PEOPLE THE ROLE AND ESSENCE OF MOBILE GAMES IN PHYSICAL FITNESS

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UZBEKISTAN dated February 7, 2017 "On the Strategy of Actions in Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021", PF-5368 dated March 5, 2018 No. PF-5325 dated February 20, 2018 "On measures to radically improve the state management system in the field of physical education and sports" "Activities in the field of supporting women and girls and strengthening the family institution" on radical improvement measures", Decree No. PF-562 of September 2, 2019 "On improving the quality and further expanding the scope of medical care provided to women of reproductive age, pregnant women and children" , the decision of June 3, 2017 No. PQ-3031 "On measures for the further development of physical education and mass sports" and other regulatory legal documents related to this field, this dissertation research serves to a certain extent to solve the tasks .

Adaptation of women to unusual environmental factors in Fargona region is considered one of the biggest medical-biological problems. Among these factors, muscle activity takes an important place. In natural conditions, movement activity is a powerful factor that expands the functional capabilities of various physiological systems. Many researchers have shown that suitable physical loads increase the body's resistance to stress and any natural conditions due to the increase in the functional capacity of oxygen transport systems. Moderate physical exertion in some directions has a positive effect on the activity of breathing, cardiovascular and other systems, helps to increase the general working capacity. The result of movement activity is indicators of physical development and physical fitness.

According to the research conducted in recent years, the performance indicators of female students are decreasing year by year.

In the current situation, one of the special problems related to the physical education of female students of higher educational institutions is the formation of the physical culture of a person and the ability to use various physical education tools.

Educational programs of "Physical education" are constantly updated. This process is required by changes in program goals, social factors, level of physical fitness, material and technical provision of training, etc.

Folk games, which are an element of game preparation, occupy a special place in the stock of physical education tools for schoolgirls . In addition to solving tasks such as improving morale and general preparation after training, it is desirable to use folk movement games as an effective tool for improving health.

At the same time, the analysis of literature sources (TS Usmonkho'jayev; F.Khojayev, RS Salomov, R. Sultanov, JT Toshpolatov, E.Yu. Turabayev) revealed that physical training of female students issues of the use of folk action games in the educational process of Accordingly, it is especially relevant to work on the issues of organizing the use of folk movement games in a complex of various tools for physical education of schoolgirls based on experiences.

Many scientists have studied the issues of movement readiness and physical development of schoolgirls. For example, in the studies of scientists such as TS Usmonkhojayev, F. Khodjayev, K. Makhkamjonov, FN Nasriddinov, factual information describing the insufficient physical development and movement activity of female students is presented.

A lot of work has been done in the field of studying the socio-pedagogical features of folk movement games. GP Bogdanov, MS Khaziakhmetova, R. YOLDASHEVA , B. Odirov and other scientists discussed the use of folk action games in the field of education and its priority in the framework of their research.

For the full development of female and male students, it is very important to change the physical loads (nagruzka) wisely. Because it is appropriate to use them widely in planning physical education activities carried out in the daily routine.

Therefore, if the development of girls is given a lot of attention to the development of physical qualities of girls from kindergarten and school age, it can be an example in sports both in development and in studies when it comes to OO'Yu.

Table 1

Indicators of physical development of I-II year female students

No	*Tests*	*N*	$\bar{X} \pm t$			*t*	*P*
			Group	*Until the experience*	*In the experiment after*		
1	G length (cm)	60 / 60	Experience Control	1 , 58 ±0.25 1.59 ±0.29	1.58 ±1.0 1.59 ±0.68	0 0	

2	Body weight (kg)	60 / 60	Experience Control	54 ±0 ,81 56.6 ±0.76	55 ±0.92 56 ±1.29	0.8 0.4	>0.05 >0.05
3	Chest circumference (cm)	60 / 60	Experience Control	79.7 ±0.52 78.9 ±0.60	81.1 ±0.71 79.6 ±0.31	1.4 1.2	>0.05 >0.05

In the article The results of education of physical qualities of female students of Ferg'ana State University I-II year (stage) are presented.

Physical development of I-II year female students was determined by anthropometric indicators.

There is no significant difference between body length and weight of female students of I-II year before the experiment.

In the experimental group 1,58 sm, the length of the trunk is in the control group 1,59 sm.

The weight of female students in the experimental group is equal to that 54 kgin the control group 56 kg. There is no statistical difference between these indicators.

Ketle's weight and body length index to check whether the body length and weight of female students corresponded to the norm .

In this student of girls average body length and weight - 325-375g _ shown .

That's why we experiment and control in the group student of girls weight and body length index we checked .

Experience in the group initially 14 people student of girls body length and weight to the index right didn't come if so , study year to 9 at the end decreased _ 5 of our female students managed to correct their body length and weight index.

In the control group, initially 11 female students' body length and weight did not correspond to the index, but at the end of the academic year, it was reduced to 3 students. 8 of our female students managed to correct their height and weight indices.

If we compare the previous research among female students with the work conducted by us, the body weight of A.Khasanov's 1st year female students 55,3 kgwas equal to the body weight of our female students. 54 kgcan be seen to be equal to . In general, there is no difference between the weight of male and female students. If the body length 162,5 smis , the body length of our female students 158,0 smis equal to . It was found that there is a difference between the body length of female students 4,5 sm. The main reasons for this are the bad regional environment and the result of anemia among women today.

When we calculated the results of female students in the Shtange test, out of 60 students in the experimental group, 16 were excellent, 18 were good, 12 were satisfactory, and 14 were

unsatisfactory. In the control group, 14 people were evaluated as excellent, 16 as good, 12 as satisfactory, and 18 as unsatisfactory. This showed that the functional training of girls is at a low level. Viability (vital) indicator - is derived from the distribution of the vital capacity of the lungs in 1 ml per 1 kg of body weight. Obesity (fullness) was determined by dividing body weight in kg and height in dm (in centimeters). The method of measuring obesity, which has been known for a long time in other methods, is determined by the following formula.

Analyzing the issues of physical development of female students, it was found that there was no significant difference in the indicators of female students of the experimental group and the control group regarding physical development.

The differences between the height of the experimental and control groups after the pedagogical experiment are as follows:

- in the experimental group 1,59 sm, in the control group 1,59 sm, during the two-year pedagogical experiences, there were no average changes among female students in the control group.

Also, it was observed that the body weight of female students did not increase between the experimental and control groups, while the average body weight of female students in the experimental group 55 kgwas equal to that of female students in the control group .56 kg

We know from the science of physiology that the growth rate of girls mainly corresponds to the age of 12-15 years. In some cases, the growth of women can continue up to 21-22 years.

From our two-year pedagogical experience, it can be concluded that there were no changes in body length and body weight of female students as they almost stopped growing physiologically.

The second-year weight and body length index of female students in the experimental and control groups were checked. In the experimental group, initially, the body length and weight of 6 female students did not correspond to the index, but after the experiment, it can be seen that it reached 4. they will be

Table 2 **Indicators of physical development of female students**

No	*Tests*	*N*	$\overline{X} \pm t$			*t*	*P*
			Group	*Until the experience*	*In the experiment after*		
1	G length (cm)	60 / 60	Experience Control	1 , 58 ±0, 01 1.5 9 ±0. 01	1.5 9 ±0 .0 9 1.5 9 ±0. 01	0.1 0	<0.001
2	Body weight (kg)	60 / 60	Experience Control	5 5 ±1 , 16 56 ±1 , 12	55 ±1 , 02 56 ±1, 05	0 0	
3	Chest circumference (cm)	60 / 60	Experience Control	81.1 ±0.31 79.6 ±0.32	82.1 ±0.40 81.2 ±0.44	2.0 1.3	>0.05 >0.05

From the control group, the height and weight of 5 female students did not correspond to the index, but at the end of the experiment, it decreased to 3.

The analysis of the researched literature and the conducted experimental work shows that the main dimension of physical development was determined by the rate of growth of indicators. We believe that growth in body length and weight is one of the biological characteristics and develops naturally.

The experiment and test was carried out on the basis of increasing the movement activity of female students, educating them on their independence, imparting knowledge, improving their physical development and readiness, searching for and implementing measures aimed at improvement.

In the experimental groups, physical training tools, folk movement games, and movement skills and skills required by the program developing students' physical qualities were selected. The data of the second year of the qualities of quickness in female students of the I-II year (stage) are shown in the table below (Table 3).

The direction and content of the pedagogical experience was focused on determining the following methodological situation; a) the initial physical fitness of students was taken into account when planning the materials, these works were organized on the basis of an individual approach to them; b) according to the results of the conducted pedagogical research, it became known that the complex of folk action games used in the experimental group had a positive effect on the quality indicators of the female students engaged in these groups.

Table 3 **100 meters physical training of female students**

N	***Tests***	***n***	$\bar{X} \pm t$			***t***	***P***
			Group	***Until the experience***	***In the experiment after***		
1	100 meters run (seconds)	60 / 60	Experience Control	17.1 ±0.06 17.8 ±0.17	16.7 ±0.04 17.4 ±0.11	5.5 2.0	<0.001 <0.05

According to the table above, running from a low start of 100 meters is a skill that develops speed. The results of female students in the experimental group were 17.1 seconds at the beginning of the second year and 16.7 seconds at the end of the year, an improvement of 0.4 seconds or 0.07 percent. Including the students in the control group, the initial result was 17.8, and the final result was 17.4 seconds.

According to the results of the tests taken to develop female students' endurance qualities, it was found that the initial results of female students in the experimental group in cross-country

running for 2000 meters were equal to 11.80 minutes, and at the end of the year, it was equal to 11.52 minutes and seconds.

Among the female students of the control group, this indicator was 12.84 minutes and 12.50 minutes and seconds. Comparing the results of female students in the experimental and control groups, the experimental group had 11.52 minutes and seconds at the end of the year, while the control group had 12.50 minutes and seconds. The difference between the groups was observed to be 1.02 minutes and seconds.

***Table 4*.Physical fitness indicators of female students from the 2000-meter cross-country run and the 6-minute run and walk tests**

N	*Tests*	*n*	$\overline{X} \pm t$			*t*	*P*
			Group	*Until the experience*	*In the experiment Then*		
1	2000 m cross run (min/s)	60 / 60	Experience Control	1 1 , 80 ±0.0 6 12, 84 ±0, 09	1 1 .5 2 ±0.05 _ 12, 50 ±0.08	4.0 _ 2.8	<0.001 <0.01
2	6 minutes during to run and walk (m)	60 / 60	Experience Control	1268 ±9.93 1128 ±15.0	1299 ±9.52 1163 ±13.8	2.2 1.7	<0.05 <0.1

The results of the 6-minute run and walk test 1268 metrwere equal to the distance in the experimental group by the end of the year, that is, an improvement of 31 meters was observed. 1299 metrIn the control group, 1128 metrit was observed that 1163 meters, i.e. 35 meters, improved from the initial result to the end of the year.

From the second year of pedagogical observations of female students' strength and quickness qualities, we found out that in the standing long jump test, the female students of the experimental group initially showed a result of 168 m/cm, and by the end of the year they showed a result of 172 m/cm, 0,4 smi.e. We observed an improvement of 0.25 percent.

Table 5 **Indicators of physical training in determining the quick-strength qualities of female students**

No	*Tests*	*n*	*X ± t* — *Group*	*Until the experience*	*In the experiment after*	*t*	*P*
1	Standing from the place to the length jump (m/cm)	60 / 60	Experience Control	16 8 ±0, 01 16 6 ±0, 13	17 2 ±0 , 11 1 70 ±0 , 12	36.3 23.5	<0.001 <0.001
2	Grenade goat height (m)	60 / 60	Experience Control	22 ±0.58 19.6 ±0.64	26.3 ±0.52 22.6 ±0.64	5.5 3.3	<0.001 <0.01

The control group initially had a result of 166 m/cm, but at the end of the year this indicator improved to a result of 170 m/cm. The initial results of the experimental group of student girls in throwing a grenade 22 metrwere equal to the distance, but at the end of the year, this indicator was improved by 4.3 meters to 26.3 meters. While the control group initially 19,6 metrhad a marker, by the end of the year 22,6 metrthey showed a 3 meter improvement.

Thus, if we look at the results of the pedagogical experiments carried out in order to develop the qualities of flexibility in female students, we can see that the initial performance of female students in the experimental group was 25 times, and at the end of the year, it increased to 28 times. It was found to be improved by 3 times.

Table 7 **Indicators of physical fitness in determining flexibility qualities of female students**

No	*Tests*	*n*	*X ± t* — *Group*	*Until the experience*	*In the experiment after*	*t*	*P*
1	On your back lying down without body raise (times)	60 / 60	Experience Control	2 5 ±0 , 59 21 ±1 , 05	2 8.3 ±0.41 _ 2 3 ±1, 15	4, 7 1.3	<0.001 >0.05
2	Gymnastics on the bench standing up tilt (cm)	60 / 60	Experience Control	8.3 ±0.74 7.6 ±0.85	10.6 ±0.97 8.2 ±0.99	1.9 0.4	<0.1 >0.05

In the case of female students of the control group, this indicator was equal to 21 times at first, but by the end of the year, it increased to 23 times, i.e. 2 times.

The results of the gymnastic bench press test were 8.3 in the experimental group at the beginning, but by the end of the year it 10,6 smwas equal to the figure, that is, an improvement of 1.30 percent. In the control group 7,6 sm, it was observed that this indicator 8,2 smshowed the result at the end of the year. So, as can be seen from the above tables, as a result of the two-year pedagogical experiments of physical fitness indicators among female students, the results of experimental group female students are much better than those of the control group, as we mentioned above. in the process of teaching physical education to girls and boys in the experimental group, we made the lessons interesting by organizing more games than folk action games. Only regular, regular and active exercise will help increase this growth rate. Thus, the creation of pedagogical conditions, the correct organization of the complex of physical exercises, provides an opportunity to conduct high-quality physical training sessions based on folk movement games, and helps to make the sessions interesting. According to the data collected on the basis of the above, pedagogic observations and the analysis of control norms, it became known that the physical fitness and physical development of female student students of the 1-2 course experimental group, compared to that of female student students of the control group showed that it is high.

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