

## FITNESS TRAINING IN THE EDUCATION OF STUDENTS

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### **Annotation**

The article discusses the features of conducting physical education classes with students of non-specialized universities. The characteristic of non-standard means and forms of their implementation is given. The authors present fitness tools used in working with students, contributing to improving the efficiency of the educational process.

**Keywords:** student youth, physical culture, fitness.

Physical education at the university is a pedagogical process of forming the physical culture of a student's personality. Physical education, regardless of the forms of its implementation, whether it is sports training or physical fitness work, is primarily a specialized socio-pedagogical process in terms of content. However, the object of this process is a very complex self-regulating biological system - the human body, which is in constant interaction with its natural and social environment.

In this regard, it is obvious that the effectiveness of the educational and training process is determined by the optimal compliance of the means and methods of physical education used with the state of health, functional capabilities, age and individual characteristics of those involved physical culture and sports.

Currently, the idea of a person's physical culture is not limited to such concepts as health, the development of physical qualities, functional capabilities and motor abilities of the body. In modern conditions, the most important components of the formation of a student's physical culture are the worldview, motivational needs of the individual, the breadth and depth of knowledge in the field of physical culture and sports.

There is a problematic situation in the physical education of students. Its essence lies in the contradiction between the level of social requirements and the effectiveness of physical education. Attempts to resolve it only by improving the material base, increasing the level of professional training of teaching staff do not give the expected results. The criteria for assessing progress in physical education need to be finalized. They can be more humane, and the standards are available for all students to master.

The level of physical culture and sports activity of modern students is very low, and only about 25% of students regularly use means of physical culture in order to optimize their physical condition. Insufficient formation of the physical culture of the personality of the student youth cannot ensure the proper level of physical culture and sports activity, as a result of which more than half of the students depart from it already at senior courses and the contingent of those who have no interest in physical culture increases by almost 1/3. To a greater extent, this applies to the male contingent, girls' interest in physical exercises is quite low even in junior courses (up to 2/3 of female students are among them).

In our opinion, this is caused by a complex of objective conditions and subjective factors characteristic of universities. Among the objective reasons, the following are distinguished: the weak economic basis of the student physical education movement and the imperfection of its infrastructure; irrational distribution and lack of material, financial and human resources; lack of consideration for the needs of cultural development, national traditions; lack of development of optimal standards of daily routine and motor activity of young

people during the training period; insufficient elaboration of models of the structure of motives, interests and needs for various groups of young people; poor development of unregulated forms of activities in recreation areas, at the place of residence of young people; the everyday nature of sports events not only as a spectacle, but also as a form of active recreation; the need for participation and involvement of spectators, fans in direct and regular physical culture and sports; lack of a cult of a healthy lifestyle , etc.

Among the most subjective factors, experts include the following: disorganization of the individual (passivity, inability to organize leisure and life in general, to use free time, etc.); low level of literacy; underdevelopment and instability of motivation, interests, needs, attitudes, norms and value orientations of the individual for systematic classes; erroneous overestimation of the level of personal health; opportunities physical improvement (young men); underestimation, lack of self-esteem, shyness, stiffness, unwillingness to be seen by persons with "flaws" of the physique (women).

The process of physical education in non-specialized universities is traditionally focused on the male contingent, in connection with which such types of physical activity as athletics, swimming, wrestling, basketball, volleyball, football are actively developing. With the common objectives and goals of physical education, its content, organization and methodology should be differentiated, first of all, by gender.

When working with female students, non-traditional directions for the university are relevant. Of these, fitness classes, and in particular wellness aerobics, are of the greatest interest.

Aerobics is a set of exercises that is performed for a relatively long time and is associated with achieving a balance between the body's oxygen needs and its delivery. Aerobics wellness programs attract a wide range of people engaged in their accessibility, emotionality and the ability to change the content of lessons depending on their interests and preparedness. The basis of any lesson consists of various exercises performed in walking, running, jumping, as well as strength and flexibility exercises performed from different starting positions.

Due to the specifics of aerobics, the following tools are considered the most typical for an aerobics lesson:

- general developmental exercises in the standing position: exercises for the arms and shoulder girdle in different directions (lifting and lowering, flexion and extension, arcs and circles); exercises for the trunk and neck (bends and turns, movements in an arc and forward); exercises for the legs (lifting and lowering, flexion and extension in different directions joints; half-squats; lunges; moving the center of gravity of the body from foot to foot);
- general developmental exercises in the sitting and lying position: exercises for the feet (alternate and simultaneous flexion and extension, circular movements); exercises for the legs in the lying position and in the lap rest (flexion and extension, lifting and lowering, swings); exercises for the abdominal muscles in the supine position (lifting the shoulders and shoulder blades, the same with turning the trunk, lifting the legs bent or unbending); exercises for the muscles of the back in the prone position on the stomach and resting on the knees (a small amplitude of lifting the arms, legs or simultaneous movements of the arms and legs with "stretching" in length);
- stretching exercises: in a half-squat for the back and front of the thigh, in a lying position for the back, front and inner surfaces of the thigh, in a half-squat or in a kneeling position for the back muscles, standing for the pectoral muscles and shoulder girdle;
- walking: waving your hands (hands in a fist, fingers apart, etc.); a combination of walking on the spot with various hand movements (simultaneous and sequential, symmetrical and asymmetrical); walking with claps; walking with progress (forward, backward, diagonally, in an arc, in a circle); basic steps and their varieties used in aerobics;
- running – the same movement options are possible as when walking;

● jumps and jumps: on two legs (in the phase of flight of the legs together or in another position); on the spot and moving in different directions (with caution to move to the sides); with a change in the position of the legs: in the stance of the legs apart, on one leg, in a lunge, etc. (it is not recommended to perform more than 4 jumps on one leg in a row); a combination of jumps and jumps on the spot or with movements with different hand movements.

Due to the fact that in recreational aerobics, most of the movements exert a load on the joints and spine, when choosing exercises, special attention is paid to the correct technique and safety of the conditions of performance. Many exercises that give a certain training effect, but selected without taking into account the preparedness of those involved, with prolonged and intensive repetition can pose a certain risk to health and lead to injury or damage.

With constant classes in recreational aerobics and the use of pre-developed standard programs, you can adhere to the following recommendations for the duration of their study, based on taking into account the adaptation of the body of those involved to the load.

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