

ORGANIZATION AND CONTENT OF PROFESSIONAL AND PRACTICAL PHYSICAL TRAINING OF STUDENTS OF PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS

Uraimov Sanjar Ruzmatovich

*Fergana State University, Correspondence Department,
Head of the Department of Exact and Natural Sciences (PhD) Acting, Associate Professor*

Qodirova Shahlo Shavkatjon qizi.

*Fergana State University, Physical Education and
1st year master's degree in sports theory and methodology*

Annotation. *This article analyzes the theoretical knowledge of students studying at Fergana State University on physical development and professional-practical physical training.*

Keywords: *physical education and sports, physical development, physical training, professional-practical physical training, physical qualities, professional qualities, physical activity, sports training, sports competitions, diversification.*

Actuality of the topic: In addition to the teaching of special subjects in pedagogical higher education institutions, new pedagogical technologies play an important role in the modern education system in the education of physical fitness of students. Physical education and sports in higher education are mainly determined by increasing the physical fitness of future young professionals, mobilizing them for work. Attention should be paid to improving the physical maturity of students and sports skills of talented youth in higher education institutions, the organization of Universiade sports competitions should lay the foundation for the comprehensive development of future professionals. The interdependence of work, education, occupation and physical fitness, and ways to inculcate them in young people, is one of the natural, necessary problems in life. The scientific and practical study and analysis of these processes is one of the requirements of the present time, and the analysis of the results of research conducted by foreign scientists showed that during the period of study in higher education institutions about 7-10 % of students apply to extracurricular forms of educational and sports activities. From this we can see that the interest of students in sports is very low [1,2,3,4,5,6,7,8,9,10,11,12].

Higher education institutions have forms of physical culture and sports activities (physical education classes, sports and recreation in the off-hours, public amateur physical education classes), which provide methodological and organizational support to students, can successfully perform health and fitness strengthening tasks. However, in practice, in the current system of higher education, only 1st year students (excluding physical education students) receive 2 hours per week during the first semester of physical education and sports activities, which is considered to be little in raising the level of professional-practical physical fitness of students. This requires an effective solution to today's problems by theoretically and practically studying the physical development and professional-practical physical training of students studying in higher education [29,30,31].

The object of research - Students of Fergana State University majoring in Military Education, Primary Education and Pedagogical Psychology.

The subject of research - Theoretical knowledge of physical development and professional-practical physical training of students of Fergana State University.

The task of research: Analysis of students' theoretical knowledge of physical development and professional-practical physical training on the basis of a sociological survey of students studying at Fergana State University.

The goal of the research - to study the theoretical knowledge of students studying in pedagogical higher education institutions on physical development and professional-practical physical training.

Considering the problem of physical development of students studying in higher education institutions and the fact that their professional-practical physical training lags behind the normative requirements, we conducted a sociological survey to determine the theoretical knowledge of students studying at Fergana State University on physical development and professional-practical training.

The survey involved 60 students studying at the Faculty of Military Education, Primary Education and Pedagogical Psychology of Fergana State University. The survey was small in terms of the number of respondents, but the survey results were found to be important in our opinion. Respondents expressed their views by answering 9 questions related to physical development, physical education classes and the organization of professional-practical training.

The results of the sociological survey show that:

1. To the question: "Has Fergana State University organized various sports classes for physical education, and what kind of sports do you currently do?" 18.33 % of the respondents said yes and I am in the volleyball group, 3.33 % yes, I am in the basketball group, 15 % yes, I am in martial arts, 1.66 % yes, I am in the swimming group, 55 % i don't know, I'm not interested, and 6.66 % answered no, not organized (Figure 1).

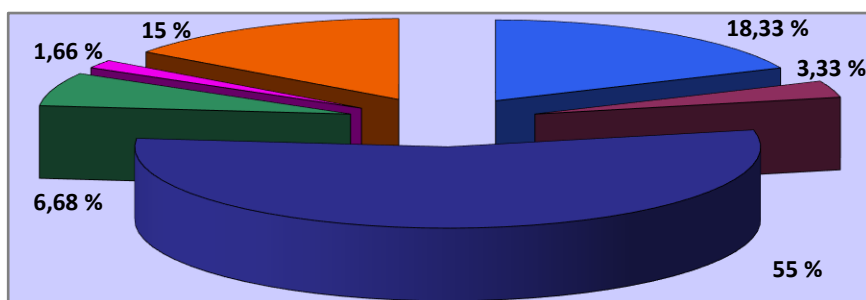


Figure 1. Results of the survey of students' answers to the question 1, "Are there any sports for physical education at Fergana State University and what kind of sport are you currently doing?"

Comments:

- - yes established, I am in a volleyball group.
- - yes organized, I am in a basketball team.
- - yes established, I am in martial arts.
- - yes established, I am in a swimming group.
- - I don't know, I'm not interested.
- - no established.

2. To the question: "Do you take physical education classes at the university where you are studying?" 15 % of respondents were in the training group, 11.66 % were in the improvement group,

36.66 % were in the training group before, but due to health problems, they are currently not attending any classes, 31.66 % said they are not involved in physical education and are not interested in physical education.

3. To the question: “Are you satisfied with the sports activities organized at Fergana State University?” 51.66 % of the 60 respondents said that the trainings were interesting, 15 % were interesting, but there is a lack of material and technical base, 11.66 % of the training activities are not continuous and therefore unsatisfactory, 3.33 % No such classes were organized, 16.66 % suggested that sports classes were organized, but they were not fun.

4. To the question: “In addition to physical education, do you participate in additional physical education classes independently?” (When answering this question, write down the type of training and sport you are participating in outside of university.) 50 % of respondents stated that they participate in sports sections (such as swimming, football, wrestling, rugby, weightlifting, handball, basketball, gymnastics, acrobatics) organized at the sports and fitness center, 16.66 % of respondents participated in independent fitness classes, another 21.66 % said they did not participate in any sports activities and that physical education classes organized at the university were sufficient, 11.66 % of respondents answered that they do not go to physical education and additional classes in general [13,14,15,16,17,18,19,20,21].

5. To the question: “What physical and professional qualities do you think physical education and sports develop in you? (If you do not attend physical education classes at the university where you are studying, guess)” the respondents gave independent answers to our question. 35 % of students listed endurance, speed, flexibility, agility, strength physical qualities that determine physical development, as well as professional discipline, stress management, responsibility, concentration, calmness, perseverance, while 45 % of respondents listed physical qualities, and could not name professional qualities and 15 % of respondents could only list professional qualities, 5 % of respondents were satisfied with the answer that practical physical education promotes harmonious human development and serves as an authority (role model) for members of society. (Figure 2).

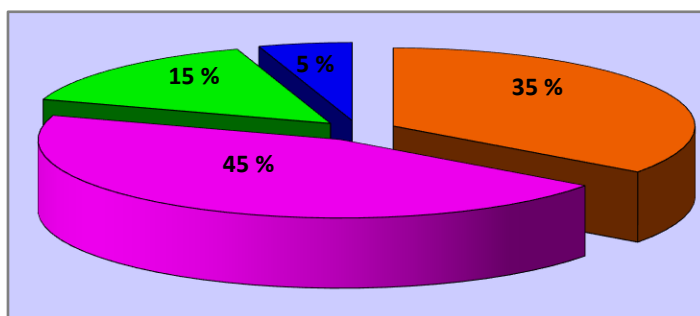


Figure 2. The results of the sociological survey of students of Fergana State University on the analysis of the answers to question 5, what physical qualities and professional qualities do physical education and sports develop in you?

Comments:

31	ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES., under Volume: 16 Issue: 06 in June-2022 https://www.gejournal.net/index.php/IJRCIESS
	Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

- enumerated physical qualities and professional qualities.
- could not list physical qualities and professional qualities.
- could only list professional qualities.
- serves as a harmonious development and authority (role model).

6. To the question: “What do you think can diversify physical education classes? (diversification, diversity, development) (if you do not attend physical education classes at the university where you are studying, guess)” the students offered different answers. 50 % of respondents suggested that team games (volleyball, basketball), as well as activities that help to develop skills and abilities in playing these sports, swimming lessons, badminton, simulation classes, special weapons (rifles, bows, etc.) the use of non-traditional methods in the organization and conduct of training in target sports. One respondent suggested that at the end of each lesson, students could seek advice from a physical education teacher on how to properly coordinate their activities to maintain their physical health. According to other respondents, active music during exercise can diversify physical education sessions. Some respondents suggested that abandoning traditional methods and choosing unusual, new methods, conducting physical education classes in a more open environment, and increasing the number of games and competitions could diversify physical education classes [22,23,24,25,26,27,28].

7. To the question “Do you exercise independently during training?” 21.66 % of respondents (independent respondents) replied that they exercise independently twice a week, 36.66 % exercise independently every day, 6.66 % exercise irregularly and exercise once a week, 33.33 % said they had more science tasks and focus more on reading.

8. To the question “How many times a week do you participate in physical education and sports, and are you satisfied with the timing?” 31.66 % of respondents answered that the time of participation in sports is satisfactory and is held twice a week, 20 % of respondents are satisfied with the time of participation in sports and it is held 3 times a week, 6.66 % of respondents said that exercise is held 4 times a week, but some could not participate, and 3.33 % of respondents said that exercise is held 5 times a week, 3 of them can not participate, 36.66 % respondents, on the other hand, stated that they could not participate in sports because the training time was unsatisfactory.

9. To the question “How much time do you spend on physical education and sports?” 30 % of respondents agree that the duration of sports training is 1 hour, 33.33 % of respondents agree that the duration of sports training is 1.5 hours, 36.66 % of respondents noted that 2 hours of physical training is useful for them, and during this time in the body is observed the process of adequate adaptation for the impact of physical activity.

According to the results of a survey of students, it is possible to say that the theoretical knowledge of students about physical development and professional-practical physical training, practical activity is satisfactory. To strengthen physical development and increase the level of professional-practical physical training, students need to gain theoretical knowledge about them, improve their health and achieve physical maturity:

- Active participation in physical education classes and independent participation in sports sections;
- Regularly engage in morning gymnastics at home, perform general developmental exercises in their spare time;
- They should take an active part in health-improving exercises on weekends and holidays, such as hiking and tourist trips.

It is important to increase the level of physical development and vocational training of students of Fergana State University;

The majority of students (80 %) want to introduce innovative teaching methods in the process of physical education and sports.

To increase the level of physical development and vocational training of students, the higher education institution should:

- Include physical education and sports in the curriculum of all specialties as a compulsory subject, rather than as an elective subject;
- Ensure the inclusion of physical education in the curriculum of students during the I-IV semesters (at least 2 times a week);
- Ensure the continuity of activities: sports and fitness groups outside the university, proper organization of mass sports, further improvement of public-amateur forms, organization of various sports sections, if any, in order to promote physical culture and sports among students, to ensure physical activity, based on the Law of the Republic of Uzbekistan "On Education";
- Conduct classes during the school year aimed at increasing the level of physical development and improving physical fitness;
- Provide university students with sufficient sports equipment and inventory to engage in physical education, sports, and thus increase the level of physical development and professional-practical physical training;
- Conduct scientific seminars, sports evenings, master classes with the invitation of leading experts in the field of physical culture and sports, sports stars;
- Widely introduce innovative technologies in the process of physical culture and sports, taking into account modern science-based techniques and technologies;
- Regularly organize friendly meetings and competitions on physical training among university students;
- It would be expedient to conduct trainings that develop the individual characteristics of students, individual physical qualities and serve for their full development, and to develop strong recommendations in this regard.

List of used literature

1. Allamuratov S. I., Uraimov S. R. Motor training of student youth in the process of training in specialized military-technical lyceums in conditions of hyperthermia //Herald pedagogiki. Nauka i Praktyka. – 2021. – T. 1. – №. 1.
2. Abdulazizovna K. B. et al. TIMELY IMPLEMENTATION OF PERSONAL EDUCATION MEASURES IN THE CONTEXT OF GLOBALIZATION //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – T. 16. – №. 3. – C. 87-92.
3. Abdulazizovna K. B. et al. THE SIGNIFICANCE OF MATHEMATICAL KNOWLEDGE IN SOLVING PROBLEMS IN BIOLOGY //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – T. 16. – №. 3. – C. 93-99.
4. Abdulazizovna K. B. et al. INFORMATION TECHNOLOGIES AS A STEP TO THE DEVELOPMENT OF SOCIETY //INTERNATIONAL JOURNAL OF RESEARCH IN

- COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – Т. 16. – №. 3. – С. 73-77.
5. Uraimov S. The interrelation of the block-modular system of motor fitness of young men in the lessons of pre-prescription military education and physical culture //Herald pedagogiki. Nauka i Praktyka. – 2021. – Т. 1. – №. 1.
 6. Uraimov S. R., Melikuziev A. A. Analysis of indicators of speed readiness freestyle wrestlers //Herald pedagogiki. Nauka i Praktyka. – 2021. – Т. 1. – №. 1.
 7. Sh A. et al. Research of The Physical Education Of Students Of The Military-Technical Lyceum" School Of Temurbeks" Taking Into Account The Influence Of Regional Factors //Turkish Journal of Computer and Mathematics Education (TURCOMAT). – 2021. – Т. 12. – №. 11. – С. 7009-7011.
 8. Khankeldiev S. K., Uraimov S. R. Assessment of the relationship between motor skills and physical development of student youth by the method of canonical analysis //Thematics Journal of Social Sciences. – 2021. – Т. 7. – №. 3.
 9. Ураимов, Санжар Рўзматович. "Теоретическая подготовка по физической культуре учащихся школьной системы образования." *Педагогика ва психологияда инновациялар* 11.3 (2020).
 10. Uraimov, S. R. "Dynamics of somatometric indicators of students of the military-technical lyceum." *Fan-Sports 2* (2019): 68.
 11. Uraimov S. R., Qambarov O. F. Qualifications of physical education teachers forms of growth //Конференции. – 2020.
 12. Uraimov, S. R. "Theoretical training in physical culture of students of the school education system." *Pedagogy va psychologyda innovatsiyaar* 11.3 (2020).
 13. УРАИМОВ, СРДС. "ВОЕННО-ТЕХНИЧЕСКОГО ЛИЦЕЯ." *Фан-Спортга.–2019 2* (2019): 68-71.
 14. Ураимов С. Р. Влияние гиподинамического фактора на физическое состояние учащихся военно-технического лицея //материалы. – 2019. – С. 117.
 15. Ханкельдиев Ш. Х., Ураимов С. Р. Пульсовая оценка беговых упражнений первокурсников Военно-технического лицея на занятиях по физическому воспитанию //Теория и методика физической культуры. – 2017. – №. 1. – С. 15-19.
 16. Ураимов С. Р., Мухриддинов Ф. Р. Жисмоний маданият мутахассисини касбий жисмоний қобилиятлари ва касбий маҳорати //инновации в педагогике и психологии. – 2021. – Т. 4. – №. 2.
 17. Khankeldiev S. K., Uraimov S. R. Experimental substantiation of the methodology for conducting physical education lessons in the school education system, taking into account regional factors //Herald pedagogiki. Nauka i Praktyka. – 2021. – Т. 1. – №. 1.
 18. Uraimov S. R. Analysis Students' Physical Developing Indicators in Studying Period at Military-Technical Lyceum //Eastern European Scientific Journal. – 2019. – №. 1.
 19. Uraimov, S. R. "Influence of the hypodynamic factor on the physical condition of students of the military-technical lyceum." *Science today: tasks and ways to solve them* (2019): 117.
 20. Ruzmatovich U. S., Omonboyevich T. S. CHANGES IN THE FUNCTIONAL ACTIVITY OF THE BODY IN THE PROCESS OF HEALTH TRAINING //World Bulletin of Social Sciences. – 2022. – Т. 9. – С. 41-43.

21. Ruzmatovich U. S., Abdknabievna Q. D. HEALTH EXERCISES FOCUSED ON THE DEVELOPMENT OF STRONG PHYSICAL QUALITIES //World Bulletin of Social Sciences. – 2022. – Т. 8. – С. 46-48.
22. Ruzmatovich U. S. et al. INCREASING THE ACTIVITY OF SCHOOL-AGED CHILDREN //World Bulletin of Social Sciences. – 2022. – Т. 8. – С. 49-51.
23. Ruzmatovich U. S. et al. CHANGES EXPECTED TO COME IN OUR LIFE MOVEMENTS //Web of Scientist: International Scientific Research Journal. – 2022. – Т. 3. – №. 3. – С. 485-489.
24. Kh, Khankeldiev Sh, and S. R. Uraimov. "Physical status of pre-conscription youth." *Monograph. Fergana 2020* (2020).
25. Ханкельдиев, Ш. Х. "Физический статус допризывной молодежи учащейся молодежи: монография." (2020).
26. Ханкельдиев Ш. Х., Ураимов С. Р. Факторная структура моторики учащейся молодежи. – 2021.
27. Махсудов Р. Оценка двигательной подготовленности старшеклассников по выполнению учебных нормативов по физическому воспитанию в общеобразовательных школах //Наука сегодня: проблемы и перспективы развития. – 2019. – С. 94.
28. Makhsudov R. A. IMPROVEMENT OF THEORETICAL KNOWLEDGE OF HIGH SCHOOL STUDENTS IN THE SUBJECT OF" PHYSICAL CULTURE //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
29. МАХСУДОВ Р. А. СОПОСТАВИТЕЛЬНЫЙ АНАЛИЗ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ СТАРШЕКЛАССНИКОВ С НОРМАТИВНЫМИ ТРЕБОВАНИЯМИ //Фан-Спортга. – 2020. – №. 3. – С. 59-60.
30. Махсудов Р. Мониторинг физического развития юношей старших классов общеобразовательных школ //Наука сегодня: опыт, традиции, инновации [Текст]: материя. – 2019. – С. 47.
31. Махсудов Р. Оценка двигательной подготовленности старшеклассников по выполнению учебных нормативов по физическому воспитанию в общеобразовательных школах //Наука сегодня: проблемы и перспективы развития. – 2019. – С. 94.