



METHODS OF TRAINING THE DEVELOPMENT OF PHYSICAL QUALITIES OF STUDENTS WITH A LOW LEVEL PHYSICAL FITNESS

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ABSTRACT

the article provides a theoretical and experimental justification of the methodology for training the development of physical qualities of students with a low level of physical fitness due to the selection of an individually optimal pace of motor actions and the standardization of physical activity in a given time period. The results of the experiment are presented, reflecting the effectiveness of individualization of training of secondary school students with a low level of physical fitness.

KEY WORDS

physical fitness,
physical qualities,
motor abilities,
individualization of
training.

INTRODUCTION

In the process of studying approaches to training students with a low level of physical fitness, a variety of tools and methods used was revealed. Mainly for this category of trainees, complex training with a small load is recommended. Training with an accentuated development of individual physical qualities is impractical due to the rapid onset of fatigue [3]. In certain cases, depending on the structure of physical fitness, the orientation Training can change - for the development of individual muscle groups, physical qualities, complex development [4]. Such a focus of training should be based, first of all, on taking into account the individual characteristics and age of the participants, the presence of motor experience, the level of functional capabilities of the body [2]. Currently, the principles of individualization and accessibility are not fully applied in the group form of classes due to the complexity of their organization [7]. The level of physical fitness is closely related to the indicators of physical development and functional state of a person. However, the studies did not reveal significant differences between the indicators of physical development and the functionalstate of students who are polar in physical fitness groups. Pronounced differences in these indicators are observed during physical exertion of varying intensity.

To determine the optimal ratio of the intensity and duration of training work for the category of students under consideration, a pedagogical experiment was conducted using the method of active planning. The pedagogical experiment was conducted during one quarter of the school year with the involvement of three groups of students - two experimental, one control. **In the first** experimental group (EG-1), the focus of training was to perform a series of standardly increasing loads; **in the second** (EG-2) - the method of group individualization was used; the **control** group (CG) was engaged in the existing program. The proposed methodology had the following features: **First**, the principle of group individualization was used in the implementation of the methodology. Its essence was that the preparatory and final parts of the lesson were common to all students, the main part was carried out in small groups with the same level of physical fitness. based on the state of the students in each specific group. This methodical technique stimulated the students and ensured their activity even after significant amounts of training work. **Secondly**, the training was focused on the preferential development of physical endurance and strength, increasing the functional capabilities of the body, and preparing it for subsequent higher loads. **Thirdly**, the condition of those involved was constantly monitored to eliminate their overwork. **Fourthly**, a variety of exercises were used that aroused interest among the students, which created a positive emotional background of the classes. **Fifthly**, a special standardization of the load was used in a series of classes that ensure the successful adaptation of the trainees' body to the stepwise increasing load. To increase students' interest in personal physical fitness, they planned control tasks for each stage of preparation [5]. Based on the actual level of endurance development, the running speed of 3 km was calculated. For operational control of the state of performance of the subjects during the experiment recorded indirect indicators reflecting its current state [6].

As a result of the pedagogical experiment, indirect indicators of employability improved in all students, in the students of the control group, the changes were unreliable (Table 1) Analysis of the data obtained allows us to conclude that there is a positive trend in indirect indicators of performance. In addition, it should be emphasized that the selected indicators sufficiently informatively characterize the operational changes in the state of performance. After the experiment, the indicators of physical fitness and maximum oxygen consumption improved significantly. In the experimental groups, the maximum oxygen consumption increased by 15–22%, in the control group – by 5%, the results in the 3 km run improved by 66–76 s and 32 s, respectively. . The main result of the experiment is the achievement of a "good" assessment in terms of physical fitness by students of the experimental groups. (Table 1) Dynamics of indicators of physical fitness and BMD before and after the experiment. (MPC - maximum oxygen consumption) .

INDICATORS		Experimental groups, values of indicators		
		EG-1	EG-2	KG
IPC, ml kg ⁻¹ min ⁻¹	Before the experiment	35,8-6,3	38,4-2,0	37,3-8,5
	After the experiment	43,9-5,2	44,6-7,1	39,2-7,0
	Change (%)	122	115	105
Pulling up on the reel, number of times	Before the experiment	6,2-1,7	6,0-2,3	6,1-2,7
	After the experiment	11,3-3,2	11,5-2,7	8,4-1,8
	Change (%)	182,4	191,3	131,5
Running 100 m, s	Before the experiment	15,9-0,23	16,1-0,25	16,0-0,29
	After the experiment	14,7-0,18	14,6-0,21	15,7-0,27
	Change (%)	92,3	91,7	98,0
Running 3000 m, s	Before the experiment	827,8-19,4	835,3-21,6	832,3-17,1
	After the experiment	761,6-18,6	759,5-17,7	800,6-16,4
	Change (%)	92,2	91,6	96,4
Physical fitness	Before the experiment	Unfortunate.	Unfortunate.	Unfortunate.
	After the experiment	Ok.	Ok	Ok

Thus, the use of physical training for poorly trained students should provide for an increase in overall endurance, ensuring a gradual transition from low to high physical activity as the functional capabilities of the body increase, increasing various types of specific and non-specific resistance of the body, ensuring the prevention of neuro-emotional stress. Training sessions with poorly prepared students It is advisable to carry out it using the principle of group individualization. Its essence lies in the fact that the preparatory and final parts of the lesson are conducted with all students, and the main training is organized by separate groups of students with the same level of preparedness, physical activity is regulated based on the state of those involved in each specific group.

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