PHYSICAL QUALITIES OF STUDENTS LEARN.

G.N. Ernazarov,
Doctor of Pedagogical Sciences (PhD),
senior teacher of the "Exact and Natural Sciences" department.

Annotation: The article describes the results of pedagogical experiments conducted on the ability of students to quickly re-adapt to sudden changes in their movement activity during physical education classes and to improve their health and physical qualities.

Key words: physical exercise, movement activity, adaptation, health, indicator, circular exercises, relative stereotyped movements, nonstereotypical movements, correction of exercises.

Relevance of the topic. In addition to preparing the human body for the changes in the external environment, as well as the complex processes taking place in the world today, great attention is paid to strengthening the physical activity of all layers of the population, especially students, in order to strengthen the body's immune system. Some components that make up innovative educational technologies in the educational process of students studying in the higher education system of the Republic of Uzbekistan, that is, the organization of the educational process taking into account the physical fitness of students, the level of practical qualifications and skills, its adaptation to dynamic and rapidly changing living conditions, and the increasing level of health , makes all-round increased requirements to achieve high work capacity and further increase movement activity. In such conditions, it is especially important for the individual to realize the importance of the effects of physical exercises, which allow each person to maximize their interests and abilities and physical activity. allows to ensure effective training level [1,2,3,4,5,6,7,8,9,10,11,12,13].

It is not for nothing that students pay great attention to physical education. Because representatives of this segment of the country's population should have the greatest physical and intellectual strength for the further development of the society during their education in higher educational institutions. However, many years of work experience and results of scientific research have shown that a certain part of students do not have the required level of physical education and physical preparation during their studies. Therefore, the coordination complexity of x actions is the first measure of agility. If the space, time, force characteristics of the movement correspond to the task of the movement, the movement is sufficiently accurate, the tasks of the movement give rise to the concept of the accuracy of the movement. Accuracy of movement is the second measure of agility. Accordingly, we divide all actions that can be encountered in life and in sports into two groups: - relatively stereotyped actions, non-stereotypical actions.

The object of research is the physical of students of higher educational institutions education process i.

The subject of the research is physical education of students of higher educational institutions qualities.

The purpose of the research is to study the physical agility qualities of students of higher educational institutions.

In accordance with the purpose, the tasks of the research were determined to determine the physical qualities of the students of higher educational institutions, their interest in physical training and sports. In the course of research, research methods were used, such as studying the physical qualities of agility in physical education classes and evaluating them using rotational exercise methods.

Organization of the research: the research was conducted at Fergana State University, in which a total of 236 1-2 stage students aged 17-21 years participated. university experimental studies on

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improving physical qualities of students were organized. Experiments were carried out in the physical education classes of students, in the training sessions of students with different levels of physical qualities, in two phases of three months. At the beginning of the academic year, control tests were conducted in order to find out the state of development of physical qualities of students . Based on the information obtained from control exercises aimed at the development of physical qualities , changes in comparison with previous training were hypothesized. Therefore, these experimental works were planned on the basis of a differentiated training methodology, aimed at developing the physical qualities of the students in the experimental group [14,15,16,17,18,19,20,21,22,23,24].

Also, students of the physics-mathematics and history faculties of Fergana State University, which are non-specialist faculties for physical education, were selected for the experiment. Of the total 161 students selected for the experimental group, 81 were girls and 80 were boys. A total of 75 students (37 girls, 38 boys) were selected for the control group.

The indicators of students in terms of initial physical qualities are presented in the following tables.

Table 1

At the beginning of the experiment, the indicators of the quality of agility of the students of the control and experimental groups with different physical development

Control Tests	Experimental group Girls n =81 , Boys n =80			Control group Girls n = 37, Boys n =38			Relative growth, %	t	P
	$\bar{X}$	σ	V %	$\bar{X}$	σ	V %			
Girls									
Jogging, 3 x 10 (seconds)	13.70	1.49	10.88	13.50	1.39	10.30	1.46	0.71	>0, 0 5
Catching the bar falling from above (cm)	24,30	2.62	10.78	24.70	2.57	10.40	1.65	0.78	>0, 0 5
"Snake" 10-meter hurdles run (seconds)	4.30	0.52	12.09	4.48	0.53	11.83	4.19	1.72	>0.05
Boys									
Jogging, 3 x 10 (seconds)	9.70	1.06	10.93	9.46	0.98	10.36	2.47	1.21	>0, 0 5
Catching the bar falling from above (cm)	21.80	2.34	10.73	22.04	2.28	10.34	1.10	0.53	>0, 0 5
"Snake" 20-meter sprint between hurdles (seconds)	5.70	0.73	12.81	5.51	0.67	12,16	3.33	1.40	>0.05

Before the experimental study, the difference between the experimental and control group female students in control tests on the quality of agility was as follows. jogging, 3x10 experimental group female students averaged 13.70 seconds, control group female students averaged 13.50 seconds (difference 0.2 milliseconds). The average of female students of the experimental group to catch the downward bar was 24.30 centimeters, and the average of female students of the control group was 24.70 centimeters (the difference was 0.4 centimeters). The "snake" 10-meter run between hurdles showed an average of 4.30 seconds in the experimental group of female students, and an average of 4.48 seconds in the control group

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of female students (a difference of 0.18 milliseconds) [25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48].

Moximon running 3x10 was an average of 9.70 seconds in the experimental group of male students, and an average of 9.46 seconds in the control group of female students (a difference of 0.24 milliseconds). The mean of the drop bar grip was 21.80 centimeters in the experimental group and 22.04 centimeters in the control group (difference 0.24 centimeters). Running "snake" between obstacles for 20 meters was 5.70 seconds on average in the experimental group and 5.51 seconds in the control group (difference 0.19 milliseconds).

It was found that the indicators of the experimental and control group students on all physical qualities before the study were almost the same in female and male students (see Table 1).

generally accepted structure of basic physical education training with students consists of three parts, and in this process, interrelated tasks defined in the physical education program are solved.

The first part is the preparatory part (20-25 minutes), which includes a set of alignment, warm-up exercises, strength and quick-strength corrective exercises.

The second part is the main part (40-45 minutes) and was conducted in the form of circuit training aimed at developing basic physical qualities and general endurance correction training.

The third part is the final part (5-10 minutes), in which it is envisaged to perform movement tasks of reduced volume and intensity with the implementation of physical exercises that help to transition to a state of relative rest [49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,67,68,69,70,71,72,73].

A motivational principle supporting students was implemented in the course of rotational and corrective training, which included training in methods of self-control of the functional state of one's body during training, willpower to overcome subjective difficulties, and relaxation exercises after physical exertion.

For each constitutional type of the development of the body of students in the field of pedagogy, the introduction of the rotational training method, the process of solving the tasks of the main part of the training included 10-12 stations.

During the pedagogical experience with students, personal body weight, exercises with various objects, exercises in pairs were widely used. In each session, the students' functional status was monitored according to objective and subjective indicators.

During the period of experimental observations, the number of people who considered physical education as a means of passing the "test" in a higher educational institution decreased by 4 times, while the number of students who wanted to show creativity and initiative increased by 2 times.

The effectiveness of the observed changes was that the content of physical exercise classes was determined taking into account the individual characteristics of students, and this ensured the rapid development of general physical fitness of students studying at a pedagogical higher education institution [74,75,76,77,78,79,80,81,82,83,84].

Table 2

The dynamics of changes in the quality of agility indicators of experimental and control group students with different physical development during the pedagogical experience (%)

Control tests	At the beginning of the experiment			At the end of the experiment			Relative growth, %	t	P
	$\bar{X}$	σ	V %	$\bar{X}$	σ	V %			
Experimental group girls n=81									

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3 x10 squats (seconds)	13.70	1.49	10.88	12.96	1.35	10.42	6 , 35	3.31	<0.01
Catching the bar falling from above (cm)	24,30	2.62	10.78	25,38	2.67	10.52	5.4 0 _	2.6 0	<0.05
"Snake" 10-meter hurdles run (seconds)	4.30	0.52	12.09	4.03	0.47	11.66	6.28	3.47	<0.01
Control group girls n=37									
3 x10 squats (seconds)	13.50	1.39	10.30	12.95	1.31	10,12	5 , 64	1.75	>0.05
Catching the bar falling from above (cm)	24.70	2.57	10.40	25.74	2.67	10.37	4, 07	1.71	>0.05
"Snake" 10-meter hurdles run (seconds)	4.48	0.53	11.83	4.28	0.46	10.75	4.46	1.73	>0.05

The dynamics of changes in the quality of agility indicators of experimental and control group students with different physical development during the pedagogical experience (%)

Control tests	**At the beginning of the experiment**			**At the end of the experiment**			**Relative growth, %**	**t**	**P**
	$\bar{X}$	σ	V %	$\bar{X}$	σ	V %			
Experimental group boys n =80									
3 x10 squats (seconds)	9.70	1.06	10.93	9.17	0.96	10.47	5, 23	3.34	<0.01
Catching the bar falling from above (cm)	21.80	2.34	10.73	22.76	2.32	10,19	4.40	2.62	<0.05
Running "snake" between obstacles for 20 meters (seconds)	5.70	0.73	12.81	5.34	0.65	12,17	6.32	3.31	<0.01
Control group boys n = 38									
3 x10 squats (seconds)	9.46	0.98	10.36	9.08	0.92	10,13	4, 48	1.72	>0.05
Catching an object falling from a height (cm)	22.04	2.28	10.34	22.94	2.31	10.07	4.08	1.71	>0.05
20 meter zigzag hurdle run (seconds)	5.51	0.67	12,16	5.25	0.61	11.62	4.72	1.77	>0.05

As can be seen from this table, the experimental group of students, in terms of the **quality of their agility** , ran on the spot in front of the starting line in the first half of the week on Monday, Wednesday, Friday for 15-20 seconds, 6-8 series, 3-4 times. If repeated, high jump from a sitting position for 15-20 seconds, 3-4 series, 3-4 times, and 100-meter run for 1-2 minutes, 4-6 series, 3-4 times. , this exercise routine allows for 50-60 milliseconds improvement in 3 x 10 meter sprint time after 5 months [85,86,87,88,89,90,91,92,93,94,95].

Conclusion: The motivational principle supporting the students was implemented in the course of rotation and corrective exercises conducted in the experimental group, which included methods of self-control of the functional state of the body during the training, willpower to overcome subjective difficulties, and relaxation exercises after physical exertion every five months. then a positive result was achieved in the changes in physical qualities.

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