

FACTORS DETERMINING THE EFFECT OF PHYSICAL EXERCISES

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Abstract

The article provides information on acquiring and consolidating knowledge that constitutes the theoretical foundation of sports activity, expanding the fund of motor skills and abilities that create favorable conditions for improvement in the chosen sport, and developing skills and abilities that are part of the chosen sports technique and tactics.

Keywords: Air, sunlight, water, bathing, sunbathing, bathing in water.

Introduction

Air, sunlight, and water are used as a means of upbringing in the process of physical education as health-improving forces of nature. Living conditions and the environment force a person to create material goods and live in various conditions. It is important to get used to it, to be ready. Therefore, the gifts of nature - air, water, sunlight - are the main means of increasing human work capacity and strengthening health.

In the process of physical education, physical exercises are conducted using the health-enhancing forces of nature (in the open air, under sunlight). Bathing, sunbathing, hot and cold weather, and physical exercises have different effects on the human body. The systematic use of these tools during training is of great importance.

The geographical, climatic, and ecological conditions of our native republic require the development of a scientific basis for the utilization of the health-improving forces of nature in all regions and territories. It is usually used in sunlight at 10 o'clock. 00 to 12. Until 00, his methodology for separating ultraviolet rays in the composition of sunlight in children of different ages has not been scientifically developed. In some cases, this method of hardening is used from 16.00 to 17.20. This time also lacks a methodology that takes into account the individual characteristics of people of different ages and genders.

Ignoring the norms of physical exercises, the total amount of workload, and the intensity of exercise should not be forgotten, leading to negative results in the use of nature's health-enhancing forces.

Providing practitioners with theoretical methods of sunbathing, water hardening, and their systematic use, increasing the body's adaptation to extreme changes through changes in temperature and temperature, increases the effectiveness of the process of utilizing the health-improving forces of nature.

Training should be carried out from the young age of the individual. Currently, it has been scientifically and practically proven that combining natural factors with various physical



exercises for comprehensive training increases the body's ability to resist negative environmental influences.

The effectiveness of training achieved in the process of physical education is "movable," that is, it manifests itself in other human activities (mainly in military service) and increases the practicality of physical education. It also strengthens their spiritual and volitional qualities. Especially, it easily adapts to various changes in swinging, vibration, enduring unnecessary weight, and weightlessness.

Hygienic factors include personal and public hygiene measures, labor hygiene, nutrition, recreation, and environmental factors, as well as physical exercises (lectures, exercises, training) require adherence to hygienic requirements and norms. They have been scientifically and practically proven to increase the effectiveness and effectiveness of physical exercises.

Adequate hygienic conditions depend on the material and technical base used for physical education, the state of sports equipment, equipment, and existing clothing.

The rational use of physical exercises, the health-enhancing forces of nature, and hygienic factors strengthens human health and develops physical abilities.

Only when physical exercises become an organic part of a person's life activity will it be possible to implement the principle aimed at improving the physical education system. On the other hand, physical exercises yield the desired effect only if necessary hygienic norms are observed. Hygienic factors play a significant role in fully solving the task of physical education. No matter how well the pedagogical process is organized, if there is no observance of nutrition and sleep regimes, as well as if classes are conducted in places and equipment that do not meet medical requirements, they will undoubtedly be ineffective. Therefore, topics for theoretical information reflecting the content of hygiene knowledge in physical education for preschoolers, schoolchildren, students of vocational academic lyceums, gymnasiums, and colleges are recommended in the State Educational Standards. They are tools within the educational process of a person outside of the physical education process.

The effectiveness of different physical exercises has been proven in practice, with different or different types of physical exercises having the same educational effect. Therefore, this is proof that physical exercises do not always have the same effect.

Knowing the factors that determine the effective impact of physical exercises in the educational process facilitates the management of the pedagogical process. These factors are grouped as follows.

Knowledge of the personal characteristics of teachers and students is one of the main factors. The educational process is bilateral - students study, the teacher teaches. Therefore, the impact of physical exercises largely depends on who is studying and who is studying, moral qualities and talent (intellect), physical development and level of training, as well as primary performance skills, interest, motor activity, and others.

2. Scientific factors characterize the norm of human understanding of the laws of physical education. The deeper the pedagogical, psychological, and physiological characteristics of physical exercises are developed, the more effectively they can be used to solve pedagogical tasks.



3. Methodological factors summarize a very broad group of requirements for the use of physical exercises.

When using a physical exercise during training or to solve another pedagogical task (for example, for the development of physical abilities), it is necessary to take into account, firstly, the expected effect from this physical exercise, i.e., what tasks (education, upbringing, health) can be solved with this exercise: secondly, is it a static or dynamic exercise, cyclical, acyclic or other action: thirdly, are possible methods of repetition (whether it is appropriate to teach by dividing the exercise into parts or by completing the exercise, This characterization of physical exercises allows for the selection of physical education tools and methods for solving pedagogical tasks.

The effectiveness of physical exercises can only be achieved by being able to determine the optimal load. The duration of workload and its intensity depend on the frequency of repetitions (intervals and rests), and the nature of rests between repetitions. The relationship between the aforementioned cases must be taken into account when managing the load. For example, increasing the duration of the exercise leads to a decrease in its intensity.

The outcome of a physical exercise depends on the way it is performed. For example, climbing a rope in three ways is more effective than climbing freely, because using three ways makes it possible to climb higher.

After performing physical exercises, a special functional change occurs in the body, which persists for a certain period of time. Against the backdrop of the change, the effect of the next exercise may be even different. The effectiveness of the first and last exercises may increase or decrease. For example, if concentration exercises make it easier to perform the next difficult coordination-requiring movements, mastering balance training after the roll-ups can be a challenge.

The degree of influence depends on its depth and duration, the student's condition, their physical and mental fitness, etc. A comprehensive development of the requirement for the impact of exercises allows for the consideration of the effectiveness of the main impact of motor activity. The process of physical education requires the development of a system of exercises for each age group.

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