INDICATOR AND ANALYSES OF THE PREPARATION AND PHYSICAL DEVELOPMENT OF 7-10 YEARS OLD BOYS AND GIRLS

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A B S T R A C T

The article examines indicator and analyses of the preparation and physical development of 7-10 years old boys and girls and their analyzes are given in chart. The level of physical development and physical fitness of boys and girls prior to the experiment was analyze during mathematical-static indicators. The data in the charts show that as children grow older, the differences between all the organs forces of the body also increase. In these figures we obtained, it was observed that the left claw forces differ significantly from the right claw forces. It seems that the use of national action games, along with other natural factors, social and educational means has a great impact. At the same time, based on the new requirements for physical education lessons, it was found that good results can be achieved through the use of national folk movement games, relying on new pedagogical technologies

Introduction

Physical development indicators and its analysis. Rational and physical loads is ofgreat importance for the full development of children. It is desirable to use them extensively in the planning of physical education activities on the agenda. One of them is to pay attention to

thedevelopmentofthephysicalqualitiesofthechildfromanearlyage.Thestudypresentstheresultsof physical development of boys and girls of primary school students 17-23 of Bukhara. The physical development of primary school students is determined by anthropometric indicators. As shown in charts 1-4, the body length of the experimental group boys was 118.1 cm in 7-year-oldboys and 116.8 cm in girls; 121.7 cm in 8-year-old boy sand 120.6 cm in girls; 9-year-old boyswere125.8cmandgirls124.5cm.ni; The body length in 10-year-oldboysis129.4cm,ingirls-128.6cm.Thedifferenceinheightbetweenboysaged7-8yearswas3.6cm, girls aged7-8years 3.8cm, boys aged 9-10years3.4cm,girls9 10 years 4.1cm. is equal to (Table1). If we pay attention on the weight of boys, it is 17.5kg at the age of 7years,16.2 kg at the age of girls, and 20.4kg at the age of 8years.ha,while in girls it is19.4kg,in9-year-oldboysitis23.8kg,andingirlsitis 23.9kg. The 10-year-old boys weighed 27.5 kg and the girls 27.7 kg.

Chart1

Pre-experimental physical development indicators of 7-year-old boys and girls

№	Tests	Gender	n	Experience $\overline{x} \pm m$	Control $\overline{x} \pm m$	t	P
1.	Body length (cm)	B	19	118,1 ± 0,34	117,5 ± 0,39	1,38	>0,05
		G	13	116,8 ± 0,40	116,5 ± 0,47	0,62	>0,05
2.	Weight(kg)	B	19	17,5 ± 0,27	18,1 ± 0,33	0,42	>0,05
		G	13	16,2 ± 0,36	18,8 ±0,28	0,82	>0,05
3.	The vital Capacity of the lungs(l)	B	19	1152,6 ± 1,54	1110,5 ± 1,78	0,82	>0,05
		G	13	1142,3 ± 1,25	1096,2 ± 1,98	0,98	>0,05
4.	Right claw power(kg)	B	19	8,3 ± 0,20	8,0 ± 0,31	0,54	>0,05
		G	13	7,9 ± 0,23	7,8 ± 0,33	1,28	>0,05
5.	Left claw power (kg)	B	19	8,2 ± 0,22	8,1 ± 0,29	0,64	>0,05
		G	13	7,8 ± 0,18	7,9 ± 0,35	0,46	>0,05

When measuring VCL in primary school students, it was 1152.6 ml in the experimental group in 7-year-old boys and 1142.3 ml in girls. The right-hand force experimental group weighed 8.3 kg in 7-year-oldboysand7.9 kg in girls. The left clawforcesweighed8.2kginboys and7.8kgin girls.

In the experimental group, the difference in body length between boys aged 7-8 years was 3.6 cm, and among girls it was 3.8 cm; It was 3.6 cm in boys aged 9–10 years and 4.1 cm in girls. The difference in body weight between boys aged 7-8 years was 2.9 kg, girls 3.2 kg, boys 9-10 years 3.7kg, and girls 3.8 kg. showed. When we observed the vital capacity of the lungs, in boys aged 7-8years were 65.8 ml, and in girls 53.9 ml. The difference between boys aged 9–10 years was 81.6 ml, and that of girls was 46.2ml. The difference in the right-hand force experimental group of boys aged 7-8 years was 3.6 kg, and the difference in girls of the same age was 2.3 kg. We observed that the difference between boys aged 9–10 years was 4.1 kg and that of girls was 3.5 kg. The difference between the left claw forces in the 7-8-year-old experimental group was

3.6 kg in boys, 2.2 kg ingirls,4.3 kg in 9-10-year-oldboys,and 3.3 kg in girls.

Chart2

Pre-experimentalphysicaldevelopmentindicatorsof8-year-oldstudents

№	Tests	Gender	n	Experience $\overline{x} \pm m$	Control $\overline{x} \pm m$	t	P
1.	Body length (cm)	B	19	121,7 ±0,41	120,4 ± 0,59	0,04	>0,05
		G	13	120,6 ±0,48	119,3 ± 0,36	0,44	>0,05
2.	Weight(kg)	B	19	20,4 ± 0,25	20,9 ± 0,44	0,60	>0,05
		G	13	19,4 ± 0,28	19,8 ± 0,34	0,28	>0,05
3.	The vital capacity of the lungs(l)	B	19	1218,4 ± 1,25	1173,7 ± 1,39	0,96	>0,05
		G	13	1196,2 ± 0,27	1134,6 ± 2,43	0,76	>0,05
4.	Right claw power(kg)	B	19	11,9 ± 0,33	10,2 ± 0,23	1,23	>0,05
		G	13	10,2 ± 0,18	9,4 ± 0,41	0,98	>0,05
5.	Left claw power (kg)	B	19	11,8 ± 0,36	11,0 ± 0,35	0,58	>0,05
		G	13	10,0 ± 0,29	8,7 ± 1,55	0,82	>0,05

The physical development indicators of the 7–10-year-old control group boys and girls prior to the experiment were as follows; The difference in body length between boys aged 7-8 years was 2.9cm, between girls 2.8 cm, between boys aged 9-10 years the difference in body length was 4.6 cm, and between girls aged 2 years 2 , 9cm., The difference in body weight was observed to be 2.7 kg in7-8-year-old boys and 1.0 kg in girls. The difference between the weights of boys aged 9–10 yearswas4.0 kg, and that of girls was 3.0kg.

Chart 3

Indicators of pre-experimental physical development of 9-year-old students

№	Tests	Gender	n	Experience $\overline{x} \pm m$	Control $\overline{x} \pm m$	t	P
1.	Body length (cm)	B	19	125,8 ± 0,36	123,8 ± 0,36	0,69	>0.05
		G	13	124,5 ± 0,40	123,7 ±0,48	1,26	<0.05
2.	Weight(kg)	B	19	23,8 ± 0,27	22,6 ± 0,39	0,69	>0.05
		G	13	23,9 ± 0,26	22,8 ± 0,41	1,76	<0.05
3.	The vital capacity of the lungs(l)	B	19	1276,3 ±2,67	1202,5 ± 1,62	0,78	>0.05
		G	13	1250,0 ± 1,26	1207,7 ± 2,65	0,45	>0.05

№	Tests						
4.	Right claw power(kg)	B	19	15,2 ± 0,35	12,3 ± 0,39	0,76	>0.05
		G	13	14,4 ± 0,52	10,4 ± 0,23	0,49	>0.05
5.	Left claw power(kg)	B	19	15,6 ± 0,25	12, 8± 0,34	1,26	>0.05
		G	13	14,2 ± 0,52	11,5 ± 0,34	1,34	>0.05

When we observed the vital capacity of the lungs, the difference between 7 -8-year-old boys was 63.2 ml, and that of girls was 38.4 ml. The difference between boys aged 9–10 years was 71.2 ml ,and that of girls was 51.3 ml. The difference between the boys of the right-hand force control group at the age of 7-8 years was 2.2 kg, and the difference between the girls of the same age was 1.6 kg. We observed that the difference between boys aged 9–10 years was 4.1 kg and that of girls was 3.7kg.The difference between he left claw forces was2.9 kg in boys aged 7-8years,0.8kg in girls, 4.7kg in boys aged 9-10 years, and 3.8 kg in girls

Char 4

Pre-experimentalphysicaldevelopmentindicatorsof10-year-oldstudents

№	Tests	Gender	n	Experience $\overline{x} \pm m$	Control $\overline{x} \pm m$	t	P
1.	Body length (cm)	B	19	129,4 ± 0,40	128,3 ± 0,75	0,58	>0.05
		G	13	128,6 ± 0,39	126,6 ± 0,47	0,94	>0.05
2.	Weight(kg)	B	19	27,5 ± 0,26	26,6 ± 0,41	2,04	<0.05
		G	13	27,7 ± 0,56	25,8 ± 0,69	1,87	>0.05
3.	The vital capacity of the lungs(l)	B	19	1357,9 ± 1,78	1273,7 ± 1,27	0,94	>0.05
		G	13	1296,2 ±1,35	1253,8 ± 1,72	0,74	>0.05
4.	Right claw power(kg)	B	19	19,3 ± 0,33	16,4 ± 0,36	1,32	<0.05
		G	13	17,9 ± 0,36	14,1 ± 0,29	0,87	>0.05
5.	Left claw power(kg)	B	19	19,9 ± 0,43	17,5 ±0,36	0,79	>0.05
		G	13	17,5 ± 0,51	15,3 ± 0,23	0,22	>0.05

The results showed that the gap between boys and girls was not large enough.
Analysis of physical fitness indicators. The results of physical training of primary school students aged 7-10 in Bukhara were determined. Table 5 shows the results of the 30-meter run, which shows the qualities of speed: the results of 7-8-year-old boys (8.6 seconds to 8.3 seconds), in 9-10-year-oldboys (7.6 to 7.1 seconds); It is 8.5 -8.4 seconds in 7-8-year-old girls and 7.7-7.1 seconds in 9-10-year-old girls. At the same time, it was found that the period of the results shown decreased with age.

№	Tests	Gender	n	7young $\overline{x} \square m$	n	8young $\overline{x} \square m$	n	9young $\overline{x} \square m$	n	10 young $\overline{x} \square m$
1.	Movements and exercises at the high start, national movement games ,running 30m.(seconds)	B	110	8,6±1,54	128	8,3±1,89	124	7,6±1,23	145	7,1±1,42
2.	Shuttlerunning3x10m. (seconds)			10,6±1,29		10,1±1,67		9,6±1,33		8,8±1,92
3.	Jumpingonarope(30seconds)			15,3±1,71		17,3±1,61		22,6±1,78		31±1,59
4.	Longjumpfromstandingposition			113,6±1,74		118,3±1,95		124,6±1,88		135±1,75
5.	Hitthetarget(150gr.Ball8 m.dis.5 possible.)			1,1±1,12		1,4±1,17		1,3±1,05		1,6±1,27
6.	Throwing(150gr.ball)			15,6±1,59		17,3±1,79		18,6±1,78		21,8±1,37
1.	Running from the top start 30m. (seconds)	G	108	8,5±1,12	107	8,4±1,81	95	7,7±1,49	111	7,1±1,59
2.	Shuttle running 3x10m. (seconds)			11,0±1,67		10,6±1,28		10,2±1,58		9,5±1,78
3.	Jumpingonarope(30seconds)			18,0±1,48		22,0±1,74		25,4±1,68		36,4±1,49
4.	Longjumpfromstandingposition			110,0±1,83		115,6±1,59		118,3±1,84		122,0±1,74
5.	Hitthetarget(150gr.Ball8 m.dis.5 possible.)			0,9±1,29		0,86±1,33		1,3±1,08		1,5±1,09
6.	Throwing(150gr.ball)			8,6±0,54		14,4±1,44		17,3±1,37		17,6±1,71

Chart

6Physicalfitness indicatorsof7-year-oldboys and girls beforetheexperiment

№	Tests	Gender	n	Experience $\overline{x} \square m$	Control $\overline{x} \square m$	t	P
1.	From a high startrunningfromahighstart30m.	B G	19 13	8,5± 0,07 9,01 ± 0,12	8,4 ± 0,08 8,6± 0,04	1,16 1,08	>0.05 >0.05
2.	Shuttle running for 3x10m.	B G	19 13	0,6 ± 0,09 11,0 ± 0,15	10,8 ±0,17 10,9 ±0,12	1,02 0,98	>0.0 >0.05
3.	Jumpingonarope(in 30 seconds)	B G	19 13	15,2 ± 0,41 18,5 ± 0,44	14,0 ± 0,86 17,0 ± 0,87	1,23 4,50	>0.05 <0.05
4.	Long jump fromstandingp osition (sm)	B G	19 13	110,9 ±1,26 102,2 ± 1,37	112,3 ± 1,02 108,0 ± 0,82	1,48 1,34	>0.05 >0.05

5.	Hitthetarget(5chancesin8 m.distance)	Ў	19	$0,99 \pm 0,18$	$1,1 \pm 0,10$	1,25	>0.0
		Қ	13	$1,0 \pm 0,22$	$0,8 \pm 0,19$	1,76	>0.05
6.	Throwing the150 gr.ball(cm)	B	19	$15,7 \pm 0,18$	$15,5 \pm 0,51$	1,63	>0.05
		G	13	$12,1 \pm 0,30$	$11,5 \pm 0,35$	2,34	<0.05

According to the data in the table, running from a high start of 30 meters is an ability thatdevelopsspeed.7-year-oldexperimentalgroupboyspre-experimentalphysicalfitness8.5seconds, girls 9.01 seconds, 8-year-old boys 8.3 seconds, girls 8.6 seconds, 9-year-old boys 7.5seconds,girlswhile7.9seconds,10-year-oldboys7.1seconds,andgirls7.3seconds.Weobserved a difference of 0.2 seconds in boys aged 7-8 years, 0.4 seconds in girls, 0.4 seconds inboys aged 9-10 years, and 0.4 seconds in girls. 9-10 boys 7.5; reached 7.1 seconds, while theresultsfor girls of the same age were7.9; 7.3 seconds.

Chart

7Physicalfitness indicatorsof8-year-oldboys and girlsbeforetheexperiment

№	Tests	Gender	n	Experience $\overline{x} \pm m$	Control $\overline{x} \pm m$	t	p
1.	From a high startrunningfromahighsta rt30m.	B	19	$8,3 \pm 0,10$	$8,2 \pm 0,09$	0,97	>0.05
		G	13	$8,6 \pm 0,09$	$8,3 \pm 0,10$	0,68	>0.05
2.	Shuttle running for 3x10m.	B	19	$10,3 \pm 0,18$	$10,4 \pm 0,13$	0,24	>0.05
		G	13	$10,5 \pm 0,10$	$10,5 \pm 0,12$	2,66	<0.05
3.	Jumping on a rope(in 30 seconds)	B	19	$17,5 \pm 0,77$	$1,6 \pm 0,61$	2,73	<0.05
		G	13	$22,6 \pm 0,58$	$21,5 \pm 0,47$	1,04	>0.05
4.	Long jump from standing position (sm)	B	19	$120,5 \pm 0,66$	$118,2 \pm 1,12$	1,02	>0.05
		G	13	$109,0 \pm 0,66$	$110,2 \pm 1,47$	0,95	>0.05
5.	Hit the target (5chances in 8m. distance)	B	19	$1,3 \pm 0,19$	$1,4 \pm 0,17$	1,54	>0.05
		G	13	$1,2 \pm 0,19$	$0,8 \pm 0,18$	0,98	>0.05
6.	Throwing he 150gr.ball(cm)	B	19	$17,3 \pm 0,39$	$16,3 \pm 0,32$	1,77	>0.05
		G	13	$14,7 \pm 0,75$	$14,0 \pm 0,49$	0,84	>0.05

Control groups were 8.4 in boys aged 7-8–9–10 years; 8.2; 7.5; Decreased by 7.0 seconds, while the results of 7-8-9-10 girls of the same age were 8.6; 8.3; 7.9; It was observed that it wasequalto7.2 seconds.

To develop agility qualities, i.e., opportunities to perform national movement exercises in a3x10 shuttle running, ranged from 10.6 seconds to 10.3 seconds in boys 7-8 years and from 11.0 seconds to10.5 seconds in girls. The 3x10meter shuttle running(in seconds)was0.3secondsfor7-8 yearoldboysand0.9secondsfor9-10yearoldboys.Aboutgirls, itwas0.6seconds.

Chart8

Indicators of pre-experimental physical fitnessof 9-year-old boys and girls

№	Tests	Gender	n	Experience $\overline{x} \pm m$	Control $\overline{x} \pm m$	t	p
1.	From a high start runningfromahighstart30 m.	B G	19 13	7,5 ± 0,08 7,9 ± 0,07	7,5± 0,09 7,8 ± 0,08	0,87 0,80	>0.05 >0.05
2.	Shuttle running for 3x10m.	B G	19 13	9,8 ± 0,18 10,1 ± 0,13	9,8 ± 0,18 10,1 ± 0,14	0,76 0,82	>0.05 >0.05
3.	Jumping on a rope(in30seconds)	B G	19 13	22,4 ±0,57 26,3 ± 1,55	23,0 ± 0,70 26,0 ± 0,87	1,98 1,26	>0.05 >0.05
4.	Long jump from standing position(sm)	B G	19 13	124,9 ± 0,37 116,1 ± 0,75	122,2 ± 0,99 117,5 ± 0,88	0,93 1,38	>0.05 >0.05
5.	Hit the target(5chancesin8m. distance)	B G	19 13	1,3 ± 0,20 1,2 ± 0,19	1,3 ± 0,21 1,3 ± 0,20	2,42 2,48	<0.05 <0.05
6.	Throwing the150 gr. ball(cm)	B G	19 13	21,0 ± 0,25 18,7 ± 0,51	19,0 ± 0,57 16,7 ± 0,37	2,43 0,79	<0,05 >0.05

Strength-speed indicators (jumpingropein30seconds)15.3inboysaged7-8-9-10years;17.3;22.6;Showed an increase of 31.0times.In girls of the same age,18.0;22.0;25.4;Increased by 36.4 times. It has been observed that girls have higher results in developing the quality of power-speed than boys, due to the fact that girls jump rope skills are formed from a very young age.

Strength-speedindicators(longjumpfromstandingposition)113.6inboysaged7-8-9-10;118.3;124.6;135.0 cm, 110.0ingirlsof the same age;115.6; 118.3;122.0 cm.

Chart

Indicators of pre-experimental physical fitness of 10-year-old boys and girls.

№	Tests	Gender	n	Experience $\overline{x} \pm m$	Control $\overline{x} \pm m$	t	P

1.	From a high start runningfromahighstart30 m.	B	19	$7.1 \pm 0,05$	$7,0 \pm 0,07$	1,76	>0.05
		G	13	$7.3 \pm 0,09$	$7,2 \pm 0,08$	1,49	>0.05
2.	Shuttle running for 3x10m.	B	19	$8,9 \pm 0,12$	$8,9 \pm 0,06$	1,76	>0.0
		G	13	$9,5 \pm 0,15$	$9,5 \pm 0,13$	1,49	>0.05
3.	Jumping on a rope(in30 seconds)	B	19	$32,6 \pm 0,55$	$30,3 \pm 0,86$	1,89	>0.05
		G	13	$37,8 \pm 1,41$	$36,6 \pm 0,71$	0,54	>0.05
4.	Long jump from standing position(sm)	B	19	$134,9 \pm 0,65$	$134,4 \pm 0,72$	1,26	>0.0
		G	13	$129,9 \pm 0,90$	$121,0 \pm 0,38$	0,35	>0.05
5.	Hit the target(5chancesin8m. distance)	B	19	$1,5 \pm 0,17$	$1,6 \pm 0,23$	2,85	<0,05
		G	13	$1,3 \pm 0,23$	$1,5 \pm 0,26$	1,93	>0.05
6.	Throwing the150 gr. ball(cm)	B	19	$25,0 \pm 0,46$	$21,7 \pm 0,30$	1,52	>0,05
		G	13	$21,4 \pm 0,47$	$17,9 \pm 0,36$	1,46	>0,05

The remaining test results were taken into account in the same order and they are reflected in the table.

These figures prove that the results shown by boys and girls in performing agility and speed exercises among primary school students do not differ much from each other. The declining outcome of boys and girls is indicative of a low growth rate. We believe that this is due to the fact that the national means of physical education, taking into account gender and age, are not selected correctly, there is currently a lack of sports equipment and facilities, and students a rare less involved in national movement games. Therefore, the research confirms our conclusionsabouttheneedtoincludemorenationalmovementgamesinthecurriculaofsecondaryschoolsi nUzbekistan, which increase the physical qualities of students.

As can be seen from the tables 6; 7; 8; 9 above, in the rope jump (30 seconds), 7-8-year-oldboys scored 2.3 times, 9-10-year-olds 10.2 times, and 7-8-year-old girls 4.1 times, 9-10 year old shave a difference of 11.5 times. Girls seem to have better results on the ropes than boys, as girls are more active on the ropes, which is why they have been involved in this type of game from a young age.

The result, which shows the qualities of agility (measured by the long jump test from a standing position), varied as follows: 9.6 cm in boys aged 7-8 years, increased by 6.8 cm in girls ,and 10.0 cm in boys aged 9-10 years. ., and in girls increased by 13.8 cm. At the same time, wefoundthat7–10-year-old boys and girls performed below these condary school criteria, indicating that physical education classes were in correctly selected at this age, with little emphasis on national movement games that increased speed and strength. The throwing of a 150gtennisballwas1.6mfor7-8yearoldboys,2.6m for girls,4.0m for 9-10 year old boys and 2.7m for girls of the same age.

As can be seen from the tables, the results of boys in throwing a 150 g tennis ball are much different than those of girls, as they are higher in terms of strength development than girls. The

results obtain edin the rope jump(30seconds)areasfollows:7-10-year-oldboysjumped15.2-17.5 22.4 - 32.6 times according to the age of 7-8-9-10 year olds, while girls jumped. 18.5 22.626.3,37.8 shows that the jump was achieved. The results show that natural development is higher among7-10yearoldgirls,andthatgirls'jumpingskillsarealsomuchhigherthanboys.

The results in the tables show that there is a difference between 7-10 year old boys and 7-10year old girls. It shows that boys and girls of this age do not always choose the right physical means in physical education classes or do not create the necessary conditions or attention tospeed-strengthexercises.Theseindicatorsarebasedontheneedtotakeintoaccountthenational-ethnic   and historical-geographical-climatic, national-cultural conditions of the place of residence, the correct organization of physical education, the correct choice of physical means, the scientific basis of the most   appropriate   methods   in   determining   the   physical   fitness   of peopleofdifferentagesandgendersproved.[3,4,5,6]Thefollowingresultswereobtainedonthetestofthrowinga150gtennisballinthedeterminationofhandstrength:theanalysisoftheresultsof this test showed that boys aged 7 to 10 years were 6.9 times more than the initial, and children aged 7-8 years had 3.2 kg of right paw strength. ha, 1.1 kg in 9–10-year-olds, and 0.7 kg, 0.8 kg in girls of the same age.

It is clear from these data that the strength of the arm muscles in children aged 7-10 years increases from year to year to a certain extent, and we would like to emphasize that the role and influence of national folk games. When we examine the targeting capacity in 5 chances of 7-10year old boys and girls at a distance of 8 meters, as shown in the table, the target for boys is 1.05to 1.4 for 8-10 year old boys and 1.07 for 7-10 year old girls. appears to be equal to 1.3. These figures are much lower than we expected, as the level of students 'use of national action games, which increases attention, is insufficient. The results of the strength-speed test (jumping rope in30seconds)increased2.3timesinboysaged7-8years,10.2timesinboysaged9-10years,and 4.1 times in girls aged 7-8 years. We observed an 11.5-fold increase in 10-year-olds. The results showed that the results were higher for girls than for boys aged 7–10years.

At the beginning of the experiment, students of the experimental and control group(children aged 7-10) for two months at the beginning of the experiment to participate in physicaleducationclasses,attendance,checkchildren'shealth,planmorenationalactiongamesaccording to the age and sex of children. National means of physical education to be carried out in addition have also been identified.

It is known that in order to determine the physical development and readiness of children from a methodological and pedagogical point of view, it is necessary to know the physiology and psyche of children, based on which certain tasks should be set before each lesson. The number oftasksistwotothree,theyaredividedintoseveralgroups,themainactionsandexercises,nationalactiongamesareselected.Thechosenexerciseshouldberelatedtothebasicmovementsinthefirstplace.Second,the exercisesshouldalsobeappropriatefortheage,levelofpreparation,andgenderofthestudents.Inaddition,theseexercisesshouldbesimple,understandable, familiar to child and they can perform. Only then can children develop motor skill sand skills development[1, 2].

Conclusion.

The data in the tables show that as children grow older, the differences between all the organs of the body and this or that force also increase. In these figures we obtained, it was observed that the left claw forces differed significantly from the right claw forces. It seems that he use of national action games, along with other natural factors, social and educational means, has a great impact. Our research in the tables above on the pre-experimental physical fitness of7-10 year old primary school students shows that opportunities to perform exercises based onagility,speed-increasingnationalmovementgamesareincreasingyearbyyear.Especiallyduring the period of independence, the attitude to our national values has completely changed, and the increase in efforts to implement the national movement in life, in school, proves our opinion. It was found to be larger than that of 8-year-olds. At the same time, based on the new requirements for physical education, it became clear that good results can be achieved through the use of national folk movement games, relying on new pedagogical technologies.

Reference

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