

## **The Effectiveness of Physical Education Classes with a Professional Orientation**

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### **Abstract**

The article presents materials from a pedagogical experiment conducted with students of the military faculty of physical education in the specific conditions of summer field training camps on the territory of a military garrison.

**Keywords:** State standards, field training, group, tests, physical preparedness, program, indicators, specifics.

The research results showed that students begin their field training with a low level of physical fitness, which affects the mastery of program material provided for by state standards.

The purpose of this experiment was to build a physical education process that would prepare students to perform the volumes of physical activity required of them during field training in a military garrison [1,2,3].

The experiment was built according to the scheme of comparative pedagogical research with the participation of control and experimental groups. The experimental group included students from two groups, with whom physical education classes were conducted according to a program specially developed by us. The control group included students from one group of this course, who studied according to the generally accepted methodology. Before the start of the experiment, anthropometric measurements of the subjects were carried out, as well as pedagogical testing of physical fitness in five tests [22,23,24,25].

The results of pedagogical testing are shown in table 4.3 During the academic year, additional physical education classes were organized for students in the experimental group, reaching up to five classes per week, while the composition of the means used was focused on the targeted improvement of such motor qualities as endurance, strength and speed-strength capabilities of students. You should focus on the methodology for carrying out these exercises, where endurance running was dosed in the first week, respectively: 10, 15 and 20 minutes. At the same time, students were asked to choose a running pace arbitrarily when they received sufficient physical activity, but did not experience great fatigue. In the second week, the duration of the run remained the same, but the result was assessed by time. In the next two weeks, test tasks were accepted as test standards [18,19,20,21].

During the experiment, the level of physical fitness of students in the experimental groups, in which a technique based on the formation of professionally oriented motor qualities was used, increased in relation to the initial ones. At the same time, there is a statistically significant higher increase in all analyzed indicators among third-year students, at the stage of their preparation for summer field training camps [4,5,6].

A comparative analysis of the physical fitness indicators of students obtained by us during field training was measured four times, i.e. Pedagogical testing of students' motor readiness was carried out in July before leaving for summer camps and taken as initial indicators. Repeated studies were carried out at the end of each week and at the end of the summer training camps.

A comparative analysis of the initial indicators of physical fitness of students in the experimental and control groups before the start of the pedagogical experiment showed that all the average results obtained were identical and no significant differences were identified between them.

The dynamics of changes in the physical fitness indicators of students during the summer training camps lasting one month and conditionally divided into four micro cycles is presented in Table 4.2

Analysis of experimental materials obtained during the summer training camps for students of the military faculty showed that the third-year experimental group students covered a distance of 100 m in  $13.4 \pm 0.7$  seconds on average, and in the control group in  $13.4 \pm 0.8$  seconds. During repeated testing, after introducing into the process of summer training camps the program we developed for the targeted improvement of students' motor qualities, by the end of the first macrocycle during training-oriented classes, the results tended to improve slightly [14,15,16,17]. Thus, the students of the experimental group ran the 100 m distance 0.2 seconds faster (2.2%) ( $t = 1.4$ ) in relation to the initial indicators, while the average result in the control group did not change. By the end of the second week, the result, on average, reliably improves to  $13.0 \pm 0.6$  seconds. (3.0%) ( $t=2.8$ ), followed by a significant decrease by the end of the third micro cycle to  $12.9 \pm 0.4$  seconds. (3.8%) ( $t=3.6$ ). At the end of the field training sessions, the result of students' speed qualities under the influence of organized classes aimed at improving the students' PPPP was significantly higher and equaled  $12.8 \pm 0.4$  seconds (4.5%) ( $t = 4.3$ ). Students in the control group showed an unreliable increase in speed capabilities over the entire period of training, reaching a result of  $13.2 \pm 0.6$  seconds, averaging 0.2 seconds. ( $t=1, 4$ ).

In the military profession, the motor quality of endurance is given special importance due to the fact that many physical exercises included in the regulatory requirements are associated with the need to demonstrate endurance. An assessment of the initial indicators of testing this quality among students before the start of summer camps showed that the average result of the experimental group was  $13.1 \pm 1.5$  minutes, in the control group -  $13.0 \pm 1.2$  minutes, with  $t = 0.2$ , which indicates the identity of the motor preparedness of both experimental groups [7,8,9].

By the end of the first week after the active implementation of the developed program, the indicator in the experimental group significantly improved by 9.8%, and in the control group it worsened by 0.8%. Repeated testing at the end of the second macrocycle, the result for representatives of the experimental group was  $12.4 \pm 1.1$  minutes, where the increase was 5.4%, in the control group the result did not change.

By the end of the third week, significant progressive changes occurred, expressed in an increase in physical capabilities associated with endurance (6.9%), where students endured the cross-country distance without much difficulty. By the end of the summer field training camp, students in the experimental group covered the cross-country distance on average in  $11.9 \pm 1.1$  minutes, which is an increase in results by 1.2 minutes (9.2%). It should be noted that students in the control group slightly improved their results by an average of 0.1 minutes, amounting to 0.8%. In the process of pedagogical testing of the speed-strength capabilities of students assessed by results in standing long jumps, it was revealed that the experimental group had an average result of  $2.3 \pm 0.2$  m, and in the control group it was  $2.2 \pm 0.4$  m.

The special requirements necessary for a student to overcome an obstacle course are associated with jumping over a ditch and therefore place this physical quality among the main motor tasks required by a future specialist when preparing young men for service in the Armed Forces. After the end of the first micro cycle, the result in the experimental group improved slightly (4.2%), remaining at the same level by the end of the second week, with its subsequent increase to  $2.5 \pm 0.3$  m, which is 8.0% in relation to initial data, remaining unchanged by the end of the field

training sessions. The data from the control group did not change significantly and averaged 0.1 m [10,11,12,13].

It is known that in the Armed Forces great attention is paid to strength qualities in connection with the specifics of preparing young men for professional activities. When assessing the results of students' strength capabilities based on pull-ups on the crossbar, we attached special importance to this standard. If the initial result of students in the experimental group at the beginning of the summer field training camps was  $13.3 \pm 1.8$  times, and in the control group  $14.0 \pm 1.6$  times, then later, with daily targeted physical exercises aimed at developing this physical quality gave a positive effect expressed in an increase in the effectiveness of strength indicators.

So, if we track the increase in strength abilities over the course of a month, then it is, respectively, in the first week - 1.1 times (7.8%), in the second - 1.8 times (11.2%), in the third - 2.7 times (16.9%), and at the end of the summer training field training the result was 18.3 times, representing an increase in the result during the experimental period of 5.0 times (17.4%), while in the control group there was an increase of 1.1 time (11.2%).

The grenade throwing test is a specific requirement for assessing the motor qualities of young men and is present in all program and regulatory documents of the Armed Forces.

The initial average result for students in the experimental group in throwing a grenade was  $38.3 \pm 3.1$  m, exceeding the result of the control group by 0.3 m. The impact of physical exercises with weights contributed to an increase in the result over the entire period of field training camps in the experimental group and amounted to, respectively, in the first week - 0.4 m (1.1%), in the second - 1.8 m (4.5%), on the third - 3.1 m (7.5%), and by the end of the summer training the result was 43.2 m, which corresponded to an increase in the result during the experiment of 4.9 m (19.4%), and in the control group - 1.9 m.

The results of the conducted pedagogical experiment showed the fundamental feasibility of conducting organized physical education classes in the specific conditions of conducting summer field training camps on the territory of a military garrison [26,27,28,29,30].

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