

## FORMS OF ORGANIZATION OF TRAINING SESSIONS ON PHYSICAL AND COMBAT TRAINING OF CADETS

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**Abstract:** Despite the presence of a certain number of scientific and methodological works on the formation of professionally applied physical training of cadets of the Ministry of Internal Affairs, the peculiarities of the structure of preparedness, the importance of motor abilities at various stages of readiness formation, the relationship between indicators of physical and technical preparedness have not yet been fully studied. The available data are scattered, and sometimes contradictory, which makes it difficult to generalize them theoretically and practically, and requires further research.

**Keywords:** *professionally applied physical training, physical qualities, sports, physical exercise, motor abilities.*

Within the framework of professionally applied physical training (PPFP), the selection of funds should not be formally reduced to imitation of professional operations, but should presuppose the predominant performance of actions that allow purposefully mobilizing precisely those professionally important functional properties of the body, motor and related abilities, on which the effectiveness of a particular professional activity significantly depends. As a rule, generally accepted means of physical culture and sports and typical forms of building educational activities are used to solve the tasks of PPFP. To improve the content of the PPFP, traditional exercises are used for both military specialists and employees of the Ministry of Internal Affairs of the Republic of Uzbekistan. Only in some cases, special exercises and training devices are being developed.

The tasks of improving the proper level of necessary physical qualities of cadets are solved in almost all forms of classes of educational and training groups of sports improvement; independent during extracurricular time and during morning physical exercises. Moreover, standard exercises are used to develop motor abilities (strength, speed and strength qualities, endurance and speed). The choice of the methodology of the process for the development of special physical training should be carried out

according to the principle of taking into account the dynamic correspondence of real actions in professional activity, according to which the selected exercises should be as adequate as possible to all parameters of real action, starting with the muscles involved in the work, and ending with the mode of operation of the whole organism as a whole.

By the nature of educational work in educational institutions of the Ministry of Internal Affairs of the Republic of Uzbekistan, the following classification of physical training classes can be distinguished: the development of new material, improvement and consolidation of already mastered material, control and verification classes and classes of a mixed (complex) type. As practice shows, classes on the development of new material, consolidation and improvement of already mastered material and control and verification type classes dominate. That is, the kon1fet theme consistently goes through these stages. Classes of a complex nature, if they are used, are mainly when combining the tasks of teaching motor actions and developing certain motor abilities.

Recently, in connection with the criticism of the analytical and synthetic concept of the development of individual physical qualities and the reference to the term "motor abilities", a new concept of "complex" method of special physical training has appeared. This method provides for the simultaneous and consistent use of physical training tools of the same primary orientation, but with a different nature and strength of the training effect. Thus, in the existing scientific and methodological literature, a comprehensive lesson is understood, basically, only various ways of combining means of developing motor abilities from including several exercises in one lesson with the parallel development of various motor qualities to combining means of the same orientation, but with different training effects. Classes of a "complex" nature, combining the tasks of training, improvement and development of motor abilities, are practically not used.

Successful mastery and, most importantly, improvement of motor skills occurs only under the influence of prolonged and systematic exercise. And this is not accidental, since the formation of a new movement and bringing it to a certain degree of perfection is possible only with the establishment of new neuromuscular coordination, new connections between the central nervous system (CNS), muscles, sensory organs and internal organs. The ordering of neuromuscular connections and the formation of prerequisites for the transition of motor action through all stages to the highest stage of "automation" requires persistent and systematic repetition of exercises at each stage. Only a properly and firmly formed skill will make it possible to adapt motor actions to various changes in movement technique while maintaining its foundation. All of the above confirms the need to perform a small set of motor techniques for a long time, which is possible only if a complex form of building training sessions is used.

Another argument in favor of using a complex form of building classes can be the fact that the formation and improvement of neuromuscular coordination occurs only against the background of an optimal state of central nervous system excitability. To achieve the optimal background of central nervous system excitability and, most importantly, to maintain it throughout the lesson is possible only with the constant switching of students from solving one motor task to another. After all, at the initial stages of mastering motor skills, fatigue occurs very quickly, since movements are performed with excessive muscle tension. It is impractical to give a large amount of load in a separate lesson, it is necessary to switch to performing other actions, since the quality of movement deteriorates due to rapidly developing fatigue. A large number of repetitions is also impossible at the stage of improving an already mastered motor skill. Motor actions due to the maximum manifestation of physical qualities should be improved against the background of full mobilization of motor capabilities. A large number of repetitions at the maximum is impossible. In addition, the constant switching from one motor task to another will allow students to maintain a high level of interest, activity and consciousness. The alternation of motor tasks compares favorably with the monotony and monotony of a lesson dedicated to solving a single task.

On the other hand, the improvement of movement techniques should reject standard, typical conditions that lead to stereotypical motor actions. It is necessary to ensure a wide range of variability (mobility) of the motor skills created. Hence, the requirement to maintain an optimal balance between the factors leading to motor skills and the factors that increase their reasonable variability in conditions of constant change in the environment of activity. The improvement of the learning process is effective only with constant changes in external conditions, alternating the sequence of solving various motor tasks. Consequently, the use of an integrated form of classes in the process of improving professionally applied physical training in educational institutions of the Ministry of Internal Affairs of the Republic of Uzbekistan should significantly increase the motor density of classes and the effectiveness of motor training. The high efficiency of complex classes is achieved by including in each lesson diverse exercises that contribute not only to the development of physical, but also mental qualities.

**Foydalanilgan adabiyotlar:**

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