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ASSESSMENT OF STUDENTS' ADAPTATION TO SPORTS-ORIENTED FORMS OF PHYSICAL EDUCATION

Submission Date: December 20, 2023, Accepted Date: December 25, 2023,

Published Date: December 30, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-61>

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ABSTRACT

In these days, the problem of adapting students to the learning process in the educational process is scientifically relevant, because the growing body during its development with age often encounters new, unusual influences and conditions, and they require adaptation, first of all, to itself, and then to the environment.

In today's case, the educational process of students should be directed to the formation of an independent, initiative, creative and healthy person to fulfill the new social order.

KEYWORDS

Case, encounters new, an independent, initiative, creative and healthy.

INTRODUCTION

One of the ways to solve this important social task is to study the adaptation of students to the educational process, which is considered the basis of purposeful activation of the reserve potential of students to overcome difficulties and psychological obstacles.

A person's state of health is variable. It is always in different states depending on changes in external

factors, and from the point of view of prediction theory, it appears as a process of consistent transition of the organism through different stages of adaptation. The physical state of the organism is determined as a complex, closely related set of factors: age, anthropometric properties, somatic type, functional state of the organism's systems, physical

work ability, level of development of psychomotor qualities, etc.

Therefore, the conclusion about the change in the functional reserve of the organism is made on the basis of determining the degree of deviation of the main anthropometric characteristics from the average statistical norms.

Limitation of motor activity, hypokinesia and a large amount of educational load is an important characteristic of students' life, this situation often leads to the violation of basic modes, and can even prevent the realization of the body's natural needs for muscle activity.

According to E.V.Fazleeva, N.V.Vasenkov, students' lack of motivation for physical education is one of the problems of physical education in higher education.

As a result of the questionnaire conducted by the authors, it was found that most students do not deny the importance of physical training, 31% of students gave examples of motivations such as "passivity", "relaxation", "lack of time", "lack of opportunities". However, most students have a motivational inclination towards physical education. The task is that the presence of such a tendency should help to gradually form the need for movement activity. In addition, it is necessary to take into account that twice a week physical training is definitely not enough for students.

When entering a higher educational institution, students' movement mode decreases by 50%, so scientists suggest including 3-4 physical training sessions in the educational process.

Adaptation, work ability and health of students are closely related to physical activity and it is an important social problem that should be studied in a pedagogical, psychological and physiological way. The choice of mental and physical loads should correspond to anatomical and physiological characteristics and be scientifically justified.

The adaptation process took a long time for students who did not participate in sports sections or who stopped participating in sports after entering the university.

Only in the third and even fourth years, they were able to adapt to the regime of the educational process in the higher educational institution, and the indicators of mental performance were lower than those who were engaged in sports.

It can be concluded from the above opinions that the ability to adapt to the regime and educational process in a higher educational institution – is the main characteristic of yesterday's pupil – today's student.

Achieving the best final result according to the criteria of efficiency and adaptability of complex biological systems is ensured by:

- 1) high efficiency of energy consumption;
- 2) high speed of recovery processes;
- 3) a high level of resistance to excessive physical and psychoemotional loads;
- 4) health care and long activity in sports;
- 5) high level of physical ability and technical skills.

The changes taking place in the world and in our country require a highly qualified specialist to be competitive in the labor market, to master his profession freely, to have knowledge in similar fields, to be ready to work effectively on the basis of world standards in his specialty, and to be socially and professionally mobilized.

For this, future specialists are required not only to acquire a certain amount of knowledge and skills, but also to maintain and improve their health.

The high level of mental and psycho-emotional stress that students experience during their studies leads to an increase in the number of students with health problems.

When they are about to graduate, 42% of students have chronic diseases, and 50% of students have morphofunctional pathology, and every second student has several chronic diseases.

Yu.S.Juravleva and A.Z.Pillipovsky conducted a comparative analysis of the effectiveness of the training process in various directions in increasing the functional reserve of the female organism.

The importance of choosing new methods in creating a training process aimed at increasing the vital reserve capacity of the female body implies the need for dynamic control of the body mass index (BMI).

BMI, according to modern ideas, is considered an important part of the metabolic syndrome and allows predicting the outcome of future infectious diseases in humans.

V.V. Zaitseva and V.D. Sonkin investigated the energy supply characteristics of muscle activity in children and adolescents with different body structures.

Adaptation to external environmental factors refers to both morphological and physiological characteristics of the organism.

Differences in movement capabilities of people with different types of body structure are related to body proportions and energy supply characteristics of movements.

The obtained evidence serves as a basis for revising the traditional "average" approach to the assessment of physical and motor development of children and adolescents.

L.V. Kapilevich, A.V. Kabachkova developed an assessment of students' adaptation to sports-oriented forms of physical education.

According to the authors, adaptation to the complex of new factors typical for higher educational institutions is a complex multilevel socio-psychophysiological process, which is observed with a great strain of the compensatory-adaptive systems of the student body.

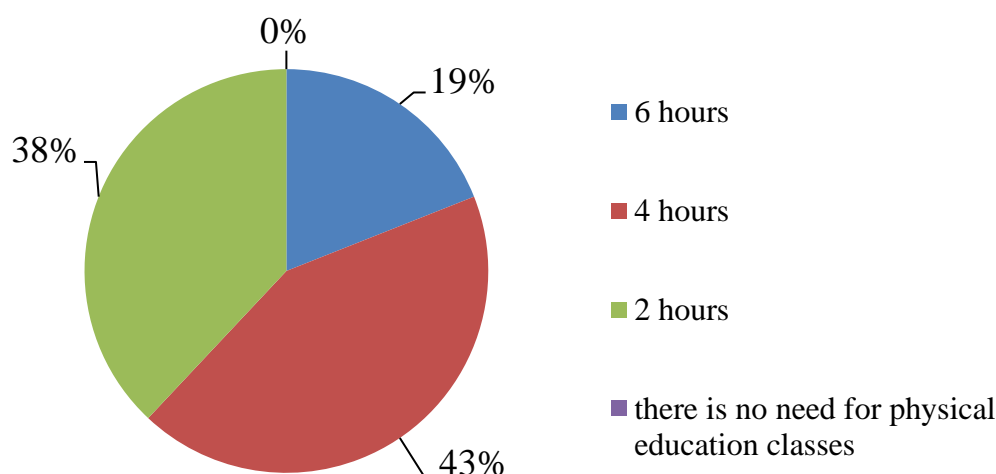
Along with the high adaptive capacity to the complex of social and natural environmental factors,

there is a risk of health impairment.

As an interested party, the higher educational institution should be the initiator and organizer of purposeful and effective work on maintaining, restoring and further improving the health of student students.

When planning the movement load regime, the focus is mainly on maintaining health, and the functional state of the body is not taken into account.

How many hours a week would you like physical education classes to be?

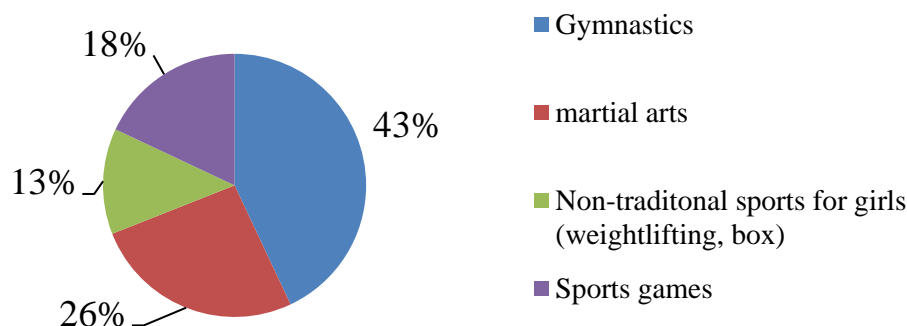


3.3- picture. Attitudes of students studying in higher educational institutions to physical education classes determined through a questionnaire (n=200,%)

19% of students said that 6 hours of physical education classes should be included in the curriculum per week, 43% said 4 hours per week, per week

38% said that 2 hours is enough, 0% said that physical education classes are not necessary.

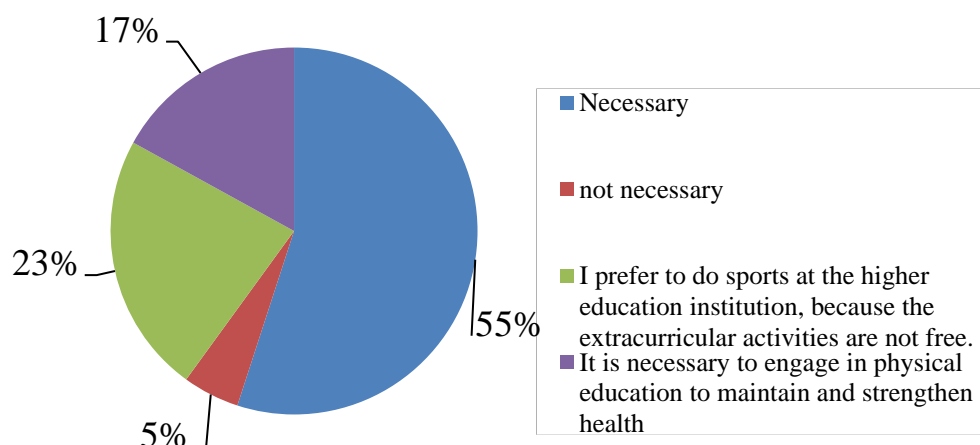
What kind of sport do you want to do?



3.4- picture. Attitudes of students studying in higher educational institutions to the types of sports they are interested in, determined through a questionnaire (n=200,%)

As a result of the conducted survey, this situation was revealed 43% of students do gymnastics, 26% of students do martial arts, 13% of students do non-traditional sports for girls, 18% of students expressed interest in sports games.

The need to engage in physical education



3.5- picture. Attitudes of young students studying in higher educational institutions to the need to engage in physical education activities determined through a questionnaire (n=200,%)

55% of students said that it is necessary to engage in physical education classes, 5% of students said that it is not necessary, 23% of students said that it is necessary to engage in physical education in order to maintain and strengthen their health, students who say that I prefer to do it in higher education institutions, because there is a fee for activities outside of academic activities. made up 17%.

When asked "Why do you do physical education?", almost all students indicated motivations related to health.

The motivations shown by the students showed that their attitude towards their health has changed a lot.

The motive "Maintaining mental and physical health" increased - from 50% in the first year to 70% in the 4th year;

"The level of physical development decreased from 65% in the 1st year to 40% in the 4th year;

From 40% (Mathematics Faculty) to 80% (Physical Education Faculty) students recognized "the joy of feeling good muscles from doing physical exercises"; 35% to 78% of students in the above faculties noted that

"physical work ability increased" depending on the chosen specialty.

CONCLUSION

As a priority factor that ensures the solution of this important task, it is necessary to use the interest of students in physical education classes, which in turn is formed by rational planning of classes, effective teaching methodology and organization of movement actions.

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