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Innovations in improving the professional and practical physical training of students of the military faculty

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Annotation: In this article it is presented the results of experiments conducted using a block-module system in the educational process to improve the professional and practical physical training of students of the Faculty of Military Education, and proves the effectiveness of this system in training courses.

Keywords: Physical Training, Physical Qualities, Theoretical Knowledge, Block-Module System, Mesocycle, Micro Cycle, Program, Parameters, Indicators.

Nowadays, when there is a need to introduce fast-changing and constant innovations, the process of training specialists is a topical issue to introduce new innovations and provide a high level of professional and practical physical training based on them. Without such training, professionals do not need to prove that their work practice is ineffective.

It can be said that the action, which is important for the profession, the priority development of their qualities is achieved by solving the following tasks:

- formation and improvement of motor skills, structural elements of professional tasks;
- Improving important physical qualities of the profession.

Vocational knowledge is important in the development of practical qualities, first of all, as a basis for students to understand the need and goals of professional-practical physical training. The formation of practical skills and competencies is important in the process of professional physical training. This situation emphasizes the seriousness of the problem of selection, i.e. which of the required skills has a sufficiently stable value in the professional activity of a specialist in this field, and which practical actions can be changed in the process of mastering.

It was found that the nature of the future profession in many respects determines the content of professional and practical physical training of students. This requires the knowledge of the specialist about the level of physical activity in the process of the forthcoming work in order to properly select and apply the means of professional physical training.

We are fortunate to live in such a responsible period as strengthening the independence of Uzbekistan. We must nurture a healthy generation that values the great blessing of independence, strengthens it, knows its value, and can sacrifice and protect its life if necessary. Given that this issue is not only the task of the system of educational institutions, it is important today to establish and improve the military, vocational and physical training of specialists who will solve the task of preparing conscripts for the defense of the homeland. In addition, the specialist is an integral part of the training process.

The content, means, scope of theoretical knowledge and practical skills of training specialists in primary military education and the specificity of the methods used in the educational process imply the implementation of vocational physical training, mainly in accordance with the laws of basic physical education.

Based on the results of the analysis of special literature on the training of specialists in primary military education, it can be said that the content of professional physical training of specialists in the field differs in content from the professional and practical training of teachers of other disciplines.

This, in turn, requires some adjustments, taking into account the nature of the process of their preparation.

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The formation of theoretical knowledge, practical skills and abilities related to military field exercises, military technical, tactical, physical training requires a special approach to traditional methods of education.

Through our observations, we have witnessed that in the long-term process of training specialists in the field, professional and practical physical training is mainly strictly and partially regulated, the use of exercise methods such as linking activities (rotating exercises). Through these techniques, the main focus is on acquiring knowledge aimed at developing the physical qualities of the future fighter. Indeed, historically, the fighting prowess of a military expert or some of the recruited fighters has been largely judged by his strength, speed, endurance, agility. Because in battle, the result depended more on the energy (strength) expended through muscle tension. The process of fighting in today's conditions is different from the previous ones.

In addition to the skills to deal with the equipment needed for combat, a military education teacher will be required to provide him or her with knowledge of psychiatry, physiology, biomechanics, and other sciences. Given that most military weapons require a high level of attention, operational memory, sensomotor coordination, various operations in hypoxia, it is necessary to provide future military personnel with special military-professional physical training with expanded content, knowledge and skills. Therefore, great demands are placed on the knowledge of graduate students on professional physical training. Such requirements and norms should be close to the norms of military physical training of the Armed Forces of the Republic.

In the course of our research, we studied the level of vocational training in the graduating courses of the military faculty of Fergana State University and saw that vocational training is conducted only on the basis of basic physical education, training leads to one-sided physical training. When we assessed the physical fitness of the graduates, we saw that among them, the "excellent" compliance with the norms of the Charter of the Armed Forces on physical training is very poor Table1.

Reliability of military faculty graduates to meet the requirements and standards of military physical training (%)

Table 1

Exercise	Fulfillment of Requirements			
	Excellent	Good	Satisfactory	Unsatisfactory
Running 100m	-	16,7	45,8	37,5
Running 3000 m	-	-	8,3	91,7
Pulling on a horizontal bar	4,2	41,7	49,9	4,2

The table shows that as students move into the senior year, their physical fitness changes for the worse. This, in turn, showed that graduates were associated with an active-positive attitude toward physical training, and that this relationship changed for the worse (Table 2).

Active positive attitude of students to physical culture and sports (%)

Table 2

Physical culture - indicators of sports activity	During the academic years	In the graduate course
Students engaged in physical training	98,6	24,2
Students who have passed separate standards	53,7	12,8
Students who meet the standard	33,9	8,8
Students engaged in sports	78,8	30,8
Students who have completed discharges in a sport	21,7	7,8

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We believe that the reason for this is that compulsory academic classes for physical training in the pre-service (III-IV) courses of primary military education teachers before the next conscription, other forms of sports training are not included in the standard curricula and programs of the specialty. This, in turn, requires the introduction of new innovative pedagogical programs and technologies in the State educational standards and curricula for the training of teachers in the humanities, based on the requirements of the national program of training in the Republic.

Practice shows that students of the faculty of pre-service military education must master the laws of formation of theoretical and practical knowledge in the process of studying the subject "Professional and practical physical training."

Modular training involves the process of pedagogical technology, which includes methodological management of various activities of professional activity and the ability to work independently with the proposed program, which includes information.

The above considerations allow to determine the purpose of the research, that is, to provide in practice the justification of the program of professional and practical physical training of students of the Faculty of Pre-service military education in humanitarian educational institutions.

The goal is achieved through the solution of general and special tasks, where the general tasks of vocational training (VAT) are derived from objective tasks and reflect the requirements for the professional activity and physical condition of students.

The general objectives of Vocational Physical Training (VPT) include:

- development and improvement of necessary physical qualities;
- Acquisition of special movement skills and abilities in this profession;
- Increasing the level of physical development, fitness, resistance to adverse regional factors and strengthening health.

The special tasks formed taking into account the future professional activity of students include:

- Tasks aimed at ensuring a high level of physical development, functional state of the body and readiness for movement;
- Tasks aimed at the formation of professional skills and competencies required for further professional activity.

The above-mentioned tasks are solved on the basis of a scientifically based block system of organization of the educational process of students on Professional Practical Physical Training, developed by us in the educational process.

The process of practical training of students of I-II stages of the Faculty of Military Education of the Humanities is based on experience as follows:

The first block - the development of total endurance - is 70% of the total amount of time allocated to this block. Duration - 2 months or 8 weeks microcycle.

The second block - the development of strength and power endurance - is 70% of the total amount of time allocated to this block. Duration - 1 month or 4 weeks microcycle.

The third block - the development of speed, speed qualities - 80% of the total amount of time allocated to this block. Duration - 1.5 months or 8 weeks microcycle.

The fourth block - the development of coordination and agility - is 70% of the total amount of time allocated to this block. Duration - 1.5 months or 6 weeks microcycle.

The following tasks were solved in the process of Professional Practical Physical Training of III-IV students of the Faculty of Military Education:

- deep development of necessary professional and practical physical abilities;
- training and improvement of motor skills, which will help to master the means of military training;
- Ensuring the sustainability of professional skills.

For students of III and IV levels, mainly sports-practical physical training was used. It is based not on in-depth specialization in a single sport, but on comprehensive sports training, which provides the formation of a wide range of professional and practical skills and competencies, as well as comprehensive physical training.

The first block-mesocycle (filler, special-preparation) is aimed at developing basic qualities (aerobic endurance and maximum strength), mastering the basic elements of the technique.

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The second block - mesocycle (modifier, special - training) is aimed at developing the strength of students, increasing the level of technical and tactical training.

The third block - the mesocycle (executor) is directly designed to increase and demonstrate the ability to work in the conditions of structural-combat training, training-combat practice.

Optimal ratios in the development of these qualities ensure high performance in a variety of military activities. The precise duration and consistency of block mesocycles implies a smooth transition from priority use of one load to intensive use of another.

The results of comparative pedagogical experience show that according to the program of vocational training developed and introduced into the educational process, it is expedient to conduct training in the form of a two-year cycle. In the first and second stages, a four-block block-modular system was used to develop overall endurance, in the third and fourth stages, a three-block block system (complementary, modifying and implementing mesocycles) was introduced and tested during pedagogical practice and proved its high effectiveness. . At the same time, the performance of students of experimental groups of all stages improved reliably: the improvement of the results in the 100 m run was 2.2-5.7%, in the long jump - 4.20-16.7%, in the horizontal bar - 19.2 -22.4%, 3.8-9% when running 3000 m, 9.5-15.3% when throwing a grenade, 8-15.7% when lying down and bending the arms, angles on the beams 33.4-37.5% in leaning, 20.8-25.6% in overturning on a horizontal bar, 4.2-12.9% in a 10x10 m sprint, 9.1-21 in lifting legs hanging on a horizontal bar, 2%. No reliable changes were detected in all control parameters in the control groups.

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