



**PROFESSIONAL-APPLIED PHYSICAL TRAINING OF FIRST- AND  
SECOND-YEAR STUDENTS IN THE AREAS OF PRE-CONSCRIPTION  
MILITARY EDUCATION**

Khasanov A. T.

PhD, Associate Professor

Fergana State University

**ABSTRACT**

The article presents an experimentally based program for professionally applied physical training of I-II courses in the direction of pre-prescription military education and the effectiveness of modular training in the educational process at a university.

**KEYWORDS**

Program, strategy, professional activity, method, process, block, module, cycle.

**Introduction**

Based on the Constitution of the Republic of Uzbekistan, the Defense Doctrine and the program for reforming the Armed Forces, measures are being taken to modernize the army.

The need for serious professional-applied physical training of students, future military teachers, is becoming urgent, without which it is indispensable in the formation and development of socially necessary qualities in students, allowing them to act consciously and reliably in any everyday and extreme situations of military service.

Taking into account the focus and specificity of the chosen research topic, students in the field of “Pre-prescription military education” must deeply understand the essence, patterns, principles, conditions for the formation of their fundamental scientific position and ways of their implementation in practice. The training of specialists in this profile is closely related to the acquisition of deep theoretical and practical knowledge in this profession, which is the purpose of the academic discipline “Professional Applied Physical Training (PAPT)” for students studying in the areas of pre-prescription military education in humanitarian educational institutions.

The training of qualified specialists is a priority direction of the society's development strategy, since currently there is an increasing need for generalist teachers who are able to mobile use knowledge in various scientific fields related to their profession (V.E. Zhabakov, 2007).

Physical training in relation to the requirements of the profession was expressed in the creation of a special type of physical activity - professional-applied physical training and is a pedagogically oriented process of ensuring specialized physical preparedness for the chosen professional activity. This learning process enriches the individual fund of professionally useful motor skills, development of physical and directly related abilities, professional capacity directly depends on them. Exercises typical for the chosen specialty and the methodology for their application are characterized by

modeling the forms and essential aspects of coordination of movements included in professional activities and are aimed at higher demands on motor abilities.

To effectively use the process of professional-applied physical training of students at the faculty of pre-conscription military education and ensure their professional readiness to teach pre-conscription military training in the college education system, it is advisable to divide them into two double educational one-year cycles.

It has been established (Anarkulov B.Kh.) that in the first year of study at a university, strictly regulated exercise methods are effective (indicators of the effectiveness of application are 8.27 points on a ten-point scale, the coefficient of variation of answers is 9.31%), the game method ( $X=5.60$ ,  $CV=20.36\%$ ), competitive method ( $X=5.47$ ,  $CV=26.51\%$ ). Less effective methods are the imitation-active test ( $X = 4.00$ ,  $CV = 37.50\%$ ) and the individual motor programming method ( $X = 3.67$ ,  $CV = 34.06\%$ ).

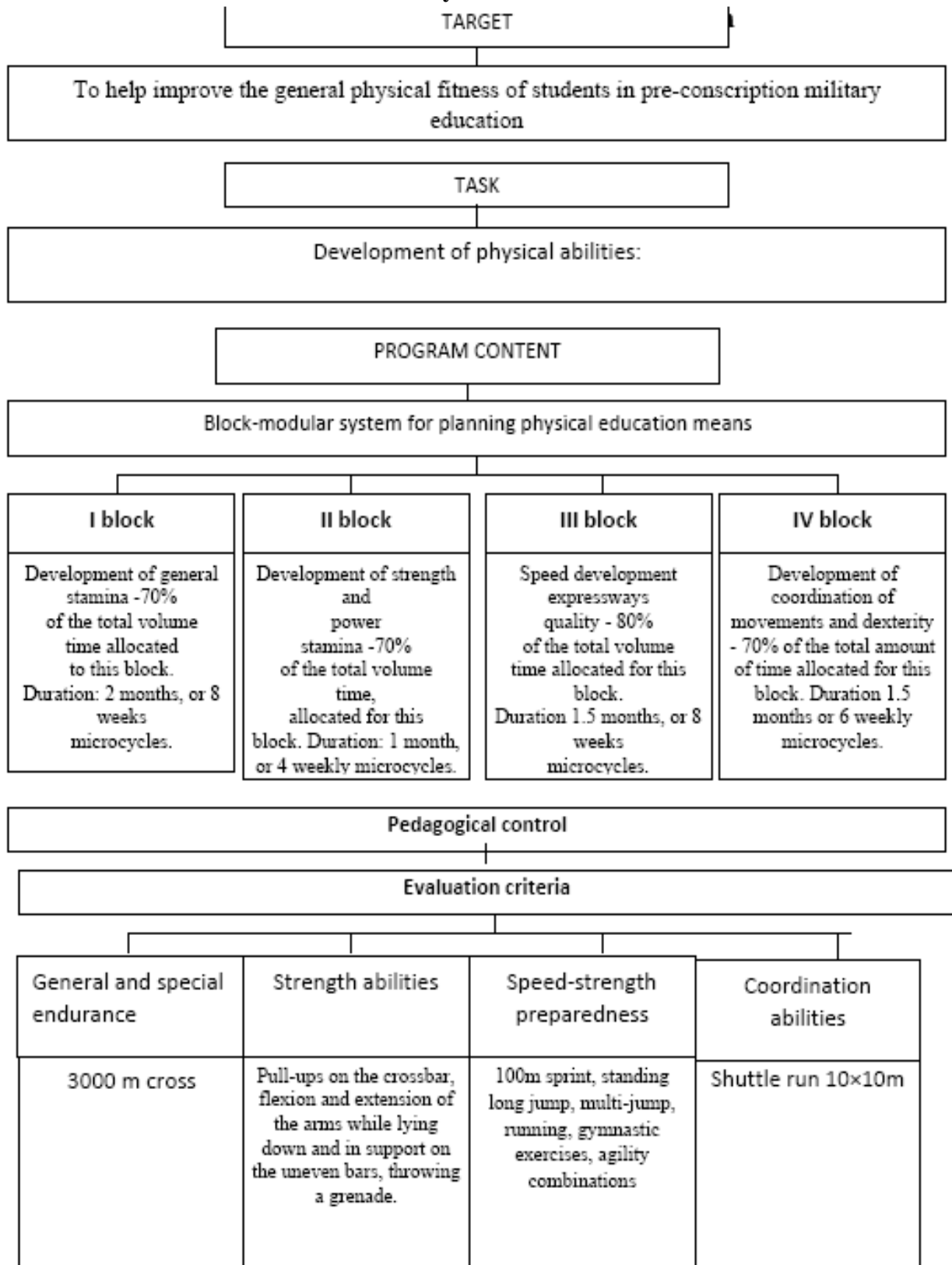
The same methods turned out to be significant for the second course.

In the first and second years, in the process of physical training of a future teacher of pre-conscription military education, it is advisable to use pedagogical techniques aimed at increasing the general physical preparedness of students, which is achieved by consistently increasing training-oriented physical activity. It is advisable to plan these pedagogical techniques primarily with a general focus, which will ensure intensive development of basic physical qualities: endurance, strength, speed-strength qualities, coordination of movements and agility.

Training sessions are conducted in separate sections of physical training with the aim of developing professionally applied motor skills and gradually increasing the level of general physical fitness of students. The method of complex training is carried out through physical exercises of that section, which is mastered in classes performed with increased intensity and long duration, with rest periods that are optimal in duration and effectiveness. The use of such a complex of physical exercises causes significant physical fatigue and promotes the tolerance of maximum physical stress and fights the manifestations of fatigue.

The experimentally substantiated educational process of PAPT for first- and second-year students of the faculty of pre-conscription military education of humanitarian universities is presented in Table 1. The scientifically based PAPT program, its purpose and objectives ensure the correct selection of means and methods of physical improvement of students during the period of their education.

**Table 1. An experimentally based program on PPPP for I-II year students in preconscription military education**



In the process of training students at the Faculty of Pre-Conscription Military Education, the section on PPPP is divided into two double one-year cycles, where in the first year general physical training is carried out, aimed at increasing motor readiness, and in the second year the cycle consists of 4 blocks.

The first block is aimed at developing general endurance.

Modular training is a technology during which the student is able to independently work with the program proposed to him, which includes information data and methodological guidance on various professional activities.

Modular training aims to provide flexibility in adapting to the individual needs of the individual and the level of his basic training. In modular learning, the teacher performs informing and controlling functions, as well as advises and coordinates the actions of students.

When using the principle of modular learning, it becomes possible to make adjustments during the educational process without violating the single target content.

It is shown that the PAPT program for students in pre-conscription military education consists of two double one-year cycles. For first and second year students, the main focus is increasing general physical fitness using a block-modular system. The first block is aimed at developing the motor quality of endurance, the second - at improving strength capabilities, the third - at improving speed and speed-strength qualities, the fourth - at developing coordination abilities and agility.

For the successful training of future teachers in initial pre-conscription military training, it is necessary to use the optimal PAPT program in the educational process of students of the Faculty of Military Education.

## References

1. O'zbekiston Respublikasi Prezidentining 2017 yil 20 apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-2909-sonli Qarori.
2. O'zbekiston Respublikasining "O'zbekiston Respublikasi Mudofaa Doktrinasi to'g'risida" gi Qonuni. –Toshkent sh., 2018 yil 9 yanvar, 458-son.
3. Khasanov A. T. et al. Identification Of Forms And Means Of Physical Activity During Military Of Students Of Military Education Faculty //The American Journal of Social Science and Education Innovations. – 2021. – T. 3. – №. 06. – C. 79-83.
4. Xasanov, A. T., & Nishanbayev, S. O. (2023). YILLIK SIKLIDA YOSH BOKSCHILARNI MUSOBAQLARGA TAYYORLASHNI REJALASHTIRISH. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(18), 1312-1317.
5. Xasanov, A. T., & Muxamediyev, M. M. (2023). YOSH VOLEYBOLCHILARDA MAXSUS ISH QOBILIYATINI RIVOJLANTIRISHNING AHAMIYATI. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(19), 1027-1033.
6. Xasanov, A. T., & Xakimov, Q. M. (2023). YOSH FUTBOLCHILARNING TEZKOR-KUCHLILIK SIFATINI TAKOMILLASHTIRISHNING SAMARADORLIGI. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(19), 1040-1046.

7. Xasanov, A. T., & Tojiboyeva, G. X. (2023). KOORDINATSION QOBILIYAT VA HARAKAT ANIQLIGINI SHAKLLANTIRISHDA MUVOZANAT SAQLASH BARQARORLIGINING SAMARADORLIGI. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(18), 1276-1282.
8. Хасанов, А. Т. СОЦІАЛЬНІ КОМУНІКАЦІЇ СОЦІОЛОГІЧЕСКІЕ ИССЛЕДОВАНИЯ В СИСТЕМЕ ПОДГОТОВКИ СТУДЕНТОВ ДОПРИЗЫВНОГО ВОЕННОГО ОБРАЗОВАНИЯ. Контактна інформація організаційного комітету конференції, 74, 73.
9. Xasanov, A. T. (2023). YOSH VOLEYBOLCHILARNI JISMONIY TAYYORLASHDA TIZIMLI YONDASHUVNING SAMARADORLIGI. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(19), 1021-1026.
10. Xasanov, A. T., & Anvarov, D. M. (2023). YOSH SUZUVCHILARDA CHIDAMLILIKNI RIVOJLANTIRISHNING AHAMIYATI. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(18), 1283-1289.
11. Хасанов, А. Т. (2018). Экспериментальное обоснование акцентированных занятий по физическому воспитанию студентов факультета " Допризывное военное образование". In Педагогика сегодня: проблемы и решения (pp. 59-61).
12. Tursinovich, K. A., Mirzaakhmadovna, M. F., & Alijonovich, E. T. (2022). 'Topical issues of pre-university preparation of students in the field of physical culture and sports. Texas Journal of Multidisciplinary Studies, 7, 253-255.
13. Хасанов, А. Т., & Азимов, А. М. (2022). МЕТОДИЧЕСКИЕ ПОДХОДЫ К РАЗРАБОТКЕ ПРОФЕССИОГРАММЫ УЧИТЕЛЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ. ПУДКОР О'QITUVCHI, 2(24), 449-455.
14. Khasanov, A. T., & Azimov, A. M. (2023). Development of physical fitness of students based on new pedagogical technologies. Journal of Pedagogical Inventions and Practices, 17, 57-62.
15. Solijonovich, S. J., & Xasanov, A. T. (2023). KASB-HUNAR MAKTABIDA VOLEYBOL SEKTSIYASI ISHINI TASHKILLASH SAMARADORLIGI. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(15), 117-122.
16. Khasanov, A. T., Kurbanov, G. R., & Mamatov, U. E. (2022). Experimental substantiation of efficiency accented physical education classes students of the faculty of "Military education". INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876, 16(10), 157-164.
17. Tursinovich, H. A., Ibrokhimovich, A. E., & Tavakkalovich, A. D. (2022). Features of the interdependence of indicators of physical status of students of I-IV stages of military education faculties. Texas Journal of Multidisciplinary Studies, 7, 58-61.
18. Hasanov, A. (2022). Primary school students training movement games in physical education classes: primary school students training movement games in physical education classes. Физическое воспитание, спорт и здоровье, 2(2).
19. Hasanov, A. T., Akzamov, S. D., & Abduraimov, D. T. (2022). Pedagogical technology in professional-practical physical training of students of the faculty of military education. INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876, 16(10), 148-156.
20. Baxodirovna, X. B. (2024). THE IMPACT OF RHYTHMIC GYMNASTICS ON THE PHYSICAL HEALTH AND DEVELOPMENT OF CHILDREN AND ADOLESCENTS.

International journal of advanced research in education, technology and management, 3(3), 191-196.

21. Xaitbayeva, B. (2024). THE ROLE AND METHODS OF TEACHING RHYTHMIC GYMNASTICS IN SCHOOL PHYSICAL EDUCATION. *European Journal of Pedagogical Initiatives and Educational Practices*, 2(1), 23-26.
22. Xaitbayeva, B. (2024). RHYTHMIC GYMNASTICS: INTEGRATION INTO THE PHYSICAL EDUCATION CURRICULUM. *European Journal of Pedagogical Initiatives and Educational Practices*, 2(1), 15-18.