

PHYSICAL QUALITIES AS A FACTOR IN THE EFFECTIVE ACQUISITION OF  
MOTOR SKILLS

*Sirojev Shoxrux Fayzullo ugli*

*Lecturer, Department of Physical Culture,*

*Asia International University*

**Abstract.** This article analyzes, on a scientific basis, the importance of physical qualities in sports activity, particularly in the effective acquisition of motor skills. The author highlights the fundamental importance of properly organizing physical training during long-term sports practice, especially at the initial stage of mastering sports skills. It is also substantiated that the effective acquisition of technical and tactical actions is directly related to the proportional development of physical qualities. The article reveals the role of such physical qualities as strength, speed, endurance, agility, and flexibility in the formation of sports mastery, as well as their place in the system of general and special physical training.

**Keywords:** physical qualities, physical training, motor skills, sports training, technical and tactical training, strength, speed, endurance, agility, flexibility, general physical training, special physical training, sports mastery, functional capabilities, load, pedagogical control, sports theory

During long-term sports training, especially at the initial stage of teaching sports skills, the proper organization of physical training is of fundamental importance. The broad and symmetrical formation of technical and tactical methods is primarily determined by the proportional development of physical qualities.

In recent years, the pace of scientific research devoted to this issue, including pedagogical experiments, has not decreased but, on the contrary, has been steadily increasing. One of the main reasons for this is that purposefully developed physical training and the physical qualities that characterize it create opportunities for teaching sports skills, effectively mastering them, and achieving high sports results (L.R. Ayrapetyans, 2006; V.P. Platonov, 2004; M.A. Godik, 2006).

In modern sports competitions, which take place under intense competition, achieving effective results depends not only on high physical and functional capabilities but also on the comprehensive and universal sports mastery formed on their basis. The effective execution of technical skills depends on the level of development of physical qualities specialized for the chosen sport.

It is well known that in each sport, motor skills are performed according to specific technical patterns. The concept of “technique” originates from the Greek word meaning “art.” Therefore, each sport-specific motor skill must be performed at the level of art to achieve effective results. What, then, does a “motor skill” mean in sports, and by what factor is it executed? A motor skill or a set of skills refers to goal-oriented movements and their various methods that lead to high performance in sports, including competitions. These movements and



methods are executed through physical qualities such as strength, speed, agility, flexibility, and endurance.

Sport-specific motor skills and their various methods are formed through teaching and improving exercises. These exercises include preparatory, auxiliary, lead-up, and main exercises (i.e., the motor skills themselves).

In different sports, the main exercises are performed based on their specific characteristics and content. For example, exercises performed with equipment (ball, puck, javelin, oar, bicycle, etc.), exercises on fixed apparatus (parallel bars, horizontal bar, rings, etc.), exercises performed on the ground (volleyball, basketball, football, tennis, etc.), exercises performed in water (swimming, diving, synchronized swimming, etc.), exercises performed in the air (parachuting, aviation sports), exercises performed on equipment (rowing, cycling, motorsports), exercises performed on ice (speed skating, figure skating, ice hockey), exercises performed on snow (skiing, freestyle, slalom), and others (Ayrapetyans L.R., Godik M.A., 2001).

Regardless of the characteristics and content of these exercises, their effectiveness depends on the level of development of general and special physical qualities.

In sports practice, especially at the initial stage of training, the development of physical qualities is often approached one-sidedly. In particular, the interrelationship between general and special physical qualities, the age and functional capabilities of children, and the specific characteristics of the chosen sport are often not taken into account. In many cases, excessive training loads in terms of volume and intensity are forcibly applied to young athletes.

The effectiveness of physical exercises and training sessions is often overlooked. It is known that regardless of the purpose or direction of human activity, its final productivity depends on the efficiency of movement. Movement efficiency, in turn, is based on appropriate physical qualities, motor skills, abilities, and the functional capabilities of the organism.

The volume and intensity of daily physical activity play an important role in human health and physical development. However, all types of activities, including physical and technical-tactical exercises performed in sports clubs, must correspond to or slightly exceed the functional capabilities of the individual. According to well-established biological principles, if the total load constantly exceeds the functional capabilities of the organism, signs of fatigue and overstrain may appear in organs, muscles, blood vessels, tissues, and systems such as the heart and lungs.

Such negative effects disrupt normal bodily functions, reduce mood, disturb sleep, and ultimately decrease working capacity and hinder recovery. If such excessive loads are repeated regularly, they may negatively affect growth and even lead to pathological changes in the organism. Conversely, if the load is insufficient, physical qualities do not develop properly, and performance does not improve.

Therefore, training loads should be increased gradually according to a “wave-like” principle, taking into account age, gender, and functional capabilities. Organizing sports training for children based on pedagogical and medical control is an essential part of raising a healthy generation.

Thus, the purposeful planning and management of physical education and sports training sessions place significant responsibility on specialists such as teachers, coaches, and



instructors. They must possess sufficient knowledge in physical culture, physical development, and sports training, as well as professional pedagogical skills (Platonov V.P., 2004).

It is important to emphasize that the effective organization of youth sports and the development of sports mastery largely depend on indicators of physical training. Physical training and its components—strength, speed, agility, endurance, and flexibility—have long been the subject of scientific research (V.P. Platonov, 2004; J.K. Kholodov, V.S. Kuznetsov, 2000; Yu.M. Portnov, M.A. Godik, 2006).

Numerous studies have also examined these issues in the context of children and youth sports (V.P. Filin, 2005; Ye.V. Fomin, 2002; V.N. Kurys, 2004). It should be noted that in textbooks and manuals on the theory and methodology of physical education and sports, physical training is defined as an integrated expression of work capacity, motor qualities, skills, and abilities formed at a level that ensures the effectiveness of a particular activity or sport.

In sports practice, physical training is usually divided into two closely related types: general physical training and special physical training. Throughout life, a person's health, physical and mental activity, and the development of sports mastery depend largely on the level and content of these two types of training.

## References.

1. Ayrapetyans L.R. *Theory and Methodology of Sport*. – Tashkent: O'qituvchi, 2006.
2. Platonov V.P. *General Theory of Sports Training*. – Kyiv: Olimpiyskaya Literatura, 2004.
3. Godik M.A. *Theory and Methodology of Sports Training*. – Moscow: Fizkultura i Sport, 2006.
4. Kholodov J.K., Kuznetsov V.S. *Theory and Methodology of Physical Education*. – Moscow: Akademiya, 2000.
5. Portnov Yu.M., Godik M.A. *System of Sports Training*. – Moscow, 2006.

