



ANALYSIS OF THE PERFORMANCE OF STUDENTS OF THE FACULTY OF MILITARY EDUCATION ON PHYSICAL TRAINING

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ANNOTATION

In order to improve the professional and practical physical training of students of the Faculty of Military Education, the article examines the state and dynamics of their physical training during the pedagogical experiment and analyzes their performance.

Key words

Physical training, dynamics, analysis, mathematical statistics, movement quality, special tests, parameters.

Vocational-practical physical training reflects the compliance of physical training with the requirements of the profession, a significantly different structure of physical activity and represents a pedagogical process aimed at providing specific physical training for the chosen professional activity. This process of training enriches the content of the individual fund of professionally necessary movement skills and abilities, cultivates physical and abilities directly related to them, and from them directly arises professional competence. Specific exercises for the chosen specialty and the methodology of their application represent the modeling of the forms and forms of movement coordination that are part of professional activity and are aimed at setting higher requirements for motor skills.

Practice shows that in order to successfully conduct military-professional activities, students of the Faculty of Military Education must master the laws of formation of theoretical and practical knowledge in the process of studying the subject "Professional-practical physical training."

In professional-practical sports, including military specialization, a holistic emphasis is placed on the development of actions that have a significant impact on the improvement of physical



abilities in professional activities and the development of skills that are closely related to them. If the subject of sports specialization has significant similarities with professional activity, both in terms of the rapid composition of actions and the nature of the abilities displayed, the intended sport improvement may have a correspondingly positive effect on professional activity. This is the determining factor in the choice of professional sports.

We were very interested in the study of the state and dynamics of physical training of students of the Faculty of Military Education before the conscription, which is analyzed in the higher humanitarian education institution. Based on the comparative analysis of digital data, it was planned to develop methodological recommendations and introduce them into the educational process aimed at improving student readiness.

State standards of physical education of students, norms for servicemen and tests obtained from Alpomish health tests were selected as normative requirements for assessing the physical fitness of young people.

The set of tests consisted of: running 100 m, 3000 m. cross-country, 10x10 m squat, long jump from a standing position, lying down, arms bent, pulling on a horizontal bar, throwing a grenade, leaning at an angle on the beams, overturning on a horizontal bar, lifting legs while hanging.

The experiment was attended by students of I-IV stages of the Faculty of Military Education of Fergana State University. All obtained experimental materials were developed using the method of mathematical statistics (Table 1).

Table 1

Movement training of students of the Faculty of Military Education

№	Indicators	I stage		II stage		III stage		IV stage					
		U	V	U	V	U	V	U	V				
1	Running to 100 m, sec.	3,5	0,4	0,9	3,2	0,4	0,1	3,4	0,6	0,1	3,9	0,1	0,8
2	Long jump from standing position, m.	0,3	0,3	2,2	0,2	0,3	0,8	0,2	0,3	0,4	0,1	0,4	5,9
3	Pulling on a horizontal bar, times	2,6	0,4	8,7	3,3	0,2	7,6	2,8	0,9	2,6	2,8	0,2	4,1
4	3000 m. cross, min.	2,9	0,8	5,1	2,5	0,4	0,9	3,0	0,7	2,1	3,3	0,7	8,9
5	Grenade launching, m.	5,9	0,5	9,9	7	0,2	1,9	9,0	0,2	0,8	8	0,1	8,4
6	Lying down,	2	5	2	2	3	1	2	4	1	2	4	2



6.	arms folded, times	6,0	,9	1,3	8,2	,6	2,6	6,4	,4	8,1	3,8	,9	1,1
7.	Leaning on angles in scholarships, sec.	0,1	,1	9,1	0,8	,4	1,6	0,6	,7	1,8	,4	,2	0,9
8.	Turn upside down, times	,8	,2	2,8	1,9	,8	4,7	1,8	,6	3,4	,5	,4	1,8
9.	10x10 m. Mokisimon running, sec.	5,9	,8	,2	4,6	,9	,3	1,1	,2	9,8	3,8	,9	7,8
10.	Waiting for legs to hang, times	,9	,9	7,1	5,7	,2	1,2	4,9	,6	7,1	0,1	,6	1,9

Analysis of the materials obtained on the basis of many years of research showed that 100 m. distance averaged 13.6 ± 0.5 s in first-stage students and 0.3 s in second-stage students. faster (22%) ($t = 3$), the result decreased slightly by the third stage and averaged 13.4 ± 0.7 s (0.8%) ($t = 2$), and reliable in the fourth stage deteriorated to 14.0 ± 0.9 sec (4.3%) ($t = 4$).

If we make a comparative analysis of the speed capacity indicators obtained before and after the students enter the university, the average result in short-distance running will reliably deteriorate by an average of 2.86% from the third stage onwards. Analyzing the results obtained, it should be acknowledged that the coefficient of variation in the students who passed the examination at all stages ranged from 3.7% to 6.3%, indicating that the experimental groups were uniformly selected.

Durability Physical quality 3000 m. A different direction was observed in the assessment of cross-country running, where the average result of students entering the first stage was 12.9 ± 1.8 min, and the average result in the second stage was 12.5 ± 1.4 min. was equal to 4.7% ($t = 4.2$), by the third stage it had significantly worsened and was 13.0 ± 1.7 min. (5.2%) ($t = 2.3$). In the fourth stage, it improved unreliably - 13.3 ± 2.7 min. ($t = 4$). At the same time, by the fourth stage, the coefficient of variation increased from 8.6 to 19.9%.

The quality of movement - the results of the 10x10 m sprint, which represents agility, showed that the average result in the first stage was 25.9 ± 1.8 seconds, and then there was an improvement in the stages of education, in the third stage revealed a comprehensive change in the coefficient of variation. , it rose to 21.7%.



In the analysis of the velocity-force characteristics of the longitudinal jump test, it was found that the average values increase from stage I to stage III. If students were 2.3 ± 0.3 m in the first stage. then the result improved by 10 cm ($t = 2$) and decreased to 2.1 ± 0.4 cm in stage IV, which was 9.8% ($t = 2$) compared to the first stage students. The decrease in velocity-force characteristics in graduate students by stage IV was also evident in the coefficient of variation, increasing to 26.2%.

It should be noted that the comparative analysis of the speed-power capabilities of students over the academic years does not change significantly and remains satisfactory throughout the entire academic cycle.

In the lying-down arm flexion test, the first-year students scored an average of 26.0 ± 5.9 times, the power capacity increased 1.1 times by the second stage, but in the third stage these data decreased by 24.4 ± 4.4 times. By stage IV, a sharp decrease was found to 23.8 ± 4.9 times, a difference of 22.7% ($t = 6.2$).

Admittedly, the identified stabilization of strength qualities in first- and second-year students and its improvement by stage III indicates an increase in students' interest in athletic gymnastics, which is widely promoted through the media.

The traction test on a universal bar is in almost all test tasks and represents the strength capabilities of the subjects being tested. While the average number of young men returning from service in the Armed Forces and entering the Faculty of Military Education was 12.6 ± 2.4 times, in the second phase the result improved slightly - to 13.3 times, and in the third phase increased by 12.8 times, respectively 4.6%. and 6.1%.

In Phase IV, there was a significant decrease in students' power capacity - up to 12.8 times, where the difference averaged 21.9%. This indicates a decrease in the focus on students' strength training during the learning process in the final stages.

Grenade launching is the main special test task for students of pre-service military education, which is contained in all program-normative documents of the Armed Forces.

An analysis of the results obtained during the initial study of students' movement readiness revealed that first-year students averaged 35.9 ± 6.5 m. and in the second stage the result increased unreliably by 1.6 m ($t = 1.3$) and in the third stage by 3.6 m, respectively, by 4.2% and 9.2%, respectively.

In stage IV, a reliable decrease of the result to 38 ± 6.1 m ($t = 6.3$) was found, which corresponded to the satisfactory physical capabilities of the students of the special faculty.



All students passed a special test on the horizontal bar with a "satisfactory" grade, with an average score of 8.9 to 12.2 times. This indicates the need to make adjustments to the teaching process in the training of future teachers. An analysis of the results of two similar tests designed to assess the strength of the abdominal press - "Leaning at an angle on the beams" and "Hanging on a horizontal bar and lifting the legs" - showed that students were able to exercise satisfactorily and adequately targeted improvements are required.

Analysis of anthropometric indicators of students of military faculties by academic years showed their unreliable growth at $r > 0.001$, then unreliable decrease in the second and third stages on all studied parameters, which leads to the conclusion that students studying in special faculties of higher humanities have deficiencies in the traditional physical education system will be the basis.

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