

COMPLEX AND PHYSICAL APPROACHES TO STUDYING THE HEALTH STATUS OF STUDENTS, TRAINING DISORDERS AND OVERTRAINING

Yusupov Dilshod Sadullaevich

Senior lecturer of the department "Social and humanitarian disciplines" of Almalyk branch of Tashkent State Technical University named after Islam Karimov of the Republic of Uzbekistan

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Abstract

The article discusses the results of a complex physical study. In addition, the importance of studying the actual problem and the need to conduct mass examinations of students at the beginning of the educational process, which will allow building short-term and long-term forecasts of students' health, depending on the identification of external and internal risk factors is studied.

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The wealth and well-being of our society depends on the health of each person. In other words, a healthy generation is the most important social category. Health plays a decisive role in a person's life, especially at a young age. Its level largely determines the possibility of professional improvement and creative growth. At the same time, it is important to note that health and a healthy lifestyle were not among the priority values of public consciousness, which is changing radically at the present time.

The study of a complex of results of the study of the body of students, their quantitative and qualitative changes will allow you to know the state of the body, adaptive mechanisms, especially exam stress.

According to the researchers, it is not enough to use the results of one organ or system for conclusion. For scientific analysis it is necessary to conduct physiological, biochemical and electrophysiological studies in parallel. The question remains difficult - the development of criteria for evaluating the functional systems of the body, especially when it comes to risk factors.

To study the actual problem it is necessary to conduct mass surveys of students at the beginning of the educational process. It is important to study the results of numerous comprehensive studies that indicate that the 1st course is the most difficult and stressful for students. In this regard, physiologists, hygienists, clinicians believe that students and teachers need to cover the issues of health protection and restoration of impaired functions in lectures, under the influence of nervous overwork, neuro-emotional overstrain, as well as the causes and factors of their occurrence.

At present, the identification of physiological reserves and the increase in the adaptive-compensatory mechanisms of the body through training, exercise and improvement of functions are of great importance. Improving student performance contributes to the normalization of the nervous system in the learning process, since often extreme situations arise from ignorance of a particular educational issue, for which the body pays with a state of anxiety.

Psychologists have spent quite a lot of effort to understand how a person solves unusual, new, creative tasks. However, there is still no exact answer to the question of how a person solves such problems. Modern science has only separate data that make it possible to partially describe the process of solving such problems by a person, to describe the conditions that promote and hinder creativity.

Subsequently, attempts were made to reveal the nature of creativity. In the course of these studies, conditions conducive to the manifestation of creative thinking were identified. For example, when faced with a new task, the student seeks, first of all, to use the method or method that was most successful in previous experience. Another equally significant conclusion is that the more effort was spent on finding a new way to solve a problem, the higher the likelihood that this method will be applied to solve another, new mental problem.

In the course of the study of creative thinking, another interesting pattern was revealed. Frequent failures in solving mental problems lead to the fact that a person begins to be afraid of meeting with each new task, and when faced with a problem, his intellectual abilities refuse to be able to manifest themselves, as they are under the yoke of a person's disbelief in their own strengths.

Overtraining, a violation of training, as a result of systematic overstrain, is accompanied by a decrease in working capacity, and, in some cases, a deterioration in health. With overtraining, the activity of the whole organism is disrupted; the nervous system and blood circulation are most significantly affected. At the first degree of overtraining, the growth of sports results stops and their decrease is observed, there are complaints of sleep disturbance, general lethargy, unwillingness to train, and a violation of adaptation to high-speed loads is especially pronounced.

At the second degree, the severity of the listed signs increases, poor adaptability to all types of loads is noted. At the third degree, athletes have insomnia, increased irritability or apathy, loss of appetite, aversion to training, fear when performing complex exercises, fear of competitions, vestibular stability and accuracy of reproduction of specified movements worsen, often pain or discomfort in the heart area, cardiac disorders rhythm, shortness of breath, a feeling of heaviness in the right hypochondrium, there are significant changes in the electrocardiogram

Changes in the nervous regulation of the general condition, a decrease in energy resources, a deterioration in the functional state of individual organs and systems cause a drop in working capacity, deterioration in sports results, increased fatigue, a decrease in strength, speed, and deterioration in coordination of movements. At the first symptoms of overtraining, it is necessary to consult a doctor and, together with him, make adjustments to the training regimen.

Each coach is a teacher and educator, a mentor all rolled into one. On how successfully he will be able to cope with the problems associated with the absence or insufficient amount of sports equipment and equipment, and sometimes in the absence of a gym, which path the teacher will take to ensure a full-fledged motor regime, without departing from the obligatory minimum, depends on solving the problems of saving and strengthening the health of students

Thus, within the framework of achieving the goal of improving the health of young people through knowledge and exercise, many diseases can be prevented. We believe that the first step in solving the issue of physical activity is the formation of knowledge among young people on the influence of various factors on health, and changes in lifestyle and maintaining an active life until old age.

The choice of content, forms, methods, techniques and means of teaching is carried out taking into account the age-sex, morpho-functional characteristics and individual capabilities of students. Priority abilities that are formed in the learning process complement and improve almost all the physical qualities necessary for the full - harmonious development of children involved.

Only with a systematic approach can high performance be achieved. The main sections of the system provide in-depth training. The knowledge and skills acquired at physical culture lessons are improved by students; special motor skills are brought to automatism in conditions close to competitive ones. When forming physical culture and improving the physical fitness of students, it is necessary to take into account the state of health and the level of physical fitness, as well as a number of socio-economic and environmental problems.

According to the problems discussed above, students lose interest in independent physical education. With a lack of physical activity, the body's resistance to colds and the action of pathogens decreases. Persons, who lead a sedentary lifestyle, do not engage in physical culture, more often suffer from respiratory and circulatory diseases. The impact of exercise on the human body is extremely high. To do this, it is necessary to increase sports activity, motivate students to engage in physical culture and sports at the university.

Active motor activity during physical exercises and the process of raising interest in them can be successfully carried out only if these classes are clearly organized and systematized. The student's active motor activity is not spontaneous; it is the result of a certain pedagogical influence, exercises, the result of a peculiar implementation of the tasks assigned to the team and its individual members. The system of organization of motor activity and the process of formation of interest in it must be realistic.

For more effective and purposeful management of the educational process, the teacher can deliberately create spontaneously arising situations in one or another activity of students. It can be concluded that the successful implementation of active motor activity in the practice of physical education of students, as one of the main conditions for the formation of interest in physical exercises, is carried out when creating such situations when physical exercises for students become vital, mandatory, when they cannot be indifferent to physical activities of their team. Active motor activity, as the main condition for the formation of interest in physical exercises, is expressed in its specificity and sufficiency.

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