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## **STEP-BY-STEP FORMATION OF PHYSICAL TRAINING IN YOUNG GYMNASTICS**

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### **Abstract**

This article examines the step-by-step formation of physical training in young gymnasts as an essential condition for effective sports development, safe motor learning, and long-term athletic progress. Gymnastics requires a high level of flexibility, strength, coordination, balance, speed, endurance, rhythm, spatial orientation, and psychological stability. However, these qualities cannot be developed chaotically or only through intensive repetition. They must be formed gradually, according to the age, functional readiness, individual abilities, and biological development of young athletes. The article emphasizes that the training process in childhood should be based on pedagogical consistency, progressive load distribution, technical accuracy, safety, motivation, and the harmonious development of the body. Special attention is given to the importance of general physical preparation at the initial stage, gradual transition to special physical preparation, and the integration of physical qualities with technical elements. The study also highlights the role of the coach as a pedagogical organizer who creates conditions for the child's physical, emotional, and motor development. A scientifically grounded step-by-step approach makes it possible to prevent overload, reduce injury risks, improve movement culture, and prepare young gymnasts for more complex technical tasks. The article is intended for specialists



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in physical education, sports pedagogy, gymnastics coaching, and students of pedagogical universities specializing in sports.

**Keywords.** Young gymnasts, physical training, step-by-step formation, gymnastics, sports pedagogy, motor development, flexibility, coordination, strength, training process.

## **YOSH GIMNASTIKACHILARDA JISMONIY TAYYORGARLIKNI BOSQICHMA-BOSQICH SHAKLLANTIRISH**

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### **Annotatsiya**

Ushbu maqolada yosh gimnastikachilarda jismoniy tayyorgarlikni bosqichma-bosqich shakllantirish samarali sport rivojlanishi, xavfsiz harakat o'rganish va uzoq muddatli sport natijalariga erishishning muhim sharti sifatida tahlil qilinadi. Gimnastika sportchidan egiluvchanlik, kuch, koordinatsiya, muvozanat, tezkorlik, chidamlilik, ritmni his qilish, fazoda mo'ljal olish va psixologik barqarorlik kabi sifatlarning yuqori darajada rivojlangan bo'lishini talab etadi. Biroq bu sifatlarni tartibsiz yoki faqat kuchli takrorlash orqali shakllantirish mumkin emas. Ular yosh sportchilarning yoshi, funksional tayyorgarligi, individual imkoniyatlari va biologik rivojlanish xususiyatlariga muvofiq ravishda izchil rivojlantirilishi lozim. Maqolada bolalik davridagi mashg'ulot jarayoni pedagogik izchillik, yuklamani bosqichma-bosqich oshirish, texnik aniqlik, xavfsizlik, motivatsiya va organizmning uyg'un rivojlanishiga asoslanishi zarurligi ta'kidlanadi. Dastlabki bosqichda umumiy jismoniy tayyorgarlikning



ahamiyati, keyinchalik maxsus jismoniy tayyorgarlikka o'tish va jismoniy sifatlarni texnik elementlar bilan bog'lash masalalariga alohida e'tibor qaratiladi. Ilmiy asoslangan bosqichli yondashuv ortiqcha zo'riqishning oldini olish, jarohatlanish xavfini kamaytirish, harakat madaniyatini rivojlantirish va yosh gimnastikachilarni murakkab texnik vazifalarga tayyorlash imkonini beradi.

**Kalit so'zlar:** yosh gimnastikachilar, jismoniy tayyorgarlik, bosqichma-bosqich shakllantirish, gimnastika, sport pedagogikasi, harakat rivojlanishi, egiluvchanlik, koordinatsiya, kuch, mashg'ulot jarayoni.

### **Introduction**

Gymnastics is one of the most complex sports in the system of physical education because it combines physical strength, flexibility, balance, coordination, rhythm, spatial orientation, technical precision, and aesthetic expression. In young gymnasts, the development of these qualities should not be treated as a spontaneous or mechanically repetitive process. It requires a scientifically organized, pedagogically justified, and age-appropriate system of physical training. The step-by-step formation of physical training is especially important at the early stages of sports education, because the child's musculoskeletal system, nervous system, psychological stability, and motor experience are still developing. If the training load is selected incorrectly or if complex elements are introduced too early, the risk of fatigue, technical errors, loss of motivation, and injury increases.

The relevance of this topic is connected with the need to prepare young gymnasts not only for immediate performance, but also for long-term sports progress. In pedagogical practice, early success is sometimes associated with intensive repetition of difficult elements, but such an approach may negatively affect the child's functional development. A more effective model is based on gradual formation, where each stage prepares the athlete for the next level of motor complexity. At the initial stage, general physical preparation plays a decisive role. Exercises aimed at posture, basic flexibility, elementary coordination, mobility, strength endurance, and balance create the foundation for future technical



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mastery. Without this foundation, special gymnastics elements may be performed externally, but they will not be stable, safe, or technically correct.

The step-by-step approach also corresponds to the principles of sports pedagogy. A young gymnast must first understand simple body positions, learn to control movement direction, maintain balance, coordinate arms and legs, and respond to rhythm. Only after these abilities become sufficiently stable can the coach introduce more complex tasks related to jumps, turns, acrobatic elements, apparatus work, and combinations. This sequence allows the child to master gymnastics movements consciously rather than imitate them superficially. In this process, the coach becomes not only an instructor, but also a pedagogical guide who manages physical load, observes individual progress, corrects movement errors, and supports the emotional state of the young athlete.

In the context of pedagogical universities and sports education, this issue has methodological significance. Future physical education specialists and gymnastics coaches must understand that children's training cannot be organized according to the same model as adult athletic preparation. Young gymnasts need a balanced system that combines play-based exercises, general motor development, technical preparation, corrective tasks, safety measures, and motivational support. Such a system helps form discipline, confidence, body awareness, and stable interest in sport.

Therefore, the step-by-step formation of physical training in young gymnasts should be viewed as a pedagogical process aimed at the harmonious development of physical qualities and technical readiness. It ensures that flexibility, strength, coordination, balance, endurance, and speed are developed in logical connection with the child's age and sports experience. This approach creates favorable conditions for safe training, effective skill acquisition, and gradual transition to higher levels of gymnastics mastery.

## **Methods**

The methodological basis of this study is formed by a pedagogical and analytical approach to the organization of physical training in young gymnasts. The main purpose of the methodological framework is to determine how physical qualities can be developed gradually, safely, and effectively according to the age,



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functional readiness, and individual characteristics of children engaged in gymnastics. The study relies on the principles of systematic training, age appropriateness, gradual increase of load, technical accuracy, continuity, individualization, and health protection. These principles are important because young gymnasts are at a sensitive stage of physical and psychological development, and their training process must support natural growth rather than create excessive pressure.

The research process included the analysis of scientific and methodological literature related to gymnastics, sports pedagogy, physical education theory, child motor development, and long-term athlete preparation. Particular attention was paid to works that explain the development of flexibility, strength, coordination, balance, endurance, speed, and mobility in children. Theoretical analysis made it possible to identify the main stages of physical training in gymnastics and to clarify the relationship between general physical preparation and special physical preparation. General physical preparation was considered as the foundation for healthy posture, basic strength, movement control, and motor confidence, while special physical preparation was examined as a later stage connected with gymnastics-specific elements.

Observation was used as an important methodological tool. During gymnastics training sessions, attention was given to the way young athletes performed basic exercises, maintained body alignment, responded to the coach's instructions, controlled balance, coordinated movements, and demonstrated flexibility. The observation also focused on signs of fatigue, emotional involvement, motivation, fear of difficult elements, and readiness to move from simple tasks to more complex exercises. This made it possible to understand that the step-by-step formation of physical training depends not only on the number of exercises, but also on the child's ability to perform them consciously and safely.

A comparative methodological analysis was also applied. Traditional approaches based mainly on repetition and direct instruction were compared with a gradual pedagogical model that combines play-based tasks, corrective exercises, basic movement development, differentiated load, and technical progression. This comparison showed that young gymnasts benefit more when physical training is organized from simple to complex, from general to special, and from controlled



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movements to independent performance. Such a sequence allows the coach to prevent early overload and to form stable movement skills.

The study also used pedagogical modeling. A step-by-step model of physical training was designed around three interconnected stages. The first stage includes general motor development, posture formation, elementary flexibility, coordination, and simple strength exercises. The second stage focuses on improving specific physical qualities required in gymnastics, such as active flexibility, explosive strength, dynamic balance, and spatial orientation. The third stage integrates physical qualities with technical elements, combinations, rhythm, and performance stability. This model helps organize training as a continuous pedagogical process rather than a set of isolated exercises.

In addition, individualization was considered an essential methodological condition. Since young gymnasts differ in body type, flexibility level, coordination, psychological readiness, and learning speed, the same training load cannot be equally effective for all athletes. Therefore, the methodological approach emphasizes differentiated tasks, regular monitoring, gradual correction, and supportive feedback. This allows the coach to guide each child according to personal development dynamics while maintaining the general objectives of gymnastics training.

### **Results**

The results of the study show that the step-by-step formation of physical training in young gymnasts is an effective pedagogical condition for the development of stable motor skills, safe technical progress, and long-term athletic readiness. When the training process is organized gradually, children demonstrate better control of body position, more accurate coordination of movements, improved flexibility, stronger balance, and greater confidence in performing gymnastics exercises. The findings indicate that physical preparation in young gymnasts should begin with general motor development before moving toward complex technical elements. This sequence allows the child's body to adapt naturally to the increasing demands of gymnastics.

At the initial stage, exercises aimed at posture, general flexibility, elementary strength, mobility, balance, and coordination were found to be especially



important. Young gymnasts who regularly performed basic preparatory exercises showed more stable body alignment, better control of arm and leg movements, and greater readiness to learn new elements. General physical preparation also contributed to the prevention of incorrect movement habits. When children first mastered simple movements, they were able to perform more complex tasks with fewer technical errors. This confirms that the foundation of gymnastics mastery is formed through systematic development of basic physical qualities.

The second stage of training demonstrated the importance of special physical preparation. At this stage, young gymnasts began to develop qualities directly related to gymnastics performance, such as active flexibility, explosive strength, dynamic balance, spatial orientation, and the ability to maintain body control during movement transitions. Exercises involving jumps, turns, supports, rolls, swings, and controlled body positions helped connect physical qualities with the technical structure of gymnastics. The results showed that athletes who moved to this stage after sufficient general preparation adapted more successfully to gymnastics-specific tasks and demonstrated fewer signs of overload.

The third stage revealed the value of integrating physical training with technical elements and combinations. At this level, flexibility, strength, coordination, speed, and balance were not developed separately, but were connected with practical performance tasks. Young gymnasts learned to apply physical qualities in movement sequences, rhythmic exercises, acrobatic elements, and apparatus-related tasks. This integration improved not only physical readiness but also movement culture, confidence, discipline, and concentration. The gradual combination of physical and technical preparation helped young athletes understand the purpose of each exercise and perform movements more consciously.

The study also showed that individualization plays a significant role in the effectiveness of physical training. Children differed in flexibility, strength, coordination, psychological readiness, and speed of learning. Therefore, differentiated exercises and gradual load regulation produced better results than uniform training tasks. When the coach adjusted the level of difficulty according to the athlete's readiness, young gymnasts remained more motivated and



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demonstrated more stable progress. Excessively difficult tasks, on the contrary, caused fear, fatigue, and technical instability.

Overall, the results confirm that the step-by-step formation of physical training creates favorable conditions for the harmonious development of young gymnasts. It supports physical growth, reduces the risk of injury, improves technical readiness, and strengthens motivation for further sports activity. This approach is especially important in pedagogical universities and sports education, where future coaches must learn to organize children's gymnastics training according to scientific, pedagogical, and age-related principles.

### **Discussion**

The step-by-step formation of physical training in young gymnasts should be understood as a complex pedagogical process in which physical qualities, technical skills, psychological readiness, and health protection are developed in close connection. Gymnastics places high demands on the child's body, because even basic elements require flexibility, strength, coordination, balance, speed of reaction, and spatial orientation. However, these qualities do not appear at once. They are formed gradually through repeated, purposeful, and methodically organized exercises. Therefore, the main task of the coach is not only to teach separate movements, but also to create a logical system in which each stage prepares the young gymnast for the next level of difficulty.

One of the most important aspects of this discussion is the relationship between general physical preparation and special physical preparation. In practice, there is sometimes a tendency to move quickly to complex gymnastics elements in order to achieve visible results. However, this approach may lead to unstable technique, incorrect movement habits, fear, fatigue, or injury. General physical preparation should be considered the foundation of the entire training process. Exercises that develop posture, basic strength, joint mobility, coordination, and balance create the conditions for safe and effective technical learning. Without this foundation, special exercises may become mechanically performed actions rather than consciously mastered motor skills.

The gradual transition from simple movements to complex combinations is also important from the point of view of child development. Young athletes need time



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to understand their own body, control movement direction, coordinate different parts of the body, and maintain emotional confidence during performance. If a child is given a task that exceeds physical or psychological readiness, the result may be tension, uncertainty, and loss of motivation. In contrast, when training tasks are selected according to the child's current level, each successful performance strengthens confidence and interest in gymnastics. This means that the step-by-step approach has not only physical, but also psychological and motivational value.

Another important issue is the role of individualization. Young gymnasts may belong to the same age group, but their physical development, flexibility, coordination, strength, attention span, and emotional stability may differ significantly. For this reason, uniform training loads cannot ensure equal progress for all athletes. A pedagogically competent coach must observe each child, determine strengths and weaknesses, regulate the number of repetitions, adjust the difficulty of exercises, and provide corrective support. Such individualization helps prevent overload and makes the training process more humane, effective, and development-oriented.

The discussion also shows that physical training in gymnastics cannot be separated from technical preparation. Strength, flexibility, coordination, and balance are valuable only when they are applied in movement. For example, flexibility should support correct body lines and amplitude; strength should help maintain posture and stability; coordination should ensure accuracy in transitions; balance should provide control during static and dynamic positions. Therefore, at the later stages of preparation, physical qualities must be integrated into gymnastics elements, combinations, and performance tasks. This integration forms not only physical readiness, but also movement culture.

In pedagogical universities, the study of step-by-step physical training in young gymnasts has special professional significance. Future coaches and physical education teachers must understand that children's sports training requires scientific planning, patience, safety, and pedagogical responsibility. The main goal is not to force early specialization, but to form a healthy, technically prepared, motivated, and harmoniously developed young athlete. Thus, the step-



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by-step formation of physical training should be regarded as one of the key methodological principles of effective gymnastics education.

### **Conclusion**

The step-by-step formation of physical training in young gymnasts is one of the most important methodological conditions for safe, effective, and long-term sports development. Gymnastics is a sport that requires the harmonious development of many physical qualities, including flexibility, strength, coordination, balance, speed, endurance, mobility, rhythm, and spatial orientation. These qualities cannot be formed successfully through random exercises or excessive repetition alone. They require a gradual, scientifically grounded, and pedagogically organized training process that takes into account the age, functional readiness, individual characteristics, and psychological state of young athletes.

The analysis of the training process shows that the initial stage should be based on general physical preparation. At this stage, the main attention must be directed toward posture formation, elementary flexibility, basic strength, joint mobility, coordination, balance, and general motor culture. These qualities create the foundation for further technical development and help prevent incorrect movement habits. If young gymnasts do not acquire stable basic motor skills, their transition to complex gymnastics elements becomes more difficult and less safe. Therefore, the first stage of preparation should not be underestimated, because it determines the quality of later sports progress.

The next stage is connected with the development of special physical preparation. At this level, exercises should gradually become more specific to gymnastics. Young gymnasts begin to improve active flexibility, explosive strength, dynamic balance, spatial orientation, movement accuracy, and body control during transitions. These qualities are directly related to the performance of jumps, turns, supports, rolls, acrobatic elements, and movement combinations. However, the transition to this stage must be gradual. The coach should carefully observe the readiness of each child and increase the difficulty of exercises only when the previous level has been sufficiently mastered.



At the advanced stage of early preparation, physical qualities should be integrated with technical elements and performance tasks. This means that strength, flexibility, balance, and coordination should not remain isolated abilities, but should serve the quality of movement execution. Such integration helps young gymnasts perform exercises more consciously, accurately, and confidently. It also develops discipline, concentration, body awareness, and movement culture. The effectiveness of this stage depends on the coach's ability to connect physical preparation with technical learning in a logical and consistent manner.

The study also confirms that individualization is a necessary condition in the physical training of young gymnasts. Children differ in physical development, flexibility, coordination, motivation, attention, and emotional readiness. For this reason, the same load and the same level of difficulty cannot be equally suitable for all athletes. A differentiated approach allows the coach to support each gymnast's progress, prevent overload, reduce the risk of injury, and maintain interest in training.

Thus, the step-by-step formation of physical training in young gymnasts should be regarded as a pedagogical system aimed at the harmonious development of the child's body, technical readiness, motivation, and sports culture. This approach is especially significant for pedagogical universities and sports education, because future coaches must learn to organize gymnastics training responsibly, safely, and scientifically. A gradual training model creates the basis for stable athletic growth, effective mastery of gymnastics techniques, and the development of healthy, confident, and motivated young athletes.

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