when we realize that family responsibilities are more important than the prospects of our children. In educational institutions, the promotion of special knowledge about sports activities among the general public, the basis of work aimed at shaping the interests of children, propaganda activities are organized. In practice, it is carried out mainly through the provision of short theoretical knowledge in the process of physical education classes, extracurricular activities, competitions (individual counseling and guidance). As a result of pedagogical observations, the inconsistency of the important process and the ineffectiveness of the application of the most basic unscientific forms and methods could not explain the interest and aspirations of most primary school students in sports. That is, only 22% of the 77 primary school students surveyed commented independently on their attitudes toward sports.

### Research Methodology

The following technological approach is recommended for the selection of children for sports in the process of physical education classes from the first grade of secondary schools:

1. Individually determine the abilities of students in grades 1-4 in a set of tests specific to various sports operating in secondary schools, residences, neighborhoods.

2. Provide parents with detailed information about nearby sports clubs.

3. Introduce students to Olympic sports in the context of physical education.

4. To study the characteristics of the development of physical qualities specific to the sensitive period, which is manifested in the natural dynamics of physical abilities in the characteristics of 6-10 years.

5. Mastering the technical elements of sports-specific movements through action games.

6. Identification of innate coordination abilities, individual propensity for physical activity.

7. Organization of various sports competitions among students and analysis of its results at the school level.

8. Arrange for them to be involved in sports based on the mental characteristics of each student.

A sociological study was conducted in the process of studying the existing problems in school practice. The purpose of the study was to study the reasons for the entry of mature athletes (participants of the 2014-2019 Asian Games, Olympics, prizes, Universiade) into sports. Number of respondents p = 47 In the analysis of the answers of athletes: - 60% of physical education teachers; parents 18%; friends 12% - relatives 7%; the cause and effect of the choice of sport by 3% of mature athletes are studied independently. This means that physical education teachers are emerging as a leading educational entity capable of solving these tasks. A special approach to the issue shows the effectiveness of the system of physical culture education associated with the activities of teachers and the existence of a positive relationship (correct proportionality) between parents, peers, loved ones, independent abilities of students, the emergence of methodological approaches to the theological process. During pedagogical observations, the prospects (motivation) of primary school students to engage in sports were studied (attitudes to sports). The answers obtained can be divided into two groups according to their nature:

1. Directly related to the motivation of sports activities. - Satisfaction with beautiful, aesthetic actions; - be able to control themselves in changing situations; - to gain the attention of others by showing the opportunity; - Imitation of famous athletes.

2. Indirectly related to the motivation of sports activities. - to be beautiful, strong and healthy; - at the request of parents.

According to A.Ts. Puni, the dynamic (variability) feature of motivation in primary school students is characterized by a predominance. According to statistics, when a student decides to go in for sports based on his personal desires and needs, it is observed that the results are relatively positive and there are relatively few unexcused absences [5].

It is now accepted to distinguish physical abilities into five main types: strength, agility and

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coordination skills, endurance and flexibility. Each of them manifests itself in different forms in different types of movement activities. Basic laws of development of physical abilities There are a number of laws specific to the directional development of all physical abilities. They include:

1. A leading factor in the development of motor skills.
2. Dependence of skill development on the mode of movement activity.
3. Stages of development of physical abilities.
4. Uneven and heterochronous (different time) development of abilities.
5. Reversibility of skills development indicators.
6. Migration of physical abilities.
7. Interrelation and unity of motor skills and physical abilities.

The processes of movement training and the development of physical abilities are subject to different laws, although the object of their influence is a specific person performing a single-exercise exercise. The specificity of the laws requires appropriate pedagogical actions to implement them: the same pedagogical principles for teaching actions, others for the development of physical abilities [6].

The principle of exaggeration and adaptation-adequacy in the growth of the result of pedagogical influences. This principle is based on the laws of gradual and uneven development of physical abilities. According to this principle, in the process of improving physical abilities, it will be necessary to combine two, at first glance, opposite directions.

Age characteristics in the development of physical abilities. In order to successfully train young athletes, it is necessary to carefully take into account the age characteristics of development, the level of training, the characteristics of the chosen sport, the specifics of the development of physical qualities, the formation of motor skills and abilities. General endurance is the ability to perform aerobic muscle activity over a long period of time with the participation of a wide range of muscle groups. The level of development of general endurance is determined by the functional capabilities of the nervous and endocrine systems, the regulation of cardiac productivity, movement and functioning of the autonomic apparatus. Preschoolers will have the ability to perform relatively long-term aerobic activities aimed at developing endurance. Children aged 5-6 can run a distance of 1.5 km in one lesson, and up to 2.5 km in a year of regular practice. At a small school age, aerobic exercise is preferred. They

create the conditions for the optimal functioning of the cardiovascular and respiratory systems. The effectiveness of such exercises will not be low only in the first years of training when high-intensity special loads are given.

### Analysis and results

Speed is the ability of a person to respond immediately to external influences and to act quickly. In sports practice, agility is manifested in specific forms of speed-power qualities. The mobility of neural processes, the speed and efficiency of the implementation of nerve impulses transmitted to the muscle are the physiological conditions of agility. The manifestation of speed quality also depends on the rate of biochemical reactions in which ATF reductions provide resynthesis of the power source. Not only functional features of a person, but also morphological qualities: height, body weight are of great importance in high-speed movement. Muscle strength is characterized by the degree of muscle tension, as well as the magnitude of external resistance or counter-weight movements. The morphological basis of muscle strength is the amount of contractile protein in the muscle fiber, the thickness of the muscle fiber. Mental readiness for the result, the will is crucial in the maximum manifestation of the quality of power. The manifestation of muscle strength also depends on the fast or slow type of muscle fibers. If there are more fast fibers in the muscles, a person will be able to develop maximum strength in high-speed speed-force movements, performing activities with explosive properties. Having more slow motor units allows you to maintain muscle tension for a longer period of time. In such people, the strength endurance is much higher than in people of the explosion type [7].

Dexterity is characterized by the ability to perform complex actions in terms of coordination, to master them quickly, to change actions depending on the situation. Methods such as not only mastering actions intelligently and quickly to develop agility, but also applying them purposefully in changing situations are considered physiologically based. In small school-age children, for this purpose, movement games, sports elements, game exercises, relay races are used.

The conclusion is that the issue of a systematic approach in solving the problem of shaping the desires and interests of students, along with the requirements of the SST in the context of physical culture education, is essentially a necessary condition.

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