



PHYSICAL EDUCATION OF STUDENT YOUTH IN MODERN CONDITIONS

Shakhnoza Mardonovna Kholova

Lecturer, Department of "Stage Movement and Physical Culture",
State Institute of Art and Culture of Uzbekistan

Annotation

Today, a significant number of studies are devoted to the problems of physical education of students and the formation of a healthy lifestyle for modern youth. Most authors agree on the need to make structural changes in the process of physical education of students in order to improve their health and development of physical qualities. The article discusses various structural forms of organizing the process of physical education of students in modern conditions.

Keywords: Students, physical education, modular training, specialization, physical activity.

Introduction

Today, a significant number of scientific studies are devoted to solving urgent problems of physical education of student youth. One of the most important problems is the state of physical health of modern young people. According to special monitoring data, only about 10% of young people have a level of physical development and health close to normal. A sharp increase in cardiovascular and musculoskeletal diseases has been recorded, which is largely due to the insufficient level of physical activity of young people. In general, about 50% of young people with 2 - 3 different diagnoses of diseases come to higher educational institutions, and only about 15% of graduates can be conditionally considered healthy people [4, p. fifteen]. Another problem is the decrease in the effectiveness of educational technologies in the system of physical education of students of higher education. Scientific research carried out in educational institutions shows an unsightly picture of a sharp deterioration in the level of health and physical fitness of students to the loads that they may encounter in their subsequent work [1, p. 91]. It is noted that today teachers of the departments of physical education orient students only to passing the test in the subject, and not to the need for the formation of special knowledge, skills, competencies, norms of a healthy lifestyle, strengthening the level of their health, etc., therefore, qualitative changes are needed in the structure and methods of conducting physical education lessons in universities in order to correct the current situation [7, p.116]. All of the above forms the relevance of this work.

Materials and methods

One of the ways of introducing qualitative and structural transformations into the educational process of physical education of students is to change the form and methodology of the conducted classes in order to increase the level of development of physical qualities, improve health, and prepare for the upcoming labor and social activities. Such (modified) modern forms of conducting training sessions in the discipline "Physical culture" include: specialized classes in selected sports (sports specializations),



modular training of students, individual programs. A comparative analysis of the effectiveness of conducting training sessions on these forms in the context of increasing the level of development of physical qualities and functional readiness among students forms the scientific novelty of the research. The methodology of conducting classes with students in the form of specializations is based on a sports-specific approach - the pedagogical direction of physical education of students at a university based on practicing one or several sports using modern technologies for training athletes, adapted to the educational process and contributing to the realization of individual motor needs, the formation of sports culture, improving the physical and special training of young people in their student years [2, p. 135]. It assumes the conversion of sports technologies into the process of physical education of students.

Modular training programs are based on the sequential development of students' basic motor skills: walking, running, skiing, swimming, etc. Classes with students are held in different, sequentially following one after another, modules. As a rule, 1 semester includes: athletics, gymnastics, sports games (football), 2 semesters: athletics, swimming, sports games (volleyball, basketball). The modular training system includes blocks of training sessions (the number of classes is 18 for each block), theoretical, methodology, practical training and mandatory acceptance of control and technical standards. Today, this form of study prevails in most of the higher educational institutions of our country.

The practice of physical education shows that the effectiveness of physical training will be high only if physical activity is individually dosed, taking into account the level of health and physical fitness of a person. [5, p. 186]. Individual physical education programs for students are designed for young people who, for health reasons, belong to the main and preparatory group, but for any reason (recovery from illness, insufficient level of physical development, etc.) cannot perform physical activity in full volume. These programs are based on the methods of intensive physical and functional training of young people with mandatory control over the level of students' health. Thus, the total volume and intensity of physical exercises is limited by the functional state of the trainees, and does not depend on the subjective opinion of the teacher [6, p. 133].

In the light of the above, the authors of the article decided to conduct research that determines the quality of the level of physical and functional training of young people attending various forms of physical education classes in universities. The aim of the research was to identify the most effective, in terms of increasing physical qualities, forms of training. The research was carried out at the Samarkand State University named after A. Navoi (sports specialization) and the Uzbek State Institute of Arts and Culture (modular training and individual programs). The research involved 300 young male - students of the 1st year of study (20 people selectively from each form of education). The choice of the studied students was carried out arbitrarily using computer programs.

When conducting research on the effectiveness of modern forms of the educational process in the discipline "Physical education and sports", the authors used a set of control tests and tests that are widely used to assess the level of physical and functional state of students. We studied: the level of strength development (the number of pull-ups on the bar), the level of speed development (time to overcome 100 m distance), the level of flexibility development (forward bends in a sitting position),



functional readiness (time to overcome 3000 m distance, squat test). It is believed that the results of these tests will most fully and accurately indicate the physical form of a person.

The squat test should be discussed separately. This test is widespread in the practice of pedagogical observations and sports medicine to assess the level of functional readiness of subjects. The essence of the test is to perform 30 squats in the shortest possible time. The test is convenient for its simple execution and the fact that it does not require expensive equipment, for example, a bicycle ergometer or a treadmill - a moving track for running. To carry it out, it is only necessary to measure the pulse and blood pressure at rest and after exercise. For more accurate calculations, the authors used the technique of Professor A.I. Zavyalov on the calculation of systolic and minute blood volumes in the studied students [3, p. 70 - 75].

Results

In the course of the research, data were obtained on the increase in the level of development of physical qualities and functional readiness of students. Students engaged in sports specialization programs and students of the modular form of education slightly (according to the Student's t-criterion) improved their level of training. The level of functional training among students studying according to individual programs increased (according to the Student's t criterion) statistically reliably. The full results of the research are presented in the table.

The level of development of physical qualities of functional readiness among students of various forms of education

Forms of education	Physical qualities	Experiment start	End of experiment	Validity of differences
Sports specializations	force	10 ± 3	14 ± 3	unreliable
	rapidity	14 ± 4	12 ± 2	unreliable
	flexibility	7 ± 2	10 ± 4	unreliable
	endurance	15 ± 4	13 ± 2	unreliable
	functional readiness	$5,3 \pm 0,6$	$5,1 \pm 0,4$	unreliable
Modular training	force	8 ± 4	12 ± 3	unreliable
	rapidity	16 ± 3	13 ± 2	unreliable
	flexibility	8 ± 3	11 ± 2	unreliable
	endurance	15 ± 2	14 ± 2	unreliable
	functional readiness	$5,5 \pm 0,3$	$5,2 \pm 0,5$	unreliable
Individual training programs	force	7 ± 2	10 ± 2	unreliable
	rapidity	17 ± 4	14 ± 3	unreliable
	flexibility	6 ± 3	10 ± 3	unreliable
	endurance	18 ± 2	14 ± 3	unreliable
	functional readiness	$5,6 \pm 0,4$	$4,8 \pm 0,2$	$P < 0,01$



The discussion of the results

The data obtained by the authors indicate that the teachers of the departments of physical education can choose the most suitable form for them (from the climatic, material-technical and other aspects) of conducting training sessions with students. An increase in the level of development of physical qualities and motor abilities is demonstrated by students of all studied forms of education. However, according to research data, there is no significant increase. According to the authors, this fact can be explained by the fact that students attending modular training classes spend a significant part of their time learning technical actions and techniques to the detriment of the development of physical qualities. Students attending classes in the form of sports specializations, on the contrary, concentrate their time on the development of any one quality (swimmer - endurance, track and field athletes - speed, etc.). With a selective determination of indicators of other physical qualities, the development of which has not been given due attention, it can be found that the increase may be small. An increase in the level of functional readiness for physical activity was also recorded in students of all forms of education, but a statistically significant increase in the Student's t-test ($P < 0.01$) was recorded in students studying according to individual programs.

Conclusions

The authors' studies of the effectiveness of various structural forms of physical culture lessons among university students show:

1. There was no significant advantage of any one structural form of conducting classes over others in the development of students' physical qualities. An increase in the level of development of physical qualities is demonstrated both by students pursuing programs of various sports specializations and pursuing modular training programs, as well as students pursuing individual programs. Consequently, for the effective development of students' physical qualities, teachers of the departments of physical education can use various forms of conducting training sessions or combine them.
2. An increase in the level of functional readiness is also demonstrated by all the studied students, but reliably significant changes occurred among students of the individual form of education. If the differences were unreliable for students studying in specialization programs and modules, then for students of the individual form the reliability was $P < 0.01$. Therefore, from the point of view of efficiency, the individual form of training is most suitable for increasing the level of functional training of students.

In conclusion, the authors want to note that the most promising form of organizing the process of physical education is the individualization of the educational process, taking into account the level of the physical and functional state of young people. This form allows (in contrast to specializations and modular training) to involve students with different levels of physical and technical training, as well as students of special medical groups, in practical classes.



Literature

1. Vasenkov, N.V. Dynamics of the state of physical health and physical fitness of students / N.V. Vasenkov // Theory and practice of physical culture. -2005. - No. 5. - P. 91 - 92.
2. Doroshenko, S.A. Sports-specific approach - a way to increase the efficiency of the process of physical education in the university / S.A. Doroshenko // Journal of the Siberian Federal University. - 2011. - No. 9. - T. 4. - S. 1334 - 1353.
3. Zavyalov, A.I. Physical education of student youth / A.I. Zavyalov, D.G. Mindiashvili. - Krasnoyarsk, 1996.
4. Zuev, V.N. Normative legal acts in the regulation of management of the domestic sphere of physical culture and sports / V.N. Zuev // Theory and practice of physical culture. - 2002. - No. 7. - P.15 - 17.
5. Nikolaev, V.S. Optimization of health-improving training of student youth / V.S. Nikolaev // Health of youth - the future of the nation: collection of articles. Art. All-Russian. scientific – practical conference with international participation. Mord. state pedagogical university. - Saransk, 2008 .-- S. 185 - 189.
6. Osipov, A.Yu. Methods of an objective assessment of the level of health and functional readiness of students / A.Yu. Osipov // In the world of scientific discoveries. - Krasnoyarsk, 2012. - No. 5.1. (29). (Problems of Science and Education). - P. 126 -137.
7. Osipov, A.Yu. Physical activity as the main means of developing health-preserving competencies / [A.Yu. Osipov and others] // Bulletin of the KSPU named after V.P. Astafieva. - 2012. - No. 3. (21). - S. 115 - 119.