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PROBLEMS AND SOLUTIONS IN THE METHODOLOGY LONG DISTANCE RUN

Djalilov Baxodir Rozakovich
Head of the Department of Social-Humanitarian Disciplines, docent, National University of Science and Technology "MISIS" in Almalyk, Uzbekistan.
E-mail address: djalilovb72@mail.ru

Abstract:
The impact of running economy on elite distance running performance has been studied. Differences between study populations in running economy are caused by the following training model characteristics: the total number of strength training sessions, the number of resistance training sessions, the variety of strength training methods and exercises and the strength training period length.

Keywords: strength training, experiment, cardiovascular system, musculoskeletal system.

Introduction

Student sports is a consistent part of the educational process, since sports contribute to the formation of physical endurance, the development of health, the development of discipline, perseverance, teamwork, and also nourishes a sense of competition. Participation in college sports allows students to find a balance between academics and sports, which can reduce stress and maintain mental health. In addition, sports achievements can increase self-esteem and confidence. The development of student sports also contributes to the development of the student community, creating conditions for active recreation and forming a healthy lifestyle.

Thus, the development of student sports is of great importance for the formation of a healthy, active and successful student personality, and is an important component of the modern education system. Collegiate sports also help develop discipline, time management and teamwork among students. In addition, participation in sports activities helps develop leadership skills and strengthen the spiritual values of the team. The organization of student sports also contributes to the formation of a healthy lifestyle among students, as well as the development of social responsibility and social activism.

Sports programmes at universities and colleges provide a great opportunity for young athletes to develop their talent and achieve high performance. Student sport also plays an important role in identifying and developing sporting talent, including distance

running. Successful student distance runners may later become professional athletes and international competitors.

Collegiate sports also develop participants' technical and tactical skills and provide them with the opportunity to apply and improve their athletic skills in practice. The development of collegiate sports, including a focus on distance runners, can have great benefits for elite sports by providing opportunities for young athletes to develop and further improve their skills.

Increasing endurance requires systematic and hard work on yourself. This includes regular exercise, proper nutrition, rest and recovery. It's also important to vary your workout routine, including both cardio to build endurance and strength training to strengthen muscles and improve overall fitness.

Long distance running also requires special attention to running technique, proper breathing and psychological preparation. It is important not only to be able to run for long periods of time, but also to be able to maintain correct body posture, expend energy efficiently and manage your condition during long training sessions. An individual approach to training, a gradual increase in loads, monitoring the body's reaction - all this will help increase endurance and achieve good results in distance running.

Having analyzed the theory and practice of university physical training, we came to the conclusion that the training of runners is not given due attention. This results in many students not receiving the proper level of physical fitness, which can affect their health and overall well-being. Running is one of the most accessible and effective forms of physical activity, so its absence can have a negative impact on students' overall health.

Therefore, we recommend that universities pay more attention to training intermediate runners. This can be done through the development of special training programs that take into account the characteristics and needs of students who do not have sporting achievements, but want to maintain good physical shape. It is also important to provide qualified coaches and instructors who can help students achieve their fitness goals.

It is necessary to teach proper running technique. To master the correct running technique, you can contact a professional trainer or instructor who will help you correct your gait and evaluate your posture and movements of the whole body. It is useful to take a video of yourself while running and analyze your technique. Practice and constant attention to detail will help you improve your running technique.

Proper running technique includes several key elements:

1. Establish a correct gait. When running, the foot should first touch the ground with the heel, then roll forward onto the sole and finally push off the ground with the toes.
2. Maintain good posture. When running, your posture should be straight, your back arched, and your shoulders open and relaxed.
3. Breathing rhythm. When running, it is important to control your breathing correctly: inhale with short, shallow breaths through your nose and exhale through your mouth.
4. Even steps. To maintain your speed and not tire quickly, it is important to maintain a steady rhythm of steps.

Long-distance running technique also includes proper foot placement when pushing off the ground and a smooth transfer of body weight using the legs. This helps to conserve energy and reduce fatigue when running long distances. It is important to breathe properly while running to ensure that your body is getting enough oxygen.

When developing training programmes for university students, it is necessary to take into account both age and individual characteristics of each student. It is important that the training should be adapted to the level of fitness of each student, taking into account his/her physical abilities, as well as age characteristics. Different age groups may require different training approaches to accommodate the growth, development and physiological characteristics of each age. When designing training programmes, medical and physiological information about students must also be taken into account to avoid overload and health risks. An individualised approach allows you to achieve more effective results without compromising your health.

When passing the standards for students, physical education teachers were faced with the problem of passing the standards for long-distance running. Of 100% of 1st year students, about 15% missed half the distance, the reason for which was pain in the leg muscles, shortness of breath, dizziness, etc. 20-25% did not meet the required standard.

When studying these results, it turned out that the majority of students do not have sufficient physical endurance. In order to correct the negative situation, it was decided: to organise systematic classes on endurance development, including a variety of exercises and types of physical activity. Regular training will help students to improve their physical fitness and increase their endurance.

Encourage students to adopt a healthy lifestyle, including eating a healthy diet, getting regular sleep and avoiding bad habits. Explain to students that endurance does not come instantly and they need constant effort and patience to achieve the desired results. Motivate students, support them through their workouts and reward them for

every progress. Positive motivation will keep them interested in exercise and help them develop healthy lifestyle habits for the long term.

Materials and Methods

If a student already has specialised training, has studied at a specialised sports school, has experience of running medium and long distances, this risk is minimal, as he/she has experience of general physical training. In addition, these techniques should be designed for a year-round course and adapted to the conditions of the university.

In order to develop such a methodology, we conducted a preliminary experiment on the basis of the Almalyk branch of NITU "MISIS". Students of our university acted as test subjects. A total of 40 people were examined. Among them 30 boys and 10 girls in the age group of 18-23 years. The time indicators of 3000 m running distance were taken as indicators.

As part of the experiment, biometric parameters were measured, including data on the state of the cardiovascular and respiratory systems of the body. To assess the functioning of the cardiovascular system, heart rate was measured at rest and during exercise, as well as blood pressure at rest and after exercise. In addition, indicators were recorded during physical activity. Regarding the respiratory system, respiratory rate was assessed before and during exercise. The data obtained made it possible to assess the functioning of the body under conditions of physical activity and draw conclusions about its functional capabilities.

During the study, the subjects were divided into two groups: control and experimental. The control group was trained using traditional methods used in university curricula. The emphasis was on physical endurance, without taking into account the individual characteristics of each participant. A specific technique was developed for the experimental group. It is individualised and based on increased attention to running technique while performing the same exercises. The exercises were performed in a static-dynamic mode. This approach was chosen in order to reduce stress on the musculoskeletal system and to optimise muscular endurance at a specific point.

The purpose of this division was to determine the effectiveness of different teaching methods on different groups of students. It was assumed that the use of exercises in a static-dynamic mode could lead to better results than traditional methods.

The experiment lasted one semester and showed positive results. In the experimental group, the vast majority of subjects measured indicators of physical development and the state of body systems, showing positive dynamics. The results also showed that the

athletes' recovery rates after heavy physical activity improved. This indicates an improvement in the body's ability to adapt.

A methodology for self-training of students has been developed and it is calculated that by the end of the 1st year the student will be fully ready to pass the standard for long distance running.

A staged scheme has been developed to enable students to achieve the required criteria by following the methodological recommendations. The first stage, lasting 2 months, is aimed at developing the cardiovascular and respiratory systems. During this period, students are accustomed to daily physical activity and running training. This will help them to strengthen their body and prepare it for more intense exercise in the future. This approach encourages the development of a healthy lifestyle and the habit of regular exercise. It is important to note that each stage includes not only physical exercise, but also theoretical classes to help students better understand the principles and rules of a healthy lifestyle.

The running distance must be accessible, but not less than 1000 metres. The performance should be the same, but with a daily increase in distance of 50 metres. Specific physical exercises were also recommended: running in place for 30 seconds at 75% intensity, squats with arms extended forward for 30 seconds from a standing position, squats, lying down and squats to the starting position. Rest 30 seconds between each exercise.

In the second phase of training, which lasts 2 months, we continue to increase the level of physical activity. To do this, we recommend a method of repetition that will help you achieve the desired results. The essence of this method is to divide the main running distance into five equal parts, each of which is run at 65% intensity. In this way you will increase your mileage by 1% compared to the previous session. It is important to remember to rest between repetitions and to keep in good physical condition.

The preparatory transition period is an important part of the training process, aimed at developing the transition from aerobic to anaerobic capabilities of the body. To achieve this goal, a consistent and repetitive method is used to gradually increase the load on the body. As part of this method, the duration of the exercises is increased - 20 seconds of fast execution and 10 seconds of maximum execution. Running also uses the interval repetition method, which consists of running four hundred metres five times at an intensity of up to 70%. As you progress, the load gradually increases to eight repetitions, allowing the body to adapt to the higher intensity and increase its anaerobic capacity.

The final stage of preparation for passing the standard is the most important stage of running training. At this stage it is necessary to work out all the methods previously used in order to achieve maximum results. One of the key methods at this stage is the variable method of endurance development. Its essence is that the main distance is divided into several segments, with each segment increasing in length by 50 metres. This makes the training more intense and varied.

It is important to note that at this stage it is necessary to perform the exercises at different speeds. For example, one part of the workout is done at near maximum speed and the next part is done at a slower speed. This approach helps to develop the body's anaerobic capacity, which is important for high performance running. At this stage it is important to keep changing the order of the exercises so that the body does not get used to the same type of load. This will help you get the maximum effect from your training and prepare you to pass the standard. It is important to remember that in the final stage of preparation it is necessary to remain highly motivated and not to stop training until the very end.

Result and discussion

In the course of the experiment, it was found that the students who strictly followed the recommendations made by the management achieved good results in passing the running standard. This confirms the effectiveness and importance of following these recommendations to achieve success in this sport. With proper preparation and adherence to the recommendations, the students were able to successfully overcome difficulties and achieve their goal. This result is an important step in developing the students' sporting skills and increasing their physical fitness.

Sometimes there are difficulties in organising classes methodically, because the level of preparation of the students is too different and it is necessary to apply an individual approach to each one.

From this we can conclude that the new method of athletics training is more effective and safer for young athletes who have no previous experience of sport. It not only does not harm their health, but also has a positive effect on their physical fitness and athletic performance. The use of aerobic running training helps to improve the functioning of the cardiovascular system, and strength training can improve overall physical fitness and endurance, which is particularly important for long runs.

Conclusion

The results of the experiment allow us to conclude that the rate of growth in sporting performance of the students in the experimental group was significantly higher than

that of the students in the control group. This suggests that the methods and approaches used in the experiment do have a positive impact on the development of pupils' sporting skills.

We believe that the University's athletics-based sports training programme for aspiring athletes must meet the requirements of sports improvement. Our new adapted method has already proven its effectiveness. It allows you to solve important problems such as improving the health of athletes and creating the basis for achieving high sporting results. This technique also helps to prevent injuries and physical strain in young athletes who have not yet had sufficient general physical training.

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