



## DYNAMICS OF PHYSICAL DEVELOPMENT OF STUDENTS WITH ONE AND TWO TIME COMPULSORY LESSONS

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Article history:	Abstract:
<b>Received:</b> August 10 <sup>th</sup> 2021 <b>Accepted:</b> September 7 <sup>th</sup> 2021 <b>Published:</b> October 28 <sup>th</sup> 2021	Sports and physical culture improve health and thereby increase performance. All studies have proven the positive effect of regular exercise on work activity. A lot of talk and discussion about the need for regular physical education of students in fact remain good intentions. Deans' offices, drawing up the schedule of compulsory physical education classes, are forced to reduce the number of hours of physical education. This is due to the fact that physical education is classified as a humanitarian discipline. This work examines the dynamics of the development of physical qualities with one and two physical education lessons.
<b>Keywords:</b> Physical Education, Sports, Students, Lessons, Classes	

The motivational-value component reflects an actively positive emotional attitude to physical culture, the formed need for it, the system of knowledge, interests, motives and beliefs that organize and direct the volitional efforts of the individual, cognitive and practical activities to master the values of physical culture, focus on a healthy lifestyle, physical improvement. The outlook of a person in the field of physical culture is determined by knowledge. There are 9 of them can be divided into theoretical, methodological and practical. Theoretical knowledge covers the history of the development of physical culture, the regularities of the work of the human body in motor activity and the fulfillment of motor actions, physical self-education and self-improvement. This knowledge is necessary for the explanation and is related to the question "why?" [1]

Methodological knowledge provides an opportunity to get an answer to the question: "how to use theoretical knowledge in practice, how to self-study, self-develop, self-improve in the field of physical culture?" Practical knowledge characterizes the answer to the question: "how to effectively perform this or that physical exercise, motor action?" Knowledge is necessary for self-knowledge of a person in

the process of physical culture and sports activity. First of all, this refers to self-awareness, i.e. awareness of oneself as a person, awareness of their interests, aspirations, experiences. The experience of various emotions accompanying self-knowledge forms an attitude towards oneself and forms a person's self-esteem. It has two sides - content (knowledge) and emotional (attitude). Knowledge about oneself

correlates with knowledge about others and with an ideal. [2]

As a result, a judgment is made about what the individual is better and what is worse than the others, and how to correspond to the ideal. Thus, self-esteem is the result of a comparative knowledge of oneself, and not just a statement of existing possibilities. In connection with self-esteem, such personal qualities as self-esteem, vanity, ambition arise. Self-esteem has a number of functions: comparative knowledge of oneself (what I am worth); predictive (what I can); regulatory (what should I do in order not to lose self-esteem, to have peace of mind). [3]

The student sets goals of a certain difficulty, i.e. has a certain level of aspirations, which must be adequate to its real capabilities. If the level of aspirations is underestimated, then this can constrain the initiative and activity of the individual in physical improvement; an overestimated level can lead to disappointment in classes, loss of faith in oneself. Beliefs determine the direction of assessments and views of the individual in the field of physical culture, stimulate her activity, become the principles of her behavior. They reflect the student's worldview and give his actions a special significance and direction. [4]

The needs for physical culture are the main incentive, directing and regulating force of personality behavior. They have a wide range: the need for movement and physical activity; in communication, contacts and spending free time with friends; in games, entertainment, rest, emotional release; in self-affirmation, strengthening the position of your I; in knowledge; in aesthetic pleasure; in improving the



quality of physical culture and sports activities, in comfort, etc. [5]

Needs are closely related to emotions - experiences, feelings of pleasant and unpleasant, pleasure or displeasure. Satisfaction of needs is accompanied by positive emotions (joy, happiness), dissatisfaction - negative (despair, disappointment, sadness). A person usually chooses the type of activity that to a greater extent allows to satisfy the emerging need and get positive emotions. [6]

The system of motives arising on the basis of needs determines the orientation of the personality, stimulates and mobilizes it for the manifestation of activity. The following motives can be distinguished:

- \* physical improvement, associated with the desire to accelerate the pace of their own, development, take a worthy place in their environment, achieve recognition, respect;

- \* friendly solidarity, dictated by the desire to be with friends, communicate, cooperate with them;

- \* must, associated with the need to attend physical education classes, to fulfill the requirements of the curriculum;

- \* rivalry, which characterizes the desire to stand out, assert oneself in one's environment, gain authority, raise one's prestige, be the first, achieve as much as possible;

- \* imitation, associated with the desire to be like those who have achieved

certain successes in physical culture and sports activities or has special qualities and merits acquired as a result of classes;

- \* sports, determining the desire to achieve any significant results;

- \* procedural, in which attention is not focused on the result

activity, but on the very process of classes;

- \* game, acting as a means of entertainment, nervous discharge, relaxation;

- \* comfort, which determines the desire to exercise in favorable conditions, etc. [7]

Relevance. Sports and physical culture improve health and thereby increase performance. All studies have proven the positive effect of regular exercise on labor activity. The flow of scientific information, which is increasing every day, mental stress, hours of sitting in the classroom, a sedentary lifestyle have a negative effect on the health of students. [eight]

The restructuring of the education system has set a task for universities

increasing the level of professional applied and physical training. But, unfortunately, the level of development of physical education in general

education schools, children's sports, the general level of physical education in the country, do not instill the need for regular classes in young people. All these problems are transferred to the Department of Physical Education. At the same time, the majority of scientists admit that even two-time physical education classes do not provide adequate health improvement, increase the level of physical fitness and maintain high working capacity. [nine].

At the same time, it has been experimentally established that an increase in the volume of physical education classes in universities gives a significant improvement in the health status of students.

Purpose of the study. A lot of conversations and discussions about the need for regular physical education of students in fact remain good intentions. Deans' offices, drawing up the schedule of compulsory physical education classes, are forced to reduce the number of hours of physical education. This is due to the fact that physical education is classified as a humanitarian discipline. In this work, I would like to once again substantiate and prove the unreasonableness of reducing the number of physical education classes. And at least for 1-2 courses by administrative methods to help increase the number of classes. [ten]

Research methods and organization. We have chosen the exercise on the simulator "wide grip for the head". In our opinion, this exercise determines the indicator of the development of strength. It is quite simple to perform and does not require special training. The indicator was taken as the initial weight (70% of a person's weight). And it was proposed to perform the thrust for the maximum number of times. For weight accuracy on top plate weights were set on the simulator (100, 200, 500, 1000)

Research results. The test proposed above was carried out for 4 years at the beginning of the academic year and at the end for 1st year students of all specialties of the main medical group wishing to work out in the gym. On the first test, the average number of "pulls" was 10 times. The first 3 years with 2 single compulsory lessons during the academic year, the increase in the number of repetitions was 4 times, and the last year with one compulsory and one optional was only 2 times.

Conclusions, recommendations. With two compulsory lessons, there is a tendency for the growth of physical qualities. Forcibly and indirectly, the need for physical exercises is inculcated. On the example of testing, the usefulness and necessity of regular physical education and sports are substantiated.



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