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Technology of Comprehensive Preparation of Students for Athletics Training

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Annotation. *The prospect of solving the problem of constructing physical education lesson programs in a higher educational institution is the use of innovative types of physical activity and wheel training. The purpose of the work is to substantiate the feasibility of using complex training in the system of physical education of students involved in athletics using running loads of various energy supply modes. An improvement in speed, explosive strength, agility, and general endurance has been established. The feasibility of using the latest types of physical activity in the system of physical education of female students of higher educational institutions has been proven.*

Key words: *athletics, comprehensive training, planning, female students, physical fitness.*

Introduction.

The accelerating pace of social, economic, technological, environmental and climatic changes in the world has led to a number of problems associated with changes in the health status of humanity, including student youth [3, 4, 6]. Recently, the number of students with an insufficient level of functional capabilities has been increasing. This phenomenon is observed against the background of hypokinesia and physical inactivity of young people [1, 2, 8,].

The process of physical education of students plays an important role in the formation of a harmoniously developed and competitive personality. The level of preparation of graduates of higher educational institutions for future professional activities depends on many factors, such as the direction of the educational process, its content and structure, methods and means. The system of means that are used to correct the physical fitness of students often does not attract young people; it is in the nature of mandatory measures, rather than interesting activities that would provide not only physical development, but also emotional relaxation [7, 9, 10]. The key to high performance in future production activities should be specialized physical training, ensuring the formation and improvement of those personality qualities that are essential for a particular profession [12, 13].

Analysis of scientific literature.

Analysis of data from specialized literature allows us to assert that the opinions of specialists regarding the main aspects of constructing physical education curriculums in universities are extremely contradictory. The prospect of solving this problem is the use of innovative types of physical activity in the system of physical education of students of higher educational institutions.

There is information indicating that an effective and cost-effective way to increase the level of physical and functional fitness of a person remains the introduction into everyday life of various means of physical education using various health technologies [11, 14, 16].

In order to successfully overcome the difficulties associated with the transition of young people to unusual conditions of study in higher educational institutions, in comparison with studying at school (increasing information load, changing living conditions, transition to a different mode of work and rest, etc.), special importance The problem of increasing the adaptive capabilities of a young person's body becomes a problem [17].

Currently, physical education classes conducted under the program of higher educational institutions are not aimed at improving the adaptive capabilities of students to aerobic and anaerobic physical activity [18], since their goal does not include taking into account the individual functional capabilities of students.

To correct physical condition, scientists suggest using different types of physical activity. Among them, the most effective are cyclic exercises, which include running. The availability of running for people of all ages, gender and level of physical condition allows it to be used for the targeted activation of aerobic or anaerobic energy supply processes. The quality of such training depends on how effectively the body can mobilize and use energy potential, and how well the system for regulating these processes will be formed.

Methods.

The following research methods were used:

- pedagogical testing of physical fitness;
- methods of mathematical statistics.

Physical fitness examinations were carried out taking into account the phases of the menstrual cycle.

The above studies were carried out in the postmenstrual phase (6-12 days after the end of menstruation) and in the post-ovulatory phase (16-24 days after the end of menstruation). Examination of female students was not carried out during the phases of menstruation and ovulation (on the 12-13th day after the cessation of the menstrual phase) due to deterioration in performance and coordination of movements [19, 20]. The girls were examined before the start of classes (at the beginning of the school year) and after 24 weeks.

The experiment involved female students aged 19-20 years. Before the start of the experiment, we created two groups: control (18 people) and experimental (18 people). The duration of each physical education lesson in both groups was 90 minutes, and the frequency of classes was 2 times a week.

The content of the classes of the control and experimental groups differed in that, unlike the control group, which studied according to the work program "Physical Education", the students of the experimental group studied in the sports section "Athletics" using running loads of various energy supply modes.

The content of the training program in the experimental group was determined by the training method (continuous, repeated, interval and combined), the energy supply mode (aerobic, anaerobic and mixed), the intensity and volume of running loads.

The applied research methods made it possible to establish the effectiveness of classes according to the proposed programs on the physical fitness of female students, which was assessed according to the results of tests [21], characterizing speed, explosive strength, agility, dynamic endurance of the muscles of the shoulder girdle, active flexibility of the spine and general endurance.

Research results. The results of the study showed that physical education classes according to the proposed programs cause positive changes in the physical fitness of female students aged 19-20 years.

Before the start of classes, the average values of physical fitness indicators among female students in the control and experimental groups probably did not differ from each other ($p>0.05$).

As evidenced by the data in Table 1, studies of the physical fitness of female students 24 weeks after the start of classes made it possible to identify differences in the impact of physical education classes according to the proposed programs.

The female students of the experimental group, under the influence of training sessions in the "Athletics" section with the use of running loads of various energy supply modes, 24 weeks after the start of the study, probably improved the results of tests characterizing speed (by 14.01%), explosive strength (by 7. 13%), agility (by 11.48%), and overall endurance (by 18.51%).

Comparing the results of studies of the physical fitness of female students 24 weeks after the start of classes, it was found that the time to overcome a distance of 2000 meters for representatives of the experimental group at the end of the study was probably better (by 12.10%) compared to the results of female students in the control group. It should be noted that, despite the positive dynamics in the results of control tests performed by students in the control group, significant changes were not registered after 24 weeks from the start of classes.

The obtained research results confirm the existing information of scientists about the influence of the latest physical education technologies on the human body.

Conclusions. The analysis made it possible to establish that the level of physical fitness of the female students studied corresponded to "average" by the beginning of classes in the proposed programs. Classes in the athletics section with the use of running loads of various energy supply modes contribute to a probable improvement in test performance indicators characterizing speed, explosive strength, agility, and general endurance. The expediency of using various energy supply modes in the physical education system for female athletics students using running loads is confirmed by reliable results of the manifestation of general endurance (12.10%) among representatives of the experimental group in comparison with the results of female students in the control group.

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