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Title **PHYSICAL EDUCATION AS A FACTOR OF INCREASING THE PHYSICAL READINESS OF MEDICAL UNIVERSITY STUDENTS.**

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PHYSICAL EDUCATION AS A FACTOR OF INCREASING THE PHYSICAL READINESS OF MEDICAL UNIVERSITY STUDENTS.

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Abstract: Physical culture and sports in the university act as an important means of social and professional development of a future specialist, his physical and spiritual development. The main form of the directed use of physical culture in a higher educational institution is compulsory training sessions. However, they do not fully provide a high-quality solution to the problems of physical education in the main educational process. Independent physical exercises are a promising way to increase the effectiveness of physical education of students.

Keywords. Physical culture, high-quality, physical education

Therefore, increasing the effectiveness of such classes is one of the problems in the physical education of students. It acquires particular acuteness in connection with the increased demand for independent work of students and the strengthening of an individual approach to the development of the personality of a future specialist. [1]

The effectiveness of various forms of self-study is beyond doubt. Their appropriateness is emphasized in preparation for the implementation of the control standards of the curriculum. However, students do not have the necessary knowledge to prepare independent physical exercises. In cases where such knowledge and skills are available, students are more actively and consciously engaged in physical exercises. The study of the relationship between independent and educational physical education at a medical university is the goal of our work. The main research method was testing the physical fitness of boys and girls of the Bukhara State Medical Institute, who entered the 1st course in 2019 and 2020. Since the research

was carried out within the framework of the educational process according to a generally accepted program, we found it expedient to use some tests of the control section of this program on physical education for universities to assess physical fitness. [2]

Table 1. Dynamics of physical readiness of 1st year students in the ascertaining experiment 2019-2020 academic year year)

Tests	Floor	1997 r. 1 semester	1998 r. 2 semester	t, p
Running 100 m (sec)	son	14.16 ± 0.11	14.27 ± 0.15	3.86 ± 0.01
		0.33	0.45	
		2.36	3.17	
	girl	17.32 ± 0.33	17.44 ± 0.27	0.01
		1.13	0.95	
		6.54	5.44	
Standing long jump (cm)	son	222.7 ± 5.47	223.2 ± 5.97	2.97 ± 0.05
		16.41	15.22	
		7.57	6.82	
	girl	171.92 ± 3.77	174.54 ± 3.73	3.67 ± 0.01
		13.05	12.91	
		7.59	7.40	
Flexion and extension hands up (number of times)	son	30.4 ± 2.86	30.0 ± 3.04	3.06 ± 0.05
		8.57	9.12	
		22.31	23.38	
	girl	5.08 ± 0.28	4.77 ± 0.36	4.09 ± 0.01
		0.95	1.24	
		7.30	9.67	
Squats (number of times per minute)	son	56.5 ± 2.18	55.4 ± 1.52	1.73 ± 0.01
		3.21	4.55	
		5.48	7.93	
	girl	51.54 ± 2.18	48.69 ± 1.6	3.2 ± 0.01
		7.57	5.53	
		14.68	11.35	

First line: cf. arithmetic value $\bar{M} \pm m$, second line: cf. square off (σ); third line: coefficient of variation (V).

Table 1 shows that the students who entered the 1st year have a low level of physical fitness. Strength endurance tests (flexion and extension of the arms in the supine position and squatting) caused particular difficulties. In tests for push-ups in the lying position and squats, the results of 2 semesters are lower than 1 semester. For example, for push-ups, the indicators decreased for boys by 1.3%, for girls by 6.1%, while squatting for boys - by 2.0%, for girls - by 5.5%. The reliability of the differences is observed in all 4 tests. Probably, the program material and the educational-training process did not pay due attention to the development of physical qualities, for example, to strength endurance. The motor abilities of a significant part of students remain at a low level, which also indicates the insufficient effectiveness of the traditionally used methods of pedagogical influence. [3] Consequently, it becomes obvious that there is a further need to study and search for additional more effective means and methods in the system of physical education of students of medical universities.

In the 1st (autumn) semester (verification experiment), after passing the control tests, the students studied according to the physical education curriculum, but the bulk of the classes was aimed at developing strength endurance. In the 2nd (spring) semester, along with the further improvement of sports skills, the speed-strength potential of the trainees developed, but the development of strength endurance continued.

We have conducted lectures, provided consultations and developed complexes of physical exercises for independent physical education. Students who had difficulties

passing the tests received individually oriented complexes of physical exercises to improve their results. They worked on them independently. It can be seen from Table 2 that difficulties, both in boys and girls, continued to cause tests for strength endurance (flexion and extension of the arms in the lying position and squatting). Practically 70% of students, when passing the push-up test, had indicators below the proper values, and 20% of students did not cope with the task at all, however, about 10% completed the tests easily, showing high results. From this it follows that these indicators are sensitive in monitoring the individual level of development of speed-strength endurance of students (as indicated by the high $V = 38.32\%$ in boys, $V = 72.40\%$ in girls).

The students passed the test - running 100m easily, without any particular difficulties. Probably, 1st year students during the period of study at school, in physical culture lessons, received an unequal load on the development of physical qualities. According to the test results, it can be seen that such physical qualities as speed, speed-strength abilities are well developed among students (running 100 m - 14.0, $V = 6.86\%$ for boys, and for girls - 17.54, $V = 5.31\%$; jump in length from place for boys - 230.47, $V = 7.35\%$, for girls - 171.47, $V = 7.89\%$). Significant differences were found in all 2 tests. This is apparently due to the large number of hours of the school curriculum spent on track and field athletics and sports games. As you know, these sports predominantly develop these physical qualities.

Table 2. Dynamics of physical fitness of students

1 course in verification experiment 2020 - 2021 academic year)

Tests	Floor	1999 y. 1 semester	2000 y. 2 semester	t, p
Running 100 m (sec)	son	10.0 ± 0.26	14.0 ± 0.23	
	girl	0.97 6.98		5.17 ± 0.01
		17.54 ± 0.24	17.0 ± 0.21	
Standing long jump (cm)	son	0.95 5.91	0.82 4.69	5.26 ± 0.05
	girl	230.47 ± 4.76 17.8 7.89	235.67 ± 5.05 18.89 8.01	2.89 ± 0.05
		171.47 ± 3.15	178.24 ± 3.44	
Flexion and extension hands up (number of times)	son	12.6 7.35	13.77 7.95	2.66 ± 0.05
	girl	40.0 ± 3.07	44.53 ± 3.66	
		11.5	13.71	
Squats (number of times per minute)	son	5.2 72.44	4.73 72.47	3.43 ± 0.01
	girl	12.18 ± 1.3	14.53 ± 1.18	
		56.27 ± 1.53 5.73 10.18	58.67 ± 1.64 6.04 10.66	6.51 ± 0.01
Squats (number of times per minute)	son	51.29 ± 1.61	59.71 ± 1.35	
	girl	6.42 12.52	5.38 10.83	3.67 ± 0.01

First line: cf. arithmetic. value ± error avg. (M ± m); Second line: cf. off (□); third line: cal. variations (V).

The educational activity organized in this way allowed in the end (2 semester) to increase the strength and speed-strength potential of students, to expand their functional base. This is evidenced by the test results in the 2nd semester, the indices have practically improved, for example, in long jumps the results increased by 10.3% $p < 0.05$, in the test of flexion and extension of the arms in the lying position - by 11.12% $p < 0.05$, while squatting by

10.4% $p < 0.01$. The control test remained unchanged - running 100m. Apparently for the development of such a physical quality as speed, one semester is not enough. It is also likely that at this age the quality of speed develops slowly, and to improve it requires a large volume of specialized work.

Comparison of the second semesters of 2019 and 2020 is of considerable interest. In 2019, physical education classes were conducted according to the generally accepted program for universities, and in 2020 - according to a program developed by us, which includes independent physical exercises. An improvement in the results of the 2nd semester of 2020 occurred in all 4 tests, which cannot be said about the 2nd semester of 2019, here the results improved only in 2 tests. When comparing these 2 semesters, it can be seen that the indicators in the 100 m run test increased by 9.8% for boys, and for girls - 9.7%, in the long jump for boys - 10.5%, for girls - 10.2%, in push-ups - 14.8% for boys, and 30.4% among girls, 10.5% in squats for boys, 12.2% for girls. According to the opinion, the main reserve for improving the process of physical education at the university is the physical self-education of students. Self-upbringing is a process in which the educated person acts simultaneously as an object and subject of upbringing, consciously, more fully aspiring, but also skillfully improving himself. He independently acquires the necessary knowledge, develops useful skills in himself, and directly affects his qualities and abilities.

In physical education, self-education begins when a meaningful need for physical improvement is formed, which is embodied in independent actions aimed at

achieving appropriate results. Physical self-education can help prepare students for the conscious construction of a healthy lifestyle and lifestyle, as well as improve their physical fitness. [4]

The implementation of the physical education program developed by us, including independent exercises, provided: a significant increase in the level of physical fitness (table 2) with knowledge and skills for independent physical education. However, the approach and system of organization of physical education classes in the university that have developed in recent years do not contribute to the wide and active involvement of students in independent physical culture practice. This additionally indicates the need for further and deeper study of the problem of introducing students to independent physical culture and health-improving activity.

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