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THEORETICAL PRINCIPLES OF OPTIMIZING PROFESSIONAL-PRACTICAL PHYSICAL TRAINING OF STUDENTS

Abstract. *This article analyzes the theoretical foundations of the process of professional and practical physical training of students studying in pedagogical higher educational institutions. In addition to this scientific article, various factors affecting the optimization of professional and practical physical fitness of students, theoretical foundations for optimizing professional and practical physical fitness of students, methods for maintaining the level of health of students and student health in optimal proportions during the study period, methods and technologies that should be effectively used in optimizing professional and practical physical fitness of students, methods, on the basis of optimizing the professional and practical physical fitness of students studying in pedagogical higher educational institutions, strategies are outlined that ensure the promotion of a healthy lifestyle for future educators in future professional activities, the effective conduct of physical education classes and the acquisition of the necessary physical skills in working with students.*

Key words: *physical culture, physical education, sport, professional-practical physical training, physical qualities, training, movement skill, physical health, professional features, professional activity, optimization.*

Introduction. In today's developed and rapidly advancing countries, the dramatically changing social landscape and socio-economic realities necessitate a re-evaluation of the level and content of professional-applied physical training. It is of particular importance to conduct scientific research on ensuring each student's competitiveness in the labor market by determining their life and professional-applied physical competence, as well as their self-physical fitness levels. Furthermore, it is essential to focus on students' professional-applied physical training during specific stages of physical education, utilizing various forms of instruction to develop vital and vocational physical skills and abilities during the physical training process. In this regard, there is a clear need to study the impact of training on the student's body, determine their health and professional-applied physical fitness levels, foster a positive attitude among students toward improving their physical fitness in physical culture and sports sessions, and analyze the comprehensive competence of future educators in pedagogical higher education institutions. [1] In modern society, the upbringing of a well-rounded individual is of paramount importance. In the educational process of higher education institutions, alongside the professional training of students, their physical health and fitness should also be given special attention. This article encompasses the theoretical foundations for optimizing the professional-applied physical training of students, the concept of optimization, and the comprehensive content of professional-applied physical training.

Literature Review and Methods. The relevance of this research is highlighted by the implementation of tasks defined in the Decree of the President of the Republic of Uzbekistan No. UP-4947 dated February 7, 2017, "On the Action Strategy for Further Development of the Republic of Uzbekistan," which identifies "Social Sector Development" as one of the five priority areas for 2017–2021. This includes measures to enhance the quality and efficiency of higher education institutions through the introduction of international educational standards and quality assessment. Furthermore, the study aligns with Decree No. UP-5368 dated March 5, 2018, "On Measures for Fundamental Improvement of the Public Administration System in the Field of Physical Culture and Sports," and Resolution No. PP-4877 dated November 3, 2020, "On Measures to Improve the System of Personnel Training and Increase Scientific Potential in the Field of Physical Culture and Sports."

The research is also based on the President's Resolution No. RP-5148 dated June 16, 2021, “On Organizational Measures for the Implementation of a System to Assess the Level of Physical Fitness of the Population,” and the Senate of the Oliy Majlis Resolution No. RS-368-IV dated August 26, 2021, regarding the parliamentary inquiry on problems arising in the mass involvement of the population, especially youth, in physical culture and sports. Additionally, the study addresses tasks set forth in Resolution No. PP-414 dated November 3, 2022, “On Further Improvement of the System of Personnel Training and Scientific Research in the Field of Physical Culture and Sports,” as well as other relevant regulatory and legal acts.

Results and Discussion. The concept of students' professional-applied physical training is interpreted from various perspectives in different literatures. While some scholars view it as a process of developing the physical qualities necessary for professional activity, others define it as a process of forming the ability to perform profession-specific movements. Nevertheless, a common thread among all definitions is their focus on adapting students to their future professional careers. In other words, professional-applied physical training is an educational process aimed at providing students with the physical qualities and skills essential for their future vocational activities.

This process encompasses not only general physical development but also the enhancement of profession-specific physical qualities (strength, speed, endurance, agility, flexibility) and motor actions (executing specific movement techniques, working with equipment, etc.). The primary objective of professional-applied physical training is to physically prepare students for their professional activities, increase their labor productivity, prevent occupational diseases, and strengthen their overall health levels.

Optimization is the process of utilizing available resources most effectively to achieve a specific goal. In the field of sports and physical education, optimization entails identifying the most effective exercise regimes, nutrition, and rest to improve the physical fitness of athletes or students, enhance results, and prevent injuries. The optimization process takes into account individual characteristics, profession-specific requirements, and other factors. From this perspective, the following are recognized as factors influencing the optimization of students' professional-applied physical training:

- Individual characteristics (age, gender, genetic predisposition, health status);
- Professional characteristics (labor conditions, profession-specific workloads);
- Intensity and volume of training (frequency, duration, and intensity of sessions);
- Nutrition (proper and balanced diet);
- Rest and recovery (adequate active and passive rest and recuperation);
- Motivation (interest and drive toward training);
- Pedagogical mastery (the professional skill and experience of the educator);
- Material and technical base (equipment and material resources necessary for conducting sessions).

The optimization of students’ professional-applied physical training is based on the following theoretical foundations:

Systemic approach: Various aspects of physical fitness-strength, speed, endurance, agility, and flexibility-are developed in interrelation, applying a complex approach.

Functional preparation: Emphasis is placed on developing the physiological and biomechanical indicators necessary for performing profession-specific motor actions.

Periodization: The intensity and volume of training are subjected to a specific cycle, where intensive training periods alternate with recovery periods.

Monitoring and evaluation: The effectiveness of physical training is regularly monitored and assessed, with adjustments made to the exercise program as necessary.

Scientific research: Findings from scientific studies, innovations, and technologies are utilized to enhance the effectiveness of professional-applied physical training.

Considering these theoretical foundations, the following methods and technologies can be applied:

Computer technologies (managing the training process, creating individual programs, analyzing results);

Biomechanical analysis (analyzing and perfecting movements);

Physiological monitoring (tracking physical status and adjusting training regimes);

Psychological testing (determining the mental state of students/athletes and developing tailored approaches).

Assessment of Professional-Applied Physical Training

Assessing professional-applied physical training is the process of determining the level of physical qualities and skills required for a student's professional activity. This is a complex process requiring the use of various methods and tools. The ultimate goal of assessment is to identify the student's level of readiness, their strengths and weaknesses, and to plan subsequent training.

The assessment of professional-applied physical training is carried out through the following methods:

1. Tests and Assessments

Physical Tests: These tests are designed to measure a student’s fundamental physical qualities and abilities, such as strength, speed, endurance, agility, flexibility, and coordination. They may include standardized tests (e.g., dynamometers for measuring strength, running tests for endurance, etc.) or profession-specific tests (e.g., heavy-load carrying tests for firefighters, or hand flexibility and precision tests for surgeons).

Functional Tests: These assessments focus on evaluating a student’s readiness to perform tasks specific to their profession. Examples include reaction speed tests for drivers or balance and acrophobia (fear of heights) tests for construction workers.

Movement Analysis: Evaluating a student’s movement technique, efficiency, and adherence to safety protocols through video recordings or direct observation. This is particularly crucial in training programs that involve sports disciplines and profession-specific physical actions.

2. Measuring Physiological Indicators

Measuring the state of the cardiovascular system (indicators such as heart rate, blood pressure, and maximal oxygen consumption, i.e., $VO_{2}max$);

Measuring the state of the respiratory system (indicators such as tidal volume, respiratory rate, and vital lung capacity);

Assessing muscular condition (muscle strength, endurance, and trophicity);

Evaluating biochemical indicators (metabolic processes of the body through blood and urine analysis).

3. Subjective Assessment Methods

Questionnaires: Collecting data regarding students' physical condition, their attitude toward training, fatigue levels, and other subjective perceptions.

Interviews: Obtaining additional insights into students' physical fitness through direct discussions.

4. Profession-Specific Assessment Criteria

Each profession has unique requirements; therefore, assessment criteria must be tailored accordingly. For instance, while fine motor skills and hand precision are vital for a surgeon, a comprehensive range of physical qualities is essential for educators.

Data obtained through these methods should be analyzed using statistical techniques to determine students' professional-applied physical fitness levels, identify their strengths and weaknesses, and plan future training. Assessment results serve as a basis for developing recommendations to improve physical fitness and enhance professional readiness.

I. Improving the Curriculum and Syllabus

Adapting the Syllabus to Professional Orientation: Incorporating modules into the physical education curriculum that align with students' future careers. For instance, adding practical modules for preschool education students on organizing children's games and sports, and for primary school teachers on the effective organization of physical activities for young pupils.

Individual Approach: Developing personalized or small-group training programs considering students' physical fitness levels, health status, and individual traits.

Increasing Practical Sessions: Expanding the number of practical sessions that allow for the application of theoretical knowledge, including internships in schools and kindergartens.

Applying Modern Pedagogical Technologies: Utilizing interactive teaching tools, multimedia resources, and computer technologies to make the educational process engaging and effective.

II. Optimizing the Composition of Physical Training

General Physical Training: Ensuring general physical fitness through exercises aimed at developing core physical qualities such as strength, speed, endurance, agility, flexibility, and coordination.

Special Physical Training: Integrating specialized exercises tailored to students' future professional activities. For example, specific training for teachers on conducting children's games, handling sports equipment, and organizing sports competitions.

Promoting a Healthy Lifestyle: Educating students on proper nutrition, adequate sleep, and stress management.

Health Maintenance and Injury Prevention: Teaching safety protocols and injury prevention techniques to be followed during training.

III. Assessment and Monitoring

Regular Assessment: Utilizing various tests and trials to systematically evaluate students' physical fitness levels.

Individual Feedback: Developing personalized recommendations for each student based on assessment results and tailoring their training programs to their profession.

Self-Assessment: Training students to evaluate their own physical fitness levels and developing self-management skills.

IV. Pedagogical Staff Training

Professional Development: Encouraging physical education instructors to participate in advanced training courses focused on modern methods and technologies of professional-applied physical training.

Scientific Research: Conducting research aimed at enhancing the effectiveness of professional-applied physical training and implementing findings into practice.

V. Improving the Material and Technical Base

Equipping Facilities: Providing sports halls and fields equipped with modern sports gear and equipment.

Safe Environment: Creating comfortable and safe conditions for conducting training sessions.

Conclusion and Recommendations In conclusion, the assessment of professional-applied physical training is a complex and multifaceted process that requires a combination of various methods and tools. The results of such assessments serve as a foundation for planning and improving future training sessions, taking into account individual characteristics, profession-specific requirements, and other relevant factors.

Implementing these recommendations in pedagogical higher education institutions will facilitate the optimization of students' professional-applied physical training and ensure that future educators are fully prepared for their professional careers. Crucially, this process demands continuous monitoring and ongoing refinement.

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