

**INNOVATIONS IN IMPROVING THE PROFESSIONAL AND PRACTICAL  
PHYSICAL TRAINING OF STUDENTS OF THE MILITARY EDUCATION FACULTY**

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**Abstract:** This article presents the modern methodological foundations for improving the professional-practical physical training of students at the Faculty of Military Education. In the course of the study, a block-modular system was applied for the effective organization of training sessions, which allowed for the step-by-step development of students' physical training, motor skills, and professional-applied competencies. The conducted pedagogical experimental research demonstrated that structuring the educational process based on mesocycles and microcycles ensures its continuity, systematic approach, and purposefulness. The results of the experiment confirmed that the implementation of the block-modular system contributes significantly to the development of students' physical qualities (strength, endurance, agility, speed, and coordination), as well as enhancing their readiness for professional activities. Based on the obtained data, the high effectiveness of the proposed methodology in the implementation of educational courses within the military education system has been proven.

**Keywords:** physical training, physical qualities, block-modular system, mesocycle, microcycle, program, parameters, indicators.

In the current era, the effective organization of the educational process and the preparation of modern specialists through the application of advanced innovative technologies have become urgent issues. This is because rapidly changing socio-economic conditions, technological advancements, and the modern requirements of defense and security sectors necessitate the introduction of new approaches in the military education system. Therefore, there is a growing need to improve professional-applied physical training for students of military education faculties and to integrate contemporary innovative technologies into this process.

**Professional-applied physical training (PAPT)** is a systematic pedagogical process aimed at developing the motor skills, physical qualities, psychological stability, and professional endurance necessary for a student's future professional activities. Without such training, achieving high results in practical professional performance is difficult, as physical excellence, precision, agility, and volitional qualities play a leading role in the military field.

It can be said that the priority development of motor actions and qualities required for professional activity is achieved by addressing the following key tasks:

- Forming and improving motor skills and the structural elements of professional tasks;
- Developing key physical qualities specific to the military profession;
- Properly planning physical loads and ensuring an individualized approach in the training process;
- Enhancing motivation through the use of innovative training formats.

In the process of professional-applied physical training, not only theoretical knowledge but also the formation of practical skills and competencies is of great importance. Students must acquire skills such as operating in military, sports, and extreme conditions, making quick decisions, and working collaboratively in teams. Therefore, incorporating modern technical tools, interactive methods, virtual simulators, video analysis software, and psychophysiological testing systems into the PAPT process has become a requirement of the present day.

Research shows that physical training programs designed for military education faculty students must be adapted to military service conditions to ensure full effectiveness in their professional activities. From this perspective, the task of instructors and specialists is to select appropriate physical training tools, scientifically determine load levels, and develop individualized training systems.

### **LITERATURE REVIEW AND METHODS**

During the period of strengthening Uzbekistan's independence, enhancing the country's defense potential and raising patriotic, physically healthy youth remain among the most important tasks. Therefore, improving the professional-applied physical training of students in military education institutions is a matter of national significance. This is not only a task of the education system but also a critical factor in ensuring the socio-economic security of society.

Regarding the level of study of the topic, issues of training qualified specialists have been reflected in the scientific works of many scholars. For instance, V.Ye. Jabakov, N.V. Muxamedzyanova, and S.V. Nepomnyashiy have addressed the development of professional competencies in personnel training. Their research highlights the role of professional-applied training in the strategy of societal development, particularly the effectiveness of innovative approaches widely used in modern education systems.

Studies by V.P. Polievskiy, L.P. Matveyev, and V.I. Izaak have scientifically substantiated the importance of professional-applied directions in the physical education process. A.N. Abdiyev and D.V. Nikiforov have developed methodological foundations for physical training in humanities universities.

Furthermore, specialists such as I.V. Andreyev, V.V. Demochkin, Z.R. Burnayev, A.M. Kambarov, and A.A. Kochkarov have developed scientifically grounded professional-applied training technologies for cadets in military education institutions. As a result of their research, new methodologies have been created to enhance the physical and psychological readiness of military personnel.

Sh.X. Xankeldiyev and T.T. Yunusov have explored the physiological foundations of using hypothermic breaks during exercises and adaptation to heat in high-temperature conditions. T.S. Razikov, R.A. Xamrakulov, J.A. Akramov, and O.X. Abdalimov have conducted a series of scientific studies on developing methods for pre-prescription physical training of youth.

Analysis of scientific sources indicates that the issue of forming students' professional-applied physical training has not yet been fully studied. Therefore, it is necessary to expand comprehensive scientific-pedagogical research in this direction and improve the PAPT system using modern innovative technologies.

Developing professional-applied physical training in military education faculties is not only a means of enhancing students' physical readiness but also a vital tool for shaping their moral, psychological, and professional potential. Thus, introducing innovative approaches in this field, updating methodological support, and strengthening the integration of science and practice are among the most pressing tasks of today.

## **RESULTS AND DISCUSSION**

The process of training specialists in initial military education is a complex, multifaceted, and systematic pedagogical activity closely linked to the formation of professional-applied physical training specific to the military field. The content, tools, volume of theoretical knowledge, and system of practical skills and competencies in this process must be organized based on general physical education principles while taking into account the specific requirements of military service and the unique characteristics of teaching activities.

Analysis of scientific-methodological literature on training specialists in initial military education shows that the content of professional-applied physical training in this field differs significantly from the physical training systems of teachers in other disciplines. This is primarily explained by the fact that the activities of future military education instructors must be organized in conditions close to real military service—requiring mental, physical, and intellectual readiness suitable for combat situations. Therefore, certain methodological and content-related changes must be introduced in the process of forming professional-applied physical training for students in this field.

Teaching military field exercises, fundamentals of military equipment and tactics, and theoretical and practical knowledge related to physical training require new, integrative approaches compared to traditional teaching methods. Observations reveal that current training primarily relies on strictly regulated, repetitive cycle (circular training) methods, with the main focus on developing students' strength, speed, endurance, and agility. This approach has historically been widely used in military training systems, based on the principle of measuring a fighter's combat readiness directly by their physical strength and muscle activity level.

However, in modern military activity conditions, combat readiness is determined not only by physical strength but also by psychological stability, attention management, rapid memory, coordination, spatial perception, coordinated movements, and skills in using technical equipment. Therefore, today, an initial military education instructor must not only teach physical exercises but also be a specialist capable of comprehensively developing the intellectual, mental, physiological, and biomechanical readiness of future fighters.

Working with modern military technologies, equipment, and weapons requires a high level of precision, concentration, operational thinking, and the ability to make correct decisions under stress. This, in turn, creates the need to develop specialized physical training programs for students in military education. These programs should give special attention to exercises under hypoxic conditions, sensorimotor coordination, integrated development of speed and endurance, and strengthening psychophysiological readiness.

During our research, the level of professional-applied physical training was studied among graduating students of the Military Education Faculty at Fergana State University. The results

showed that existing training sessions are mostly based on general physical education and are insufficient for fully preparing students for military service conditions. The one-sided focus of the exercises—solely on developing physical indicators—leads to deficiencies in their comprehensive readiness. Assessment results indicate that very few graduates meet military physical training standards at an “excellent” level.

Therefore, it is critically important to develop specialized military-professional physical training programs based on a step-by-step approach, introduce advanced pedagogical technologies into the educational process, incorporate elements of psychological training, and establish an evaluation system aligned with the physical training regulations of the Armed Forces. This will not only enhance the professional potential of future military education instructors but also contribute to training physically strong, psychologically stable, and intellectually developed specialists essential for the country’s defense system.

**Table 1** Reliability of Meeting Requirements and Standards in Military Physical Training Among Graduates of the Military Education Faculty (%)

Exercise	Excellent	Good	Satisfactory	Unsatisfactory
100 m sprint	-	16.7	45.8	37.5
3000 m run	-	-	8.3	91.7
Pull-ups on the bar	4.2	41.7	49.9	4.2

As can be seen from the table, students’ physical readiness deteriorates negatively as they progress to higher courses. This, in turn, indicates that graduates’ active-positive attitude toward physical training sessions has declined (Table 2).

**Table 2** Active-Positive Attitude of Students Toward Physical Culture and Sports Activities (%)

Indicators of Physical Culture and Sports During Activity	Years	Study In the Course	Graduating
Engaged in physical training	98.6	24.2	
Passed individual standards	53.7	12.8	
Met the standards	33.9	8.8	
Engaged in sports	78.8	30.8	
Achieved sports ranks	21.7	7.8	

In recent years, the fundamental renewal of the education system in our country and the qualitative improvement of personnel training have required the introduction of new approaches in the military-pedagogical field. In particular, the issue of **professional-applied physical training (PAPT)** in the preparation of pre-conscription initial military education instructors has become highly relevant.

Practical observations and analyses show that the volume of academic physical training sessions allocated in the III–IV stages for future initial military education instructors is insufficient. Mandatory physical training classes, lessons on sports disciplines, and special training formats in these courses are not fully reflected in standard curricula and programs. This situation, in turn, hinders the full development of students’ physical and professional qualities.