



IMPROVING THE METHODOLOGY FOR DEVELOPING THE PHYSICAL FITNESS OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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Abstract

This article examines issues related to improving the methodology for enhancing the effectiveness of physical education and sports classes in higher education institutions. It analyzes the pedagogical significance of considering students' physical fitness, interest in sports, motivation, and individual characteristics. Furthermore, recommendations are developed for organizing classes based on modern pedagogical technologies, differentiating physical workloads, encouraging independent physical activity, and regularly assessing outcomes. Based on a theoretical analysis, the article proposes a methodological approach aimed at improving physical education classes.

Keywords: Higher education, physical education, sports classes, university students, physical fitness, pedagogical technologies, motivation, physical activity, methodology, effectiveness.

INTRODUCTION

Today, strengthening the physical health of university students, developing their physical fitness, and promoting a healthy lifestyle are among the important pedagogical tasks of higher education institutions. Physical education and sports activities play a significant role not only in developing students' physical abilities but also in fostering such qualities as discipline, willpower, responsibility, teamwork, and self-regulation.



In higher education, students' academic workload, independent learning activities, and daily lifestyles may affect their levels of physical activity. Therefore, it is necessary to organize physical education classes effectively, increase students' interest in different sports, and encourage them to engage in regular physical activity.

According to the World Health Organization's recommendations on physical activity, adults are advised to engage in 150–300 minutes of moderate-intensity aerobic physical activity per week, or an equivalent amount of vigorous-intensity physical activity [1]. This recommendation highlights the need to promote students' extracurricular physical activity alongside physical education classes in higher education institutions.

Improving the effectiveness of physical education classes requires combining traditional teaching methods with modern pedagogical approaches. In this process, it is important to consider students' age-related characteristics, levels of physical fitness, interests, and individual capabilities.

The aim of this article is to develop scientific and methodological recommendations for improving the methodology used to enhance the effectiveness of physical education and sports activities in higher education institutions.

The objectives of the article are as follows:

To identify the factors affecting the effectiveness of physical education classes.

To analyze methods for increasing students' interest in sports and enhancing their motivation.

To examine opportunities for using modern pedagogical technologies in training sessions.

To develop recommendations for assessing and monitoring students' physical fitness.

2. RESEARCH METHODOLOGY (Methods)

The study was theoretical and analytical in nature. It employed methods including scientific literature review, comparative analysis, generalization, and pedagogical modeling. International recommendations on physical activity and scientific and



methodological approaches to organizing physical education classes were analyzed.

The following criteria were considered during the analysis:

1. Clear definition of the aims and objectives of training sessions.
2. Appropriateness of physical exercise loads to students' levels of physical fitness.
3. Use of active and interactive teaching methods during training sessions.
4. Ensuring students' interest in sports and regular participation in physical activities.
5. Regular assessment of physical fitness indicators.
6. Ensuring the safety of training sessions and taking individual capabilities into account.

The methodological foundations of the study consisted of the principles of student-centered education, the activity-based approach, individualized instruction, and the continuous development of physical activity.

No experimental results or survey findings are presented in this article. The proposed methodological approach has been developed on the basis of theoretical analysis. Therefore, conducting a practical experimental study at a higher education institution in the future would be appropriate to determine its effectiveness.

3. RESULTS

Based on the analysis, several key areas were identified for improving the effectiveness of physical education and sports activities in higher education institutions.

3.1. Taking Students' Individual Characteristics into Account

One of the main conditions for improving physical education classes is taking students' individual capabilities into account. This is because not all students have the same level of physical fitness, motor skills, or sports experience.

Therefore, at the beginning of training sessions, it is necessary to assess students' physical fitness, interest in sports, and existing needs. Based on the information



obtained, the complexity of exercises, number of repetitions, duration of performance, and rest intervals should be adjusted accordingly.

For example, more challenging exercises may be recommended for students with a high level of physical fitness, while simplified exercises may be appropriate for students with a lower initial level of preparation. This approach helps ensure the active participation of all students in training sessions.

3.2. The Use of Modern Pedagogical Technologies

Modern pedagogical technologies play an important role in improving the effectiveness of training sessions. In particular, it is recommended to use small-group activities, movement games, relay races, competitive methods, visual demonstrations, and problem-solving tasks.

These methods help increase students' engagement during training sessions, reinforce motor skills, and develop cooperation among participants. Organizing exercises in different formats may also reduce boredom caused by repetitive activities.

Furthermore, video demonstrations and digital tools can expand opportunities for explaining movement techniques, practicing exercises independently, and monitoring individual performance. However, these technologies should complement, rather than completely replace, practical training sessions and teacher guidance.

3.3. Proper Planning of Physical Exercise Loads

The effectiveness of training sessions depends on the appropriate selection and gradual progression of physical exercise loads. Exercises aimed at developing strength, speed, endurance, agility, and flexibility should be integrated in a balanced manner.

A training session may consist of three main parts:

Preparatory part: Preparing the body for physical activity through light jogging, general developmental exercises, and joint-mobility exercises.

Main part: Developing physical fitness components in accordance with the lesson objectives, teaching sports techniques, and completing practical tasks.



Final part: Gradually reducing physical exertion, performing recovery exercises, and evaluating the results of the training session.

Exercise loads must be appropriate to each student's level of fitness and health, and all exercises must be performed under safe conditions. Ensuring consistency and continuity in training sessions is an important condition for developing physical fitness.

3.4. Increasing Student Motivation

Students' interest in physical education classes is one of the key factors influencing the effectiveness of the educational process. When training sessions are organized in accordance with students' needs and interests, the likelihood of their regular participation increases.

To improve motivation, interfaculty sports competitions, sports festivals, recreational activities, and mass running events may be organized. It is also beneficial to allow students to choose their preferred sports and to recognize their individual progress.

In this process, it is important not only to reward winners but also to support students who participate regularly, improve their individual performance, and actively contribute to teamwork.

3.5. Improving the Monitoring and Assessment System

A regular monitoring system should be introduced to determine the effectiveness of training sessions. Through monitoring, changes in students' attendance, physical fitness indicators, mastery of movement techniques, and attitudes toward sports can be observed.

The following indicators may be used for assessment:

Regular attendance at training sessions.

Quality of performance when completing prescribed exercises.

Individual progress in physical fitness tests.

Interest in sports activities.

Consistency of independent physical activity.

Students' satisfaction with the organization of training sessions.



Assessment should not be limited to comparing students' results with one another. It is important to determine each student's progress relative to their initial level and use this information to plan subsequent training sessions.

4. DISCUSSION

The theoretical analysis indicates that improving the effectiveness of physical education and sports activities in higher education institutions requires a comprehensive approach. Merely changing the content of exercises is insufficient. Student motivation, pedagogical communication, sports infrastructure, training schedules, and assessment systems must also be coordinated.

The proposed methodological approach comprises five main stages: diagnostics, planning, organization of practical training sessions, motivational support, and monitoring. Consistent implementation of these stages makes it possible to adapt training sessions to students' needs.

The use of interactive methods in physical education classes encourages students to participate actively. At the same time, the effectiveness of each method depends on the objectives of the training session, students' levels of preparation, and the available conditions. For example, team games are useful for developing cooperation, whereas individual exercises are suitable for targeting specific physical fitness components.

Maintaining appropriate exercise loads and complying with safety requirements are also particularly important when improving the methodology. Training sessions should be organized in accordance with students' health conditions and physical capabilities. Where necessary, exercise loads should be reduced or exercises adapted to individual needs.

The limitation of this study is that the article is based on theoretical analysis and does not include quantitative results obtained through experimental testing. Therefore, future research should implement the proposed methodology in practice, establish experimental and control groups, and compare initial and final performance indicators to determine its effectiveness.



5. CONCLUSION

Improving the effectiveness of physical education and sports activities in higher education institutions is directly associated with taking students' individual characteristics into account, properly planning physical exercise loads, using modern pedagogical methods, and establishing regular monitoring.

Based on the theoretical analysis, the following areas for improving training sessions were identified:

1. Assess students' physical fitness and interest in sports at the beginning of each semester.
2. Differentiate physical exercises according to students' levels of physical fitness.
3. Use movement games, relay races, small-group activities, and visual demonstration methods during training sessions.
4. Encourage students' independent physical activity and involve them in sports clubs.
5. Regularly assess training outcomes and make methodological adjustments based on identified shortcomings.

In conclusion, organizing physical education and sports activities through a student-centered approach, systematic planning, and scientifically grounded monitoring provides an important methodological foundation for improving their effectiveness. Evaluating the proposed approach through experimental research is an important objective for future scientific studies.

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