

STUDENTS TRAINING OF SPECIAL MEDICAL GROUPS TO METHODS OF CONTROL AND SELF-CONTROL IN THE PROCESS OF PHYSICAL EDUCATION

Mastering the methods of control and self-control in the process of physical education in the SMG groups contributes to the calculation of the effectiveness of physical exercises and their impact on student's health status.

Key words: physical education of students, special medical group (SMG), methods of control and self-control.

Introduction. The goal of physical education of university students is the formation of the physical culture of the individual and its ability to use the various means of physical culture for the preservation and strengthening of health, psychophysical preparation and self-training for professional activities. To achieve this goal, a number of educational, developmental and health-improving tasks are to be solved.

The principle of health-oriented orientation obliges to organize physical education so that it fulfills both preventive and developing functions.

In special medical groups for physical education classes in universities are enrolled students according to medical examination, having deviations in the state of health of a permanent and temporary nature, requiring restrictions on physical activity.

Educational process of physical culture in a special medical group is mainly aimed at: strengthening health, tempering the body and increasing the level of physical working capacity; possible elimination of functional abnormalities in physical development; elimination of residual effects after the diseases; acquisition of necessary and admissible for students professional and applied skills.

Solving these problems, the teacher of physical culture in the university should be able to distribute students in groups depending on the disease, the functional capabilities of all systems and human organs, be able to conduct and evaluate functional tests, dose physical exercise, observing an individual approach.

The aim of the work was the synthesis of scientific and methodological material and practical experience in the effectiveness of teaching methods of control and self-control in the process of physical education of students of special medical groups.

Correctly organized classes in physical culture become a means of promoting health only when the loads used are adequate to the capabilities of the person.

Since the physical unpreparedness of many students of special groups has postponed its imprint on the psyche, which often manifests itself in the disbelief of the benefits of doing, restraining and even unwillingness to engage in physical culture, it is necessary to conduct among them a great deal of explanatory work and to convince not only of accessibility, but also the need to carry out assignments and achieve the final result.

In the improvement of the educational process when working with special medical groups, special attention should be paid to one of the forms of monitoring the health of students - self-control, which increases the effectiveness of the sessions.

Self-monitoring provides for observation and analysis by students of the results of the influence of physical exercises on their state of health. Practical experience has shown the desirability of teaching students the necessary knowledge and acquisition of skills of monitoring and self-control in physical education classes.

Self-control - independent regular observations of those who are engaged in simple accessible techniques for their health, physical development and the effect on the body of exercise. To students of special medical groups, the teacher should recommend to develop at itself habits and skills of conducting a diary of self-checking. In the diary you need to regularly register your physiological data. To maintain a diary of self-control, it is enough to prepare a small notebook and draw it out according to self-monitoring indicators and dates. Of course, the quality of self-monitoring indicators in a diary and the order of recording can be different, but it is equally important for all to correctly assess individual indicators, laconically fix them in a diary.

Available in the classroom and acceptable to students may be tasks to master the skill of counting the heart rate (HR) in different points of the body, both on themselves and others involved. Having mastered these skills under the guidance of a teacher or independently, you can begin to build a physiological curve of the whole class.

The construction of the physiological curve and its analysis clearly demonstrate the functional capabilities of the body to the student, and also characterize the effect of exercises of a different nature and intensity on the activity of the cardiovascular system.

Functional tests and tests are used to determine and evaluate the functional state and fitness of the body, which allow you to evaluate the effect of each exercise, choose the most optimal regimen, monitor the dynamics of the functional state of the organism. These include, in addition to heart rate, blood pressure (BP) max, and BP minutes, breath holding tests of Stange, Genche. Indicators of functionality are studied in a state of physical rest, with standard (testing) loads and loads of limiting (individual) power.

A lot of explanatory work on the mechanism of the impact of physical exercises on the body should be constantly conducted with students of special medical groups. After carrying out functional tests, students enter their data in the study protocol (Table 1). The teacher should explain to the students why they have a different response to the minimum physical exertion.

Table 1
Protocol
Name, age, height, weight, course

Indicators	1 term				2 term				differences in indicators (+, -)
	initial	1	2	3	initial	1	2	3	
HR									
BP max.									
BP min.									
Stange test									
Genche test									

All students should be given the task of comparing the personal indicators of physical development with the standard data on the table. Such comparisons are necessary so that each student knows the level of his physical development and preparedness, was able to correctly assess his strengths and weaknesses, he believed in the reality of the tasks set for strengthening his health. When the indicators are compared again (after 3-4 months), they visually see the result obtained from physical training, gain faith in their strengths and engage in even more actively.

Practical recommendations.

1. Mastering the methods of control and self-control in the process of physical education increases the interest, activity of students, brings up a conscious attitude to exercise.
2. In working with special medical groups in physical education classes, special attention should be given to taking into account the effectiveness of physical exercises and their impact on students' health status.

Literature.

1. Theory and methods of physical culture: Textbook / Under. Ed. Prof. Y.F. Kuramshina. - 2 Ed., Rev. - Moscow: Soviet Sport, 2004, - 279 p.
2. Chogovadze A.V., Travinskaya L.A. Peculiarities of physical education of students with weakened health // Proceedings of the All-Union Conference: Problems of Improving Physical Education and Improving the Sports Skill of Students. 1980. - P. 77-78.
3. Tarasenko M.N., Ponomareva V.V. Physical education of university students in a special educational department. "Higher education. school", 1976, -151 p.
4. Sports medicine: Textbook / G.A. Makarova - 3 Ed., A stereotype. - Moscow: Soviet sport, 2008. - 480 p.