

SPORTS TRAINING AS A PROCESS OF ANALYZING AND DETERMINING THE PHYSICAL FITNESS OF ATHLETES

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Abstract:

This article discusses the issues of developing students' skills and abilities to conduct metrological research and process empirical data for subsequent scientific interpretation, integration of acquired knowledge into practical pedagogical activities in the modern process of physical education and sports training.

Keywords: Physical education, physical training, metrology, empirical data, knowledge, different levels, physical culture, physical condition, logos, educational process.

СПОРТИВНАЯ ТРЕНИРОВКА КАК ПРОЦЕСС АНАЛИЗА И КОНТРОЛЯ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ СПОРТСМЕНОВ МАМАТКУЛОВ РАВШАНЖОН СОЛИЖОНОВИЧ

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Аннотация:

В данной статье рассматриваются вопросы формирования у студентов умений и навыков проведения метрологических исследований и обработки эмпирических данных для последующей научной интерпретации, интеграции полученных знаний в практическую педагогическую деятельность в современном процессе физического воспитания и спортивной тренировки.

Ключевые слова: Физическое воспитание, физическая подготовка, метрология, эмпирические данные, знания, разные уровни, физическая культура, физическое состояние, логос, образовательный процесс.

Introduction

Physical education and sports training can be viewed as a management process.

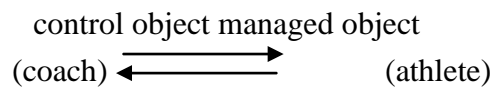
Management in science it is called the transfer of a system to a desired state.

A system is a collection of any elements that form a single whole (the cardiovascular system (CVS) of a person, an athlete's body, a sports club, etc.). Systems of the same type have the same properties, differing only in size (CVS of different athletes).



A quantity that characterizes any property of the system is called a variable . Every system is characterized by a large number of variables, but not all of them are equally important. Variables that are important from the point of view of the task under consideration are called informative , and those that are not important from this point of view are called uninformative . The state of any system is determined by the set of values of its informative variables at a given time. Over time, the state of the system changes. In order for it to change in the desired way, some influence must be exerted on the system. This influence will be called control .

A controlled system consists of at least two parts, united by direct and feedback connections. In sports, we can consider the management of a system—let’s call it “athlete”—using the example of the influence of a coach on an athlete through direct connections and obtaining information about behavior, states, and completed actions through feedback connections.



In a sports team management system, an example of direct connections can be the orders and instructions of the coach, and an example of feedback connections is information received by the coach about the state of affairs in the team, information about the correctness of tasks, elements of technique, and group actions. Based on the data obtained through feedback, the trainer must make adjustments that will form a new process for managing the system - and so on constantly, throughout the entire educational and training process.

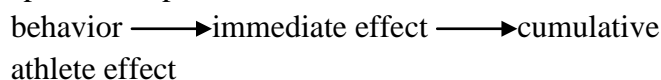
Successful management of a complex system is only possible with feedback. It allows you to determine the state of the control object and compare the actual state of the object with the expected (programmed) one. The differences between the actual values of the system's informative variables and the expected ones are called mismatch . For example, if a coach planned that in December his student should squat with a 120 kg barbell on his shoulders, but in reality he can only squat with a weight of 100 kg, then the mismatch is 20 kg.

If there is a discrepancy, the necessary changes are made to the system control - adjustments (from the English Correction - correction, amendment).

Thus, control is the collection of information about the state of the control object and comparison of its actual state with the expected one.

Management in sports training; The difficulty of management in sports training is that we cannot directly control changes in sports results. For example, we cannot increase an athlete's strength or endurance in any direct way. This can only be done indirectly. In fact, the coach only controls the actions (or behavior) of the athlete. He sets him a certain exercise program (training load) and ensures its correct implementation, in particular, the execution of the correct technique of motor action.

From the theory and methodology of physical education and sports it is known that in sports training there is an identification of changes (shifts) in the athlete’s body that arise as a result of exposure to sports load;



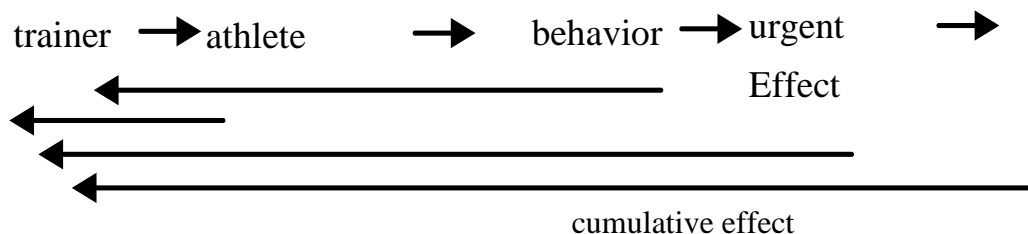
Acute training effects are changes in the body that occur during physical exercise and immediately after its completion. Due to the onset of fatigue, there is a decrease in performance and a decline in sports results.

The cumulative training effect (from the Latin *Cumulatio* - accumulation) refers to changes in the body that occur as a result of summing up the traces of many training sessions. With the correct construction of the training process, this effect is expressed in increased performance and sports results.

Pedagogical control of the coach over the state of the system (athlete) can be carried out using four feedback links:

- 1) information received from the athlete (about well-being, mood, etc.);
- 2) information about the athlete's behavior (what training tasks were completed, how it was done, what errors were made in the technique or in the tactical interactions of a group of athletes, etc.);
- 3) data on the immediate training effect (the magnitude and nature of training shifts under the influence of a single physical load);
- 4) information about the cumulative training effect (changes in the athlete's preparedness over several training sessions).

Thus, the control of the training process consists in the desired change in the state of the system, i.e. its transfer to a higher pre-planned functional level;



Managing the process of training athletes includes five stages :

1. Gathering information about the athlete, as well as the environment in which he lives, trains and competes.
2. Analysis of the information received.
3. Making decisions about training strategy and drawing up training programs and plans.
4. Implementation of training programs and plans.
5. Monitoring the progress of program implementation, making necessary adjustments to planning documents and drawing up new programs and plans.

Collection of information (the first stage of the management process) must be considered as the most important stage of managing the training process. The content of decisions made on load planning depends on the reliability of the information.

Thus, theoretically, it is possible to measure hundreds of different indicators, but in practice this is unacceptable: firstly, it will take too much time; secondly, a large amount of expensive equipment and maintenance personnel will be required; thirdly, and this is the most important thing, many of the indicators are not reliable and informative enough. Therefore, the main task



in such a situation is to select the minimum number of indicators with the help of which you can obtain the maximum useful information and use it in managing the process of training athletes.

In order for sports training to become a controlled process, the coach needs to make decisions taking into account the results of objective measurements. Training built taking into account only the athlete's well-being and the coach's intuition cannot give good results in modern sports. However, the opposite mistake is no less dangerous: not taking into account the athlete's well-being. Only a harmonious combination of objective and subjective indicators can ensure success.

Conclusion; Control begins with measurement, but is not limited to it. It is necessary to know what to measure, to be able to select informative indicators and mathematically competently process the results of observations on the basis of which to draw conclusions, to master observation and control methods.

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