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The effectiveness of sports and wellness tourism in improving the level of physical fitness of students

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Abstract

Purpose: to study the effective impact of a set of exercises specialized in tourism on the level of physical fitness of students through mathematical and statistical indicators.

Methods: The following methods were used in the research process: *1)* Analysis of literary sources, research papers and scientific articles in which scientific research, scientific and practical experience of foreign and domestic scientists in the field of sports were studied and analyzed. *2)* Pedagogical testing, during which the physical and technical training of young handball players was monitored. *3)* Mathematical and statistical calculation

Results: In the long jump exercise, the average result in the experimental group (cm) was 195.77 cm, and at the end of the school year - 205.62 cm, there were significant statistical differences between the results ($t=2.87$; $R<0.05$). In the control group at the beginning of the academic year it was 196.64 cm, at the end of the academic year - 201.78 cm. There were no significant statistical differences between the indicators ($t = 1.83$; $R>0.05$). The average result of the pull-up exercise on the horizontal bar in the experimental group was 8.11 repetitions, and at the end of the year the average result was 10.10 repetitions, while there were significant statistical differences between the results ($t=3.99$; $p<0.01$). In the control group, the average result at the beginning of the academic year was 8.78 times, and at the end of the academic year - 9.5 times, there were no significant statistical differences ($t=1.53$; $R>0.05$). In the 3x10 m (s) shuttle running test, the average result in the experimental group was 6.59 s, and the average result at the end of the academic year was 6.38 s, significant statistical differences were observed between the results ($t=2.46$; $p<0.05$).

Conlcusion: The results of the pedagogical experiment show the effectiveness of the algorithm of weekend walks developed by us for tourist training in sports and wellness tourism, as well as for students of a higher educational institution in the specialty of non-physical education, as well as those available at the university in comparison with traditional physical culture and rehabilitation programs, the expediency of scientific and practical recommendations for the inclusion of outdoor games in the educational process is proved and tourist relay races outside of school hours.

Keywords: physical education, tourism, sports, health improvement, means, physical development, functional state, physical fitness, health, efficiency.

Introduction

As a result of observing world practice, it can be seen that the involvement of population groups in mass sports, the study of physical development, morphofunctional state and level of physical fitness of students studying at universities, taking into account climatic and environmental conditions, sharply increases the demand for sports and wellness tourism. A number of research works are being carried out to strengthen the health of students studying in higher educational institutions that do not specialize in sports, and the formation of life skills through health tourism. According to scientific and statistical data, students of higher educational institutions, as a result of physical education, only 12% of the body's needs for motor activity are satisfied. It is in this context that the problem of strengthening the health of students by various means, including sports and health tourism, is extremely relevant.

Methods

Currently, the means of sports and health tourism are not used effectively enough in the system of physical education of students. In higher education, the science of tourism is considered as part of physical education, presented in a recreational mode, which limits the range of means of sports and health tourism in the physical education of studentsThe educational process of physical development of students of a higher educational institution should be based on the principles of individualization and differentiation, which justifies the diversity and variability of the content of the form of physical education in a higher educational institution, the manifestation of abilities for physical culture and recreational activities organized taking into account the health and needs of students (1, 2, 3, 4)

Currently, the main tasks of physical culture and wellness work in higher education institutions in accordance with modern approaches are the formation of the needs of young students in physical education classes within the educational process and during extracurricular time, as well as training in healthy lifestyle. This contributes to the

improvement of the functional state, the development of physical qualities, the formation of motor skills and abilities in young people. Physical culture and wellness activities contribute to the emotional, intellectual, spiritual, moral and aesthetic development of a person, the formation of creative abilities. Currently, according to foreign experts, there is a need to improve the composition of the means used in the process of physical education in order to meet the needs of students in motor activity. In particular, in order to increase the interest of students in physical education, it is proposed to include physical exercises and sports in the composition of traditionally used means of a popular sports and wellness direction among students (1, 4, 5, 6, 7, 8). Tourism, as an already well-known and effective means of physical education, is distinguished by its emotionality, attractiveness and opportunities for active recreation of student youth, allows increasing the volume of their motor activity, improving physical fitness and functional condition (9, 10).

The popularity of tourism among various age and social groups of the population, including young people, interest in it is justified by experts in a wide range.

In the research of scientists, the theoretical, methodological and biological foundations of sports and wellness tourism, the structure and organization of hiking trips, recreational activities for recreational purposes, the issues of changing individual indicators of the functional state of the body during hiking have been studied (11, 12, 13, 14, 15, 16, 17).

In our research work, we attracted university students whose specialty is not physical culture to the pedagogical experience (a total of 55 people whose results are close to each other according to preliminary measurements, 27 of them in the experimental group and 28 in the student control group). For practical justification of the effectiveness of the program developed by us, students of pedagogical experience took part in sports and health tourism classes, as well as walks along algorithmized routes on weekends.

Students of the control group participated in classes according to the traditional program. Initial tests on the level of physical fitness of students were conducted at the beginning of the academic year, repeated tests - at the end of the 1st semester, that is, in January, and at the end of the 2nd semester, that is, in May.

Table 1. The dynamics of changes in physical fitness indicators during the academic year in experimental and control groups (EG-n=27; CG-n=28)

№	Tests	Research groups	Test steps									Differences, Student, t-test	
			The beginning of the academic year september) (1)			End of Semester 1 (january) (2)			End of Semester 2 (may) (3)			t	P
			$\bar{X}$	Σ	V%	$\bar{X}$	σ	V%	$\bar{X}$	Σ	V%		
1	100 meter run. (seconds)	EG	13.94	0.40	2,87	13.65	0.51	3,73	13.72	0.41	2,98	1.92	>0.05
		CG	13.89	0.43	3,11	13.82	0.39	2,82	13.80	0.37	2,68	0.79	>0.05
2	Standing long jump (cm)	EG	195.77	11,87	6,06	203.74	10,22	5,01	205,62	12,37	6,01	2.87	<0.05
		CG	196,64	10,91	5,55	200,67	10,88	5,42	201,78	8,77	4,34	1.83	>0.05
3	Pull-ups (times)	EG	8,11	1,50	16,48	10,33	1,41	13,68	10,10	1,99	19,71	3.99	<0.01
		CG	8,78	1,75	19,92	9.5	1,89	19,95	9.5	1,55	16,31	1.53	>0.05
4	3x10m shuttle run. (seconds)	EG	6,59	0,33	5,10	6,23	0,19	3,12	6,38	0,27	4,23	2.46	<0.05
		CG	6,67	0,40	6,08	6,34	0,27	4,34	6,58	0,34	5,16	0.86	>0.05
5	Three-mile walk (4,800 meters according to Cooper)	EG	41.80	2.58	6.18	39.11	3.96	10.13	38.82	2.03	5.22	4.53	<0.001
		CG	42.53	3.26	7.66	40.57	3.45	8.52	40.98	2.51	6.12	1.88	>0.05
6	Cooper's test 12-minute walk and run (meters)	EG	2037,40	185.29	9,09	2214,07	265.24	11,98	2370,37	158.95	6,70	6.81	<0.001
		CG	2048,93	243,75	11.89	2110,74	276,9	13.12	2173,6	236,41	10.87	1.83	>0.05

comment: (*=0.05, **=0.01, ***=0.001) - Reliable differences were determined by the Student-t test.
EG-Experimental group
CG-control group

Results and discussion

The results of the pedagogical testing conducted among the students of the higher educational institution at the beginning of the academic year showed that the average result in the 100 m running exercise (seconds) in the experimental group was 13.94 seconds, and the average result at the end of the academic year was 13.72 seconds, no reliable statistical differences were observed between the indicators at the beginning and end of the year (t=1.92; P>0.05). In the control group, the average result at the beginning of the school year was 13.89 seconds, at the end of the school year it was 13.80 seconds, there were no reliable statistical differences between the indicators at the beginning and the end of the year (t=0.79; P>0.05) .

In the control group, however, the average result at the beginning of the academic year was 6.67 seconds compared to 6.58 seconds at the end of the academic year, while there were no significant statistical differences (t=0.86; R>0.05). Cooper's three-mile walk time (minutes/seconds) in the experimental group averaged 41.8 minutes/second, and at the end of the school year the average was 38.82 minutes/second, which makes the increase between the results significant statistical differences (t=4,53; R<0,05). In the control group, the average result at the beginning of the academic year was 42.53 min/sec, at the end of the academic year - 40.98 min/sec, there were no significant statistical differences between the indicators (t=0.86; R>0.05). In Cooper's 12-minute walking and running test (meters) in the experimental group, the average result was 2,037.40 meters, and at the end of the school year - an average of 2,370.37 meters, while there were significant statistical differences between the indicators (t=6.81; R<0.05). In the control group, however, the average result at the beginning of the academic year was 2048.93 meters versus 2173.64 meters at the end of the academic year, while there were no significant statistical differences between the indicators (t=1.83; R>0.05).

Conclusion

In the practice of higher education institutions, very little attention is paid to the use of sports and health tourism tools as a tool in physical training, and the collective use of sports and health tourism tools, the development of educational and methodological materials lack of recommendations on, in general, is observed both in the theory and practice of physical culture of students.

The conducted pedagogical experience of studying the effectiveness of a comprehensive program and the use of sports and health tourism tools confirmed its sufficiently high efficiency. In particular, the improvement of physical development, morphofunctional state and the level of physical fitness of students was achieved.

During the research carried out in the experimental group, for the development of physical qualities in the fall semester of the academic year, outdoor games with elements of tourism accounted for 35%, relays with elements of tourism accounted for 20%, and games that teach target acquisition 20%. % and in the second semester it was 30% and 8%. At the same time, outdoor games and relays with a tourist orientation help students to concentrate on actions, accuracy of actions and correct targeting in space, dexterity and speed of actions, actions with a team. developed the ability to perform at the same pace.

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