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The Importance of a Differentiated Approach in Enhancing Students' Physical Fitness

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A B S T R A C T

This article examines the theoretical and practical foundations of a differentiated approach in the process of physical education. It substantiates the necessity of organizing training sessions with due consideration of students' age, gender, morpho-functional, psychological, and individual physical fitness characteristics. The study demonstrates that a differentiated approach can be implemented through dividing students into typological groups, regulating physical loads, designing individual programs, and progressively developing motor abilities. Based on research findings and advanced pedagogical experience, it is emphasized that a differentiated approach is an essential factor in improving the level of physical fitness, strengthening health, and enhancing the effectiveness of the educational process.

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Today, as Uzbekistan consistently advances along the path of building a democratic state governed by the rule of law and a just civil society, the system of personnel training has undergone fundamental reforms, and the priority of individual interests and education has been firmly established in state social policy. Education in the twenty-first century requires achieving high performance through the rational use of physical effort and time. This necessitates the scientific organization of the physical education process and the application of a differentiated approach that takes into account students' individual characteristics.

Even among children of the same age and approximately similar physical development, the level of development of physical qualities varies considerably. Therefore, taking into account the individual developmental characteristics of boys and girls, it is essential to design separate programs, develop sets of exercises, and organize differentiated instruction in groups during lessons.

Scientific research indicates that differences in students' levels of physical fitness must be considered when developing theoretical foundations and implementing them in practice. Sports practice also confirms that the problem of differentiated approaches in developing the motor and physical qualities of highly qualified athletes has not yet been fully substantiated scientifically.

One of the important aspects of a differentiated approach is the distribution of students into educational groups. In primary education, particularly in grades 1–4, differentiated instruction plays a significant role when working with heterogeneous groups of students. Implementing a differentiated methodology facilitates

the development of physical qualities, creates conditions for increasing the effectiveness of the educational process, enhances students' interest in physical education classes, and contributes to improving their physical condition.

In psychological and pedagogical literature, the issue of individual and differentiated approaches is primarily discussed in relation to working with school students. In physical education, a differentiated approach serves not only to form skills and abilities but also as a means of activating students. For it to fulfill its function—strengthening students' health and increasing their level of physical fitness—it must be applied systematically, adequately, and comprehensively.

The growth and development of students' bodies are stimulated only when physical exercises are selected appropriately, taking into account individual rates and directions of physical development. Some students require greater attention in selecting and regulating exercises due to their specific developmental characteristics.

Researchers and specialists have established that physical fitness indicators differ between students living in various regions, including urban and rural areas. When developing and implementing physical education measures for children, gender differences must be strictly considered, especially in regulating physical loads during lessons.

A study conducted by Czech researcher Ray Hkoyta observed a group of young schoolchildren who were exposed to identical physical loads. Five years later, it was found that stronger students remained strong, while weaker students remained weak. This highlights the necessity of regulating exercise loads through a differentiated approach.

The aim of enabling each student to realize his or her individual potential brings the issue of differentiation in physical education to the forefront. Although specialists have studied the issue of differentiated instruction in physical education classes, its practical implementation remains insufficient.

Proper regulation of differentiated instruction is especially important for students assigned to medical groups due to health limitations or frequent absences caused by illness. In health-improving sessions, the differentiated regulation of loads significantly enhances effectiveness.

When applying a differentiated approach to developing students' physical qualities, it is necessary to consider variations in their development and motor abilities, as well as the structure, content, and form of exercises. Differentiation can fundamentally influence the development or decline of motor abilities. Often, the development of one physical quality may slow the development of another. Therefore, grouping students according to their motor specialization increases the likelihood of achieving targeted criteria.

The proper organization of physical education classes, as well as extracurricular and out-of-school activities, leads to positive changes in students' physical development and improves their academic performance and discipline.

At present, there is no need to prove the necessity of differentiation in organizing cultural and physical education activities. Government documents and programs of the republic also emphasize its importance. However, significant obstacles and contradictions still hinder its effective implementation. Therefore, it is necessary to clarify the essential features of a differentiated approach.

The scientific development of issues related to improving the organization of education and upbringing in physical education classes and raising the level of physical fitness in each group through differentiation is an urgent task.

Many scientific and methodological works indicate that despite recognizing the importance of differentiation, it is often approached one-sidedly. Based on research findings and advanced pedagogical experience, it can be stated that sports training of children should rely not only on age-related development but also on individual differences and personalized pedagogical influence.

At the same time, a differentiated methodology in physical education that accounts for typological characteristics and load regulation for specific contingents has not yet been sufficiently developed. Differentiation, as an essential condition for optimizing the educational process, serves as one of the key directions for improving the quality of physical education lessons.

The nature of differentiated and individual approaches lies in assessing students' mastery while considering their personality, temperament, character, psychological and physical abilities, body structure, and health status. At different stages of mastering knowledge and skills, varying requirements should be applied. As motor skills become more stable, exercises should gradually increase in complexity.

When regulating physical loads aimed at developing students' bodies, differentiation must also be considered. Numerous foreign and domestic studies confirm that differentiated load management increases the health-improving effect and reduces the risk of cardiovascular disorders.

Dividing students into typological groups is dynamic in nature. As students' motor abilities improve, group composition may change. Students with relatively low motor abilities can, through purposeful work, move to higher-level groups. Moreover, group composition may vary depending on the goals and objectives of each lesson.

To implement a differentiated approach effectively, it is necessary to consider individual motor characteristics, muscular performance capacity, and students' psychological, pedagogical, and clinical features. Differentiation can also be applied through special training sessions and individual assignments performed at home.

Even among students of the same age and similar physical development, the level of motor qualities differs. Therefore, designing individual programs and exercise complexes for students who lag behind remains a pressing issue in physical education.

During general secondary education, significant morphological, functional, and psychophysiological changes occur in children's bodies, particularly during adolescence, which is characterized by rapid growth in height and specific developmental transformations across all body systems.

In developing theoretical foundations and practical implementation strategies, it is essential to consider disparities and lagging levels in students' physical fitness.

Conclusion. A differentiated approach in physical education is a crucial condition for optimizing teaching and upbringing processes. It:

- increases the level of physical fitness;
- strengthens health;
- improves the effectiveness of the educational process;
- enhances students' interest and activity.

At the same time, further in-depth development of the scientific and methodological foundations of differentiated approaches in improving the motor and physical abilities of both highly qualified athletes and school students remains an urgent task of the present day.

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