

**PEDAGOGICAL ANALYSIS OF PREPARING SCHOOL-AGE YOUTH FOR SPORTS  
COMPETITIONS IN EXTRACURRICULAR PHYSICAL EDUCATION ACTIVITIES**

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**Annotation**

This article extensively analyzes the theoretical and practical foundations of preparing student youth for sports competitions (Five Initiatives, Student League, Universiade) during extracurricular sports clubs. In the study, the educational significance of sports competitions, the influence of sports on the physical development of students, as well as methods of preparation for competitive activity, were scientifically substantiated. The obtained results show that competitions play an important role in the development of physical qualities in students, the formation of collectivism, and the strengthening of sports motivation.

**Keywords**

Physical education, sports competitions, student youth, extracurricular activities, preparation, physical qualities.

**Introduction**

Today, one of the priority areas of state policy is the formation of a healthy lifestyle among young people, the effective organization of their free time, and the strengthening of their interest in physical culture and sports. Student years are of great importance as a period of formation of physical development, mental stability, and social activity of the individual. Therefore, not only physical education and sports classes, but also extracurricular sports clubs play an important role in higher education. In particular, sports competitions "Universiada," "Student League," "Five Initiatives" are an important means of demonstrating the physical capabilities of students, preparing them for a competitive environment, and forming their volitional qualities. One of the main goals of the higher education system is to educate young people in the spirit of defending the Motherland and improve the quality of providing them with modern innovative knowledge, as well as to form a healthy, harmoniously developed personality for our society. All actions carried out in the field of physical culture and sports in the process of continuous education are important in achieving this goal. The study of methods and conditions for organizing physical education classes for students can serve as a foundation for delving deeper into the issue of national education and providing scientific and practical clarity to this problem.

Proper organization of physical education classes and proving the development of students' physical qualities based on research is one of the urgent issues. In this regard, the research provided for in this article, to a certain extent, serves the implementation of the tasks defined in the Decree of the President of the Republic of Uzbekistan dated November 5, 2021 No. PP-5282 "On Measures for the Further Development of Walking, Running, Mini-Football, Badminton, Streetball and Workout Sports," as well as in other regulatory legal acts related to this area.

**Literature review.** Despite the implementation of many measures to improve the physical education of student youth, the number of physically active students is very small, and the level of their engagement in physical exercises is unsatisfactory.

For example, the persistence of outdated views on physical education and sports among student youth, the insufficient attention of the educational institution's administration, and the consideration of physical education and sports as a secondary subject are also the main reasons.

The importance of extracurricular activities is widely covered in scientific literature. K.B. Mukhammadiev (2015) in his research showed the place of physical education in the system of continuous education. F.Masharipov (2022) Methodology for Organizing Student Activity in Physical Education Lessons. O.Odilov (2021) Developed the goals and objectives of physical culture of students, M.Ma'rufov's Pedagogical foundations of the effectiveness of physical education classes using natural environmental factors, as well as an individualized training methodology. At the same time, the continuity of children's development was taken into account.

**Methodology.** The study used methods of analysis of scientific literature, observation, conversation, pedagogical experiment, and questionnaires. During the experiment, extracurricular physical education classes were observed in various groups of the university. The process of preparation for competitions was organized based on the age, physical capabilities, and individual interests of students; analysis of scientific and methodological literature, questionnaires, anthropometric measurements, chronometry, pulsometry, pedagogical testing, expert assessment, pedagogical observation, pedagogical experiment, and mathematical-statistical methods were used.

The research results were reflected in the following main areas:

**Table 1**

**Growth rate of students' physical fitness during physical education classes ( $\bar{x} \pm \delta$ ), (n=15)**

Tests Preliminary	Tests Preliminary	Tests Preliminary	
		1 year	2 years
<b>Running exercises (in seconds)</b>			
100 m s	13,09±0,88	12,98±0,49	12,82±0,42
2000 m s	8.15,2±2.21,2	7.47,4±2.10,3	7.25,6±2.19,4
<b>Long jump exercises (cm)</b>			
Standing jump	231,62±4,08	234,56±5,12	239,68±4,44
Running triple jump	723,84±6,12	730,67±5,66	738,72±5,74

In particular, during the training process, the growth rate of students' physical fitness in the 100m run was 13.09±0.88; indicators before the training process in the 1st year - 12.98±0.49; 2nd year - 12.82±0.42; In the 2000 m run, respectively: 8.15.2±2.21.2; 7.47.4±2.10.3; 7.25.6±2.19.4 respectively.

Also, the standing long jump was 231.62±4.08; 234.56±5.12; 239.68±4.44 and in the standing triple jump - 723.84±6.12; 730.67±5.66; An increase of 738.72±5.74 was achieved.

**Table 2**

**Changes in indicators of physical fitness of students at stages 1-2**

Indicator experimental group and control group	Groups	Stage 1		Stage 2		R
		Spring	Spring	Spring	Spring	
		Autumn	Autumn	Autumn	Autumn	
		M+m	M+m	M+m	M+m	

Running 100 m (s)	EG	14,5±0,06	13,9±0,05	14,2±0,04	13,8±0,05	R<0,05
	CG	14,5±0,06	14,1±0,04	14,2±0,04	14,0±0,04	R<0,05
Running 2000 m (s)	EG	874,03±51,28	814,70±51,82	853,09±61,70	818,90±60,49	R<0,05
	CG	828,09±50,18	819,30±31,77	873,80±60,16	857,10±50,11	R>0,05
PU (marta)	EG	9,9±0,25	12,1±0,27	10,6±0,27	12,1±0,25	R<0,05
	CG	10,1±0,14	10,3±0,14	10,0±0,13	10,5±0,16	R>0,05
SLJ (sm)	EG	222±0,01	235±0,01	235±0,01	240±0,01	R<0,05
	CG	230±0,01	239±0,01	233±0,01	237±0,01	R>0,05
Bending the body in a standing position (sm)	EG	1,6±0,68	2,7±0,57	1,9±0,57	2,9±0,56	R<0,05
	CG	1,7±0,57	1,0±0,54	0,6±0,51	1,1±0,55	R<0,05

**Note:** EG - experimental group; CG - control group; TT - pull-ups on the horizontal bar (times); Long jump from a standing position (cm); TTHGE - bending of the torso in a standing position (cm).

The results in the 100m run depend mainly on the students' functional abilities, movement experience, and indicators of physical development (especially body weight).

By the end of the first stage, these indicators in EG and CG increased by 0.6 s - 4.1%.

At the end of the second stage, the results of the 100-meter race decreased by 0.4 seconds - 2.8% in the EG and by 0.2 seconds - 1.4% in the CG compared to the beginning of the academic year. The total increase was 0.7 s - 4.8%.

However, the average results of the EG in the 100 m run were equal to 13.8 sec. (coefficient of variation - 4.9%), which corresponds to a "good" grade. In the CG, at the end of the 2nd year, the average result was equal to 14.0 (the amount of change - 4.3%) and corresponded to the "satisfactory" score. The results of the control test on pull-ups, which determine the strength endurance of the arm muscles, indicate an improvement in the result according to the experimental program (in the 1st year - by 22.2%, and in the 2nd year - by 14.2% compared to the beginning of training). At the beginning of each semester, the initial results were recorded at a low level, however, by the end of the semester, the improvement in the results indicates a wide range of opportunities for training arm flexor muscles in strength endurance. In CG, no significant increase in strength was observed. During the reading, the results did not change or changed within the measurement error range. Thus, after the first academic year, the growth rate was only - 2%, and after 2 years - 5%. The assessment of results during 2 years of study was as follows: in the EG, the increase in results in pull-ups was 2.2 times - 22.2% or 12.1 ("good" grade). During the 2 years of study in the CG, the results of pull-ups on the horizontal bar increased by only 0.4 times - by 4.0%. Therefore, the average result in the CG was 10.5 times ("satisfactory" assessment). Standing long jump requires a certain level of speed-strength qualities and coordination abilities from students. As can be seen from the test results, the highest level of reliable development occurred in EG.

From this, it can be concluded that EG students continue to independently engage in PE. From the analysis of objective data, it can be concluded that during the two-year curriculum adopted at the institute, students' physical preparedness changes less than at the initial level and is not sufficiently effective.

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**Table 3**

**Distribution of students by level of physical fitness based on the obtained partial integral indicators (in percent)**

Integral exponent level	EG CG				EG CG			
	Stage 1		Stage 2		Stage 1		Stage 2	
	Autumn	Spring	Autumn	Spring	Autumn	Spring	Autumn	Spring
Excellent (above 1.23)	6,7	13,3	6,7	6,7	0	0	0	0
Good (from 1.11 to 1.23)	6,7	33,3	6,7	40,7	14,3	7,1	7,1	21,4
Satisfactory (from 1.0 to 1.11)	40,0	33,3	46,7	33,3	28,6	42,9	42,9	35,7
Unsatisfactory (below 1.0)	46,7	26,7	40,0	13,3	57,1	50,0	50,0	42,9

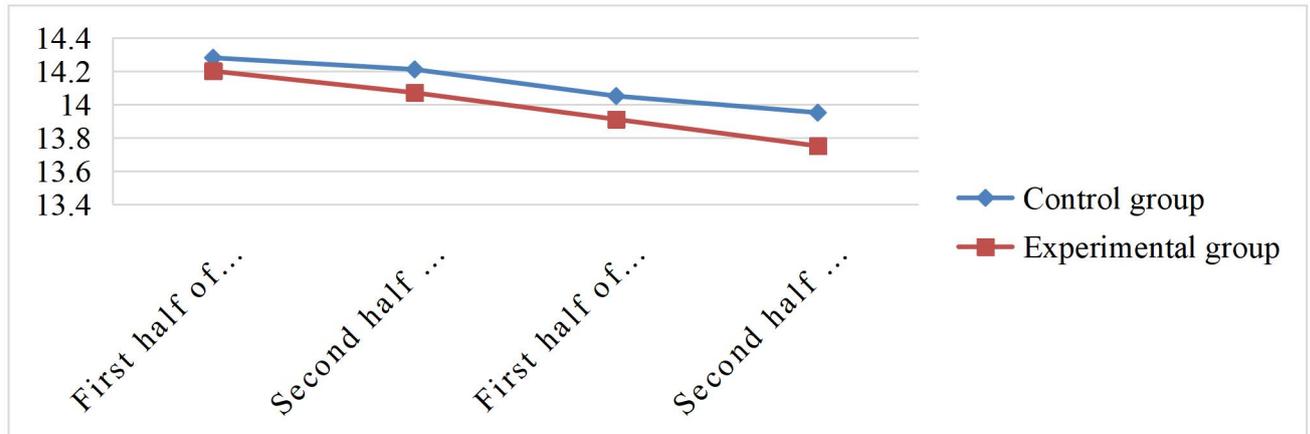
From this, it can be concluded that EG students continue to independently engage in PE. From the analysis of objective data, it can be concluded that during the two-year curriculum adopted at the institute, students' physical preparedness changes less than at the initial level and is not sufficiently effective.

Effectiveness, on the other hand, depends on the quality of classes and the students' attitude towards them. Consequently, the results of our practical and theoretical work, observed in the conducted scientific research, showed that if the above-mentioned ideas aimed at developing ecological culture in students during physical education classes are used in the process of continuous education, then it will make a great contribution to the development of the younger generation as harmoniously developed, highly educated, capable individuals who love their native land and homeland. TDTU talabalarning jismoniy tayyorlanlik darajasi OTMLar bo'yicha o'quv dasturidan joy olgan majburiy testlar natijalariga ko'ra ko'rib chiqildi:

- cyclic speed test (100m run);
- strength endurance test (pull-ups on a horizontal bar);
- test for general endurance (running 2000 meters);
- test for testing explosive strength (long jump from a standing position);
- bending and straightening of the arms with support on the floor (number of times);
- standing long jump in triple jump (cm)
- test for flexibility testing (standing forward bend).

In order to assess the level of physical fitness of young people entering the 1st year of study at the Tashkent State Transport University, we conducted a study of the results of control exercises for the last two years on three indicators: speed, strength endurance, and general endurance. Figure 1 shows a diagram of the level of physical fitness (selectively) of 1st-year students admitted to TSTU from 2024 to 2025.

Figure  
1



### 100-meter run

### Conclusion.

1. Analysis of the studied literature shows that the theoretical analysis of the application of a differentiated approach in the process of physical education and sports in higher educational institutions has shown the absence of a differentiated system for assessing differentiated teaching methods and methodologies, as well as for a group of students with different levels of preparedness. The lack of a comprehensive solution to these tasks reduces the possibility (effectiveness) of implementing and applying a differentiated approach aimed at improving the physical education of first-year students.

2. By determining the level of physical fitness of coaches of sports clubs for planning extracurricular health improvement clubs, developing a program for preparing students for sports competitions within the framework of "Universiada," "Student League," "Five Initiatives," aimed at stimulating them through sports and increasing their social activity, by applying the methodology of preparing students for sports competitions in extracurricular physical education classes, physical fitness improved by 5% overall.

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