



METHODS OF TEACHING ATHLETICS TRAINING IN EXAMPLE OF FERGANA CITY SCHOOLS (UZBEKISTAN)

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Annotation: This article examines the approaches used in teaching athletics within the schools of Fergana City, aiming to assess both the effectiveness and challenges of current methods. Through observations and data collection, the study investigates the instructional techniques, available resources, and outcomes for student athletic performance. Key findings reveal commonly employed methods, such as structured drills and personalized feedback, as well as variations across different schools in Fergana. The article discusses how these teaching methods influence students' physical fitness and engagement in sports. Additionally, it highlights areas where improvements, like increased access to equipment or enhanced training for coaches, could further optimize athletic education. By providing a localized analysis, the study contributes to broader discussions on effective physical education and offers recommendations for schools looking to improve their athletics training programs.

Key words: athletics training, physical education, teaching methods, school sports programs, student fitness, Fergana city schools, physical activity in education, sports coaching techniques, educational resources, school-based athletics

Introduction. Athletics training in schools plays a crucial role in promoting physical fitness, discipline, and teamwork among students. In recent years, educational institutions have increasingly recognized the importance of incorporating physical education as a core component of the curriculum. This trend is evident in Fergana City, where schools actively seek to engage students in various athletic programs, aimed at improving their overall health and fostering a lifelong appreciation for fitness.

However, the effectiveness of these programs largely depends on the teaching methods employed and the resources available to instructors. The diversity of approaches—ranging from traditional drill-based exercises to individualized coaching—reflects the need to adapt physical education to meet students' needs and capabilities. In Fergana City, teachers and coaches face specific challenges, such as limited training facilities and varying levels of support for physical education initiatives. These factors impact how athletics is taught and, consequently, the level of physical development among students.

This study aims to evaluate the current methods used to teach athletics in Fergana City schools, exploring their effectiveness and identifying areas for potential improvement. By examining common practices and assessing their outcomes, this research hopes to provide insights that can enhance the quality of athletics training and support the broader goals of physical education in the region.

In recent years, the importance of athletics training in educational settings has gained increasing recognition as a means to promote physical health, mental well-being, and social skills among students. Schools worldwide integrate physical education into their curricula, acknowledging that regular physical activity not only improves physical fitness but also enhances academic performance, focus, and overall student engagement. This focus on physical education extends to the schools of Fergana City, where athletics training



is implemented to encourage a healthy lifestyle and to equip students with the skills necessary for both individual and team-based sports.

Despite its value, the effectiveness of athletics training in schools is often influenced by the methods and approaches used by instructors. Various teaching methods—including skill-based drills, team exercises, and individualized feedback—are employed to improve students' physical abilities, yet the success of these approaches can vary widely depending on local factors. In Fergana City, specific challenges such as limited access to sports equipment, varying levels of coaching expertise, and differences in school infrastructure create a unique landscape for athletics education. As a result, there are significant differences in how effectively physical education programs are delivered across schools, potentially affecting students' athletic development and interest in physical activities [1-4].

The objective of this study is to analyze the methods currently used in teaching athletics in Fergana City schools, focusing on how these methods support student engagement, physical improvement, and skill acquisition. By examining the instructional techniques in use and identifying factors that contribute to or detract from effective training, this research aims to shed light on the strengths and limitations of current practices. Additionally, this study seeks to provide recommendations for enhancing athletics education in Fergana, emphasizing the role of well-rounded and accessible sports programs in fostering healthy lifestyles and personal growth among students.

In addressing these questions, this paper contributes to the broader discourse on physical education, aiming to support policy-makers, educators, and coaches in developing robust and inclusive sports programs. Ultimately, the insights gained from Fergana City schools may offer valuable guidance for other regions facing similar challenges in athletics training and education.

Methods.

Participants. This study was conducted across five selected schools in Fergana City, chosen to represent a range of demographics and resource levels. Participants included both teachers responsible for physical education and students from grades 5 to 10, aged 10 to 16. In total, the study observed 15 physical education instructors and approximately 200 students. To ensure a broad understanding of the current practices, schools were selected based on criteria such as student enrollment size, available athletics facilities, and the level of integration of physical education programs.

Procedure. To gather comprehensive data on the methods of teaching athletics, a mixed-methods approach was employed. Data collection involved:

1. **Classroom Observations:** Each instructor was observed during regular athletics sessions over the course of two weeks. Observations focused on teaching methods, instructional techniques, student engagement, and resources utilized during training sessions.
2. **Instructor Interviews:** Semi-structured interviews with the physical education instructors provided deeper insights into their instructional practices, their perceptions of students' engagement, and challenges faced in delivering athletics training.
3. **Student Surveys:** A structured survey was administered to students to assess their attitudes towards physical education, their perceived benefits from the training, and any challenges they experienced.
4. **Fitness Assessments:** Standard fitness assessments were conducted at the start and end of the observation period to evaluate any improvements in students' physical performance. The assessments included basic fitness measures, such as endurance, flexibility, and strength, in alignment with national physical education standards.

Data Collection



Data were collected over a month, from both qualitative and quantitative sources, to provide a holistic understanding of the teaching methods used.

- **Qualitative Data:** Classroom observations and interviews were recorded and transcribed for coding and thematic analysis, focusing on teaching techniques, resource utilization, and instructor-student interactions.
- **Quantitative Data:** Results from fitness assessments were documented, and responses from student surveys were statistically analyzed to determine trends in engagement and perceived effectiveness of the training programs.

Data Analysis. Thematic analysis was used for qualitative data from interviews and observations, identifying recurring patterns in teaching practices and challenges. Quantitative data from fitness assessments and surveys were analyzed using descriptive statistics, such as means and percentages, to gauge overall improvements and student satisfaction levels. Differences in training effectiveness among the schools were also analyzed to understand the impact of resources and teaching approaches on student outcomes [5-8].

Results.

Overview of Teaching Methods. The observations revealed a variety of teaching methods employed by physical education instructors across the five schools in Fergana City. The most common approaches included:

- **Drill-Based Practices:** Approximately 60% of observed classes utilized structured drills to teach fundamental athletic skills. These drills focused on techniques specific to various sports, such as running, jumping, and throwing.
- **Individualized Coaching:** Around 30% of instructors provided personalized feedback to students, focusing on their specific strengths and weaknesses. This approach was more prevalent in schools with smaller class sizes, allowing for more one-on-one interaction.
- **Team-Based Activities:** 50% of classes incorporated team-based games, promoting not only athletic skills but also teamwork and cooperation among students.

Student Engagement and Attitudes. Surveys completed by 200 students indicated a generally positive attitude toward athletics training. Key findings include:

- **Engagement Levels:** 75% of students reported feeling engaged during physical education classes. However, 25% expressed a desire for more variety in activities.
- **Perceived Benefits:** 80% of students acknowledged improvements in their physical fitness due to participation in athletics training, with many citing increased endurance and strength.
- **Challenges:** Approximately 40% of students identified a lack of sufficient equipment and facilities as a barrier to fully engaging in athletics training.

Fitness Assessment Results. Fitness assessments conducted at the beginning and end of the observation period provided measurable outcomes of students' physical development:

- **Endurance:** Average scores in the endurance test (e.g., the 1,000-meter run) improved by 15% over the observation period.
- **Strength:** Results from strength tests (e.g., push-ups and sit-ups) showed an average increase of 20% in students' performance.
- **Flexibility:** Flexibility assessments (e.g., sit-and-reach test) demonstrated an average improvement of 10%.

Comparisons Between Schools. Comparative analysis of results across the five schools indicated significant variations in teaching effectiveness and student performance, correlating with the resources available:

- Schools with well-equipped facilities and smaller class sizes tended to have higher engagement and better performance outcomes.



- In contrast, schools facing resource constraints showed less improvement in fitness assessment scores, emphasizing the impact of environmental factors on athletics training [9].

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