



## Characteristics and Methodology of Education of the Physical Qualities of College Students

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### ABSTRACT

Pedagogical experiences testify that positive results can be achieved in the development of the basic physical qualities of students even in the conditions of physical education classes twice a week, and the main attention should be paid to the development of the qualities of quickness, quickness, flexibility, agility and general endurance.

### Keywords:

Physical Qualities, Students, physical education

One of the urgent problems of pedagogy is methodological provision of the educational process organized on the basis of modernized educational content.

The prospective goal of modernizing the educational content is to ensure the quality of the educational process, to develop a socially developed highly moral person. One of the important tasks of modernization of the educational content is to ensure its quality, individualization and differentiation of the educational process.

In our opinion, modern secondary vocational education models, which take into account the system of increasing the role of education and training in the formation of a student's personality, correspond to the system aimed at the development of his moral, spiritual, spiritual and physical characteristics. Each education - attention - attention and care to the student - is the main direction of training of the future specialist. The spiritual-pedagogical preparation of the student is one of the main constituent components of the educational process.

The essence of this problem is the demand for the improvement (modernization) of the theory and technology of physical training and

sports training, which is understandable in the pedagogical environment of secondary special vocational educational institutions, and the systematic and systematic research of the ways of its implementation in real practice has caused us to choose the research topic.

The analysis of special literature shows that the criteria for the development of professional skills of physical education and sports specialists are not fully disclosed and not fully scientifically based (K.M. Mahkamjonov, I.A. Koshbakhtyev, V. K. Balsevich, R. S. Salomov, T. S. Usmankhodjaev, A. A. Polatov, E. A. Seitkhalilov, T. T. Yunusov, Yu. M. Yunusova).

In connection with the above, it was assumed that the solution to the problems of improving the training of physical education specialists based on the systematic systematic analysis of methodological, organizational, programmatic, normative and other factors in the secondary special vocational education system should be implemented through the modernization of the education process. This modernization can be achieved by improving its content and structure and establishing effective continuity in the academic lyceum-vocational college system.

In the process of studying the training of physical education personnel with secondary vocational education, it was assumed that the main directions of modernization and further improvement of this process can be implemented by perspective development of students' pedagogical abilities and their curiosity. This, in turn, not only allows students to adapt to study at a pedagogical college, but also creates real conditions for increasing the effectiveness and quality of the educational process in higher educational institutions.

One of the main tasks of general physical training in the educational system is the development of physical qualities of students.

Comprehensive training from the point of view of physiology is based on the teachings of I.P. Pavlov. He considers the organism as a whole, in which all human qualities are interdependent, the development of one of the qualities of movement positively affects the development of others, or vice versa, the delay in development stops others from developing.

In the process of physical education, the principle of all-round physical development of students is important. Colleges need targeted exposure to students during their teenage years.

Taking into account the characteristics of the age, it is necessary to direct the teaching of physical exercises to the effectiveness of manifestation of one or another physical qualities. There should be age-specific favorable conditions for their development.

Pedagogical experiences testify that positive results can be achieved in the development of the basic physical qualities of students even in the conditions of physical education classes twice a week, and the main attention should be paid to the development of the qualities of quickness, quickness, flexibility, agility and general endurance.

It is known that physical exercises develop all movement qualities, and some only some physical qualities. For example, running from a low start of 30 meters mainly develops quickness, while training with barbells helps to develop muscle strength.

The effect of physical exercise on the development of physical qualities is determined

by the method of its use. For example, performing a single exercise with a barbell mainly develops muscle strength and quick-power qualities, while performing the same exercise many times, but with less weight, develops strength endurance.

In the process of developing the physical quality of speed, it is necessary to increase the functional capabilities of the organism, which determines the characteristics of speed in various types of movement activity. For teenagers, it is advisable to specialize in sports much later in the initial physical training.

In order to achieve certain positive results in the development of movement speed, it is advisable to use exercises that require more speed and strength. To improve movement reaction, exercises are used that require an instant reaction to a change in the situation, to a signal. For example, taking a certain state on a signal, starting actions, etc. It is necessary to practice exiting the start by changing the duration of the pauses between the initial and execution commands.

Sports and action games are the most valuable means of developing speed and improving movement reaction.

In cyclical sports (running, swimming, cross-country), quickness is mainly manifested in the speed of movement, where the high speed of movements is associated with rapid contraction and relaxation of muscles. A useful exercise for developing speed and mastering the art of relaxation is standing running, in which the student strives to achieve the maximum speed of movement.

The main tool for developing speed is exercises performed at maximum speed. For example, running small distances, sprinting 50-60 meters, (from the start or standing), running 60, 100 and 200 meters, relay races, special running exercises, running on sandy ground; running up the mountain, etc.

The length of the covered distance should be such that the speed does not decrease until the end of it; actions are performed to the last speed; the rest interval should be long enough to ensure a relatively complete recovery of strength.

Speed depends on a high level of dynamic ("explosive") strength of the student, so it is necessary to use speed exercises in changing situations and forms.

The main method of speed development is complex, and its essence consists in the systematic use of dynamic and sports games, as well as special-preparatory physical exercises.

Another more effective method of developing speed is the "repetition of exercise" method in light conditions with fast-power (without weights and with small weights), extreme and speed around the limit.

According to the author, a special place should be allocated to the development of muscle strength in the physical education system of students. Strength training increases the activity and efficiency of tissues, the whole body and systems, helps to improve movement coordination, and the formation and manifestation of movement qualities. It is important that the comprehensive development of all muscles should be combined with the ability to show muscle strength in certain movements.

The main task of strength training for middle-aged teenagers is to strengthen all muscle groups of the movement apparatus of students, to train the ability to demonstrate dynamic properties in various conditions.

Dynamic exercises performed with light and moderate weights are the most effective for developing strength in teenagers. It is advisable to do exercises with a barbell. In this case, it is necessary to take into account the characteristics of the age and the level of preparation of the student and properly regulate the exercises.

In 15-17-year-olds, the application of strength loads that are optimal according to their volume in a relatively short period of time makes it possible to increase muscle strength by 18-20%, and strength endurance by 35-45%.

In order to have a more comprehensive effect on the strength training of students and to increase the emotionality of training, it is necessary to use exercises with barbells and kettlebells, exercises with sandbags, exercises with gymnastic shells, dumbbells (1,2,3,6 kg),

spring or rubber expanders. Exercises with dumbbells develop the muscles of the palms of the hands and chest, exercises with dumbbells develop the muscles of the back and legs, exercises with a light weight barbell are useful for developing all muscles.

The main methods of developing muscle strength are:

- method of repeated performance with medium weight ;
- maximum voltages style ( with weighted weights close to the limit and at the limit );
- dynamic tension (repeated speed-strength exercise ) style ;

Circulation training " is recommended to develop muscle strength and endurance .

A cycle can include the following exercises :

- jumping over gymnastic seats (3-4 times);
- sitting and standing while carrying a load ;
- transition from a lying position (holding a stuffed ball over the head) to a sitting position and back ;
- Jumping over 2-3 obstacles and other exercises.

It takes about 15 minutes to complete the exercise with 3-4 rounds (cycles) . As strength and power endurance increase, the number of repetitions increases , and at the same time, the exercise becomes more complicated.

In addition, the training load can be increased from time to time : the weight of the resistance is increased, the number of attempts in the projectile exercise is increased . However , it should not be forgotten that doing too much power too quickly will lead to fatigue or overtraining. Therefore, taking into account the age of students, it is necessary to properly regulate strength and speed exercises .

The high level of development of quick and strong qualities has a positive effect on the physical and technical training of students. Quick-strength qualities are developed with the help of quick- strength and individual strength exercises . The most common are jumping

exercises, which are given a lot of space in the process of physical education .

fast-strength qualities of adolescents depends on the ability to show maximum muscle strength in a short time . Neuromuscular movements with age coordination of movement improves , which in turn improves the qualities of speed and strength causes it to appear more effectively .

The main means of developing quick and strong qualities in training with students *are* jumps, short-distance running, throws , exercises with small weights , athletics jumps, acrobatic exercises, dynamic exercises in gymnastic shells.

training the qualities of strength and power in teenagers is to repeat this exercise ( without weights , with small and medium weights). weights bilan , quick-power ) style of performance and a style of exercises performed in a mixed mode of muscle work.

The development of general endurance is important in the all-round physical fitness of students.

A key tool for developing general endurance is long , low-intensity running. It creates positive conditions for increasing the functional "limit" of all organs and systems and ensures their highly organized functioning. Allowable loads for running in one session 10 km are up to 15-16-year-olds, and for 17-18-year-olds 12 km. is a distance of

Other effective means of developing endurance *are* various cyclical exercises and action sports.

In the first sessions, as the main means of planning general endurance, running at a uniform pace with no high intensity is used, and the duration of the exercise is gradually increased from 5-8 minutes to 25-30 minutes, and then general endurance is performed alternately with steady and rested running.

The starting load is strengthened by gradually increasing the duration of continuous work while maintaining a relatively low, moderate speed. All this teaches students to do a relatively large amount of work.

An effective way to develop general endurance is to cover a distance at the same

pace, with different options, games and circuit training methods.

It is advisable to include athletics runs, especially those in the form of games and competitions, into the training complex in the circuit training method. This allows you to perform a large load according to its size.

The circuit training method should be used taking into account the individual characteristics of teenagers and young people.

It is necessary for the teacher to determine the maximum number of repetitions at the level of opportunity for each student and then gradually increase it.

Special endurance is developed in two directions. If general endurance is developed through the use of exercises of a more cyclical nature , specific endurance is developed through the means of the types of exercises in which the student specializes . Another feature is that specific endurance exercises are performed at or near competition intensity .

One of the main tasks of developing agility in students is to acquire new movement skills and abilities and to improve the ability to effectively reconstruct movement activities when the situation changes . To develop agility, first of all, the coordinate is on refers to the development of the ability to master complex movements , and secondly, the ability to change movement activities according to the requirements of a suddenly changing situation .

exercises with additional tasks ( carrying objects, jumping over them ) , various throws , and exercises requiring high movement coordination are considered as means of agility development . Exercises performed under difficult conditions (running over obstacles, balancing, etc.) are also useful. Sports games and gymnastics play an important role in the development of agility.

Gymnastics and acrobatic exercises are important for acquiring movement experience and the ability to aim in time and space. Their variety allows students to be regularly enriched with new movement sensations. From gymnastics and acrobatics, it is necessary to single out the exercises that form the ability to properly relax the muscles.

The most important structural element of agility is the speed of response to a new situation, and to improve it, it is desirable to use methodological methods that force students to react faster each time. In sports games, this method consists in reducing the distance between players.

Sports and active games are a valuable tool for comprehensive improvement of agility, because during games, situations and conditions of movement change continuously and suddenly, it is necessary to switch from one activity to another. In this, players solve complex action tasks in a short time.

Changing loads aimed at developing agility should be done mainly by gradually increasing coordination difficulties. In this case, it is necessary to use stimulating methodological methods, such as the demonstration of complex movement coordination, the use of unusual initial situations, performing the exercise in front of a mirror, changing the methods of performing the exercise, complicating the exercise with additional movements.

The following criteria can be used to assess the student's level of agility:

- coordination complexity of performing a movement task (for example, crossing an obstacle distance, etc.);
- exact execution of the movement ( the quality of execution of swings in gymnastic bars );
- time spent on mastering the movement ( training time spent on mastering a certain gymnastics - tika combination ).

The best time to develop agility is during adolescence and young adulthood, when the student's body is more flexible than later in development. To develop flexibility, "stretching" exercises are typical, and they are characterized by gradually increasing the amplitude of movement until the end. The simplest exercises of basic and additional gymnastics are considered as the leading tool for stretching and selectively affect one or another muscle group and tendons ( legs, arms, body, neck exercises ).

Exercises for flexibility can be performed on shells, gymnastic wall and other

shells, filling balls, dumbbells, sherry k. B he can increase the amplitude of movement in the exercises by the exerciser's own strength - by jerking the arms or legs or by using external force, for example, by the force of the partner in the exercises performed in pairs.

is necessary to use various active and sports games, exercises performed with a large amplitude of movement ( with and without objects ) and exercises for strengthening joints, ligaments and muscles. When performing flexibility exercises, its speed is determined depending on the nature of the exercises and what purpose they are intended for, as well as the level of preparation of the students.

way to develop flexibility is to perform the exercise repeatedly, and it is necessary to develop it regularly. It is possible to increase the range of motion only after repeated repetitions of flexibility exercises (10-15 times). The greatest effect in the development of flexibility can be achieved only after training is carried out daily or twice a day. In addition, it is necessary to engage in flexibility exercises during independent, morning hygienic gymnastics.

is a whole process, so it is more correct to talk about different aspects of the process of holistic physical education of students (taking into account the age characteristics of the latter) rather than about separate processes.

It should be noted that the method of education of physical qualities of students has been sufficiently developed, but the use of control tests is discussed only theoretically.

*Forms of organizing and holding classes.*

Group training sessions are the basis of all educational work on physical education. A wide range of tasks are solved in training sessions: special knowledge is imparted, students' physical abilities are determined and improved, a sense of love for physical education and sports is instilled, movement skills are formed.

The successful application of all forms of physical education depends on the quality of group training. Here, it is necessary to develop the method of training taking into account its connection with other forms of physical education.

Forms of organization of physical education are training sessions held on the basis of the schedule in the order of the school day, independent training on the teacher's assignment and industrial gymnastics (introductory gymnastics and physical training breaks). Additional classes can be organized under the guidance of a teacher for students with free physical training.

Educational activities can be complex, specific to types, special according to their pedagogical direction.

The best form of training in general physical training is complex training, the unique feature of which is the comprehensive use of physical education tools provided in the program. The purpose of conducting complex training is to ensure that physical education tools have a comprehensive effect on the body in each training, to form and develop various movement skills and competencies according to its characteristics, and to prepare the body of students to successfully fulfill the requirements of the program in the next cycle of training. The integration of the program material is carried out according to the signs of "positive transfer" of movement skills and movement qualities.

The peculiarity of training in sports is that the content of some training is limited to the means of a single section of general physical training (athletics, gymnastics, swimming, etc.), the sequence of training in these types depends on the season or sports facilities (playground, swimming pool). ) are determined by the periods allocated for use. From the point of view of solving the tasks of general physical training and wellness, training in sports is relatively less effective, because with the means of one type (department) of the program, it is impossible to provide the necessary training for students to successfully pass the requirements of the program.

Separate training by types is justified in cases where it is impossible or inappropriate to integrate several types in one lesson according to organizational (training in the pool) or methodical (negative "migration" of movement skills or physical qualities) characteristics.

Independent training with the teacher's assignment is an important addition to

mandatory training, includes studying theoretical issues based on literature sources, creating hygienic and industrial gymnastics complexes, performing special exercises aimed at eliminating existing deficiencies in physical development or physical training.

Independent training according to the teacher's task has great educational value, it helps to integrate physical education into the daily life of students.

One of the mandatory forms of physical education is a tourist trip. A tourist trip can be planned during "health days" or during non-study hours. In the process of tourist trips, practical movement skills, skills and physical qualities are formed in travel conditions.

Industrial gymnastics solves general fitness and practical tasks in the order of the training day.

Forms of extracurricular physical education are organized by physical education teams and students themselves on the basis of volunteering. It includes activities such as physical training, fitness running, walking, excursions, training in sports sections. They aim to provide healthy and cultural recreation, to meet the needs of students for sports and to help their physical improvement (104).

Physical education has its own characteristics compared to other pedagogical disciplines, which imposes special requirements on physical education classes.

The correct organization of the educational process requires that the gender, state of health and physical fitness of students be the same. These requirements must be taken into account when grouping.

One of the most important issues of physical education methodology is to determine the structure of training. Pedagogical, psychological and physiological laws should be taken into account when organizing classes.

Taking into account pedagogical and psychological laws implies the following:

- orderly start of training sessions;
- comfortable situation, working mood and desire to do physical exercises;
- to have a clear idea about the purpose and tasks of the upcoming training;

- establishing the necessary connections in the content of previous and current trainings;

- compliance with the principles of education and training methods ;

- those who are engaged in a to complete the lesson by increasing the desire to engage in physical exercises .

Physiological laws are also important : reaction of the organism to physical load , development of working capacity during training ( pre-start condition, workability, stable condition ) . In accordance with them, to prepare the body's organs and systems for upcoming activities ; alternating work and rest, gradually increasing the physical load, taking into account the level of functional fitness of the body ; After the training, the body is relatively calm status go to bring creating favorable conditions for transition to other activities .

Taking into account the pedagogical, psychological, and physiological laws, the general structure of physical exercise was developed and it includes preparatory, main, and final parts , which differ from each other by their pedagogical tasks.

Pedagogical tasks of the preparatory part include : announcement of organizational minutes and lesson tasks , preparation of movement apparatus, cardiovascular and respiratory systems for future physical loads.

Pedagogical tasks of the main part : formation of necessary movement skills and qualifications , imparting knowledge related to the field of physical education; education of physical, mental and other qualities.

The final part : to complete the training in an organized manner, to conclude , to strengthen the desire for the next training , to give tasks for independent training in free time.

In theory, there are very convincing opinions about the need to conduct independent training , but they It can be effective if the teacher is able to monitor individual training based on the control data . First, it is necessary to assess the comprehensive readiness of the student, and then scientifically based tools are used, and then again, the model is compared to the

specifications, and the necessary adjustments are made to the preparation process.

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