Features of organizing sports game classes for part-time students

Kadirov Shavkat Shavkatovich[1]

[1]Branch of Astrakhan state technical university, Tashkent region, Uzbekistan

Abstract

Purpose: is to identify effective forms and methods of conducting classes that promote the development of motor skills and physical fitness of part-time and distance learning students. The paper analyzes methodological approaches to conducting sports games classes and provides recommendations for applying game-based and distance learning technologies.

Methods: To study the features of organizing sports games classes for part-time students, the following research methods were used: literature analysis, observation of the educational process, and comparative analysis.

Results: The study analyzed methodological approaches to organizing sports games classes among part-time students at four universities. The study involved 28 students (men and women) aged 18 to 45 from the Astrakhan Technical University branch, studying in non-physical education part-time programs (economics profile). Questionnaires, observation, and physical fitness testing based on basic standards were used.

Conlcusion: Effective organization of sports games classes for part-time students requires a comprehensive approach that includes not only pedagogical flexibility but also creating conditions for maintaining motivation, accessibility, and systematic physical activity. A promising direction is the integration of blended learning forms, digital technologies, and the implementation of modular programs aimed at developing sustainable motor skills and interest in physical education, regardless of the educational format.

Keywords: physical education, exercises, sports games, volleyball, football, basketball.

Introduction

This is due to the need to adapt physical education methods to the specifics of limited classroom time and students' independent work. Attention is paid to the issues of motivation, accessibility, and safety of physical activity. Modern education is oriented not only towards the formation of professional knowledge and skills but also towards the comprehensive development of the student's personality, including physical education.

Results and discussion

The modern higher education system places new demands on the organization of the educational process, including in the discipline of "Physical Education." One of the current directions is the adaptation of the content and methodology of conducting classes to the conditions of part-time education, which is becoming increasingly common [1-3]. Unlike full-time education, part-time study is characterized by a limited number of classroom sessions, a high degree of student independence, and the need for effective use of study time.

Sports games play a special role in this process - as a form of physical activity that combines the development of motor skills, coordination, endurance, and communication abilities. However, the introduction of sports games into the educational process of part-time students requires consideration of several factors: the level of physical fitness, the conditions for conducting classes, student motivation, and available resources.

The main difficulties in organizing classes for part-time students are related to the need to combine studies with work, weak integration into the university's sports environment, and insufficient socialization within the framework of physical education activities[2, 4].

To increase the effectiveness of sports games classes among part-time students, it is advisable to use mixed formats (in-person and distance learning), as well as to develop adapted educational and methodological materials, taking into account the physical fitness and interests of students.

The organization of the educational process in physical education and, in particular, in sports games, differs significantly depending on the form of study. The full-time form involves students' systematic participation in practical classes, while in the part-time or correspondence form, certain limitations arise that affect both the content and methods of conducting classes.

Table 1. Comparative characteristics of sports games classes organization in full-time and part-time forms of education

Full-time students	Part-time students
Students in this program have the opportunity to attend physical education classes regularly - typically at least twice a week. This allows for comprehensive training, competitions, and assessment sessions.	Part-time students are often limited in their time at the university, which reduces the regularity of physical activity and requires a more concentrated approach to organizing the educational material.
For full-time students, physical education is included in the schedule as a mandatory subject with a specific number of classroom hours, which contributes to the systematic nature of classes and maintenance of physical fitness.	Part-time students often combine studies with work, which reduces their level of engagement and motivation to participate in sports games. Additionally, physical activity is frequently perceived as a secondary element of the educational process.
For full-time students, various forms of classes are possible: group training, game sessions, sports competitions, and sectional training based on interests.	For part-time students, shortened classes during sessions, orientation periods, and examination periods predominate. In some cases, remote forms of knowledge assessment and independent training assignments are used.
Sports games in face-to-face education often contribute to the development of social skills: teamwork, mutual assistance, and leadership.	When working with a part-time study group, the teacher must consider the students' physical fitness level, their age, occupations, and individual limitations. Often, emphasis is placed on universal and accessible sports games that do not require special training or complex equipment (e.g., volleyball, table tennis, mini-football). For part-time students, limited contact with their fellow students makes it difficult to form stable game teams and hold regular team competitions.

Conclusion

The conducted research confirmed the need to adapt the organization of sports games classes for part-time students, taking into account their educational workload, physical fitness level, and limited classroom time. In conditions of students' partial engagement in the learning process, flexible forms of conducting classes, active use of game methods, as well as elements of distance and independent preparation play a special role[4-5].

Part-time form of education is characterized by limited time for conducting classes, irregular attendance, and a decreased level of physical activity and motivation among students. This requires teachers to adopt a flexible approach, personalize the program, and focus on accessible types of sports games.

Thus, sports games are an effective means of physical education for part-time students, provided that the methodology is well-organized and the specifics of the educational process are taken into account. The obtained results can be used in the development of programs and methodological recommendations for the discipline "Physical Education" in universities of various profiles [1,5].

The presented conclusions can be used in the development of curricula and plans for physical education in higher educational institutions. As a compulsory subject for all specialties, it is one of the means of forming a comprehensively developed personality, optimizing the physical and psychophysiological state of students in the process of professional training.

The analysis conducted revealed that organizing sports game classes at universities, taking into account the form of education, requires consideration of a range of pedagogical, organizational, and psychophysiological factors.

Full-time students have significantly more favorable conditions for systematic physical education activities, including stable motivation, regular training sessions, access to

Table 2. Main results

Low level of physical fitness	**was recorded in more than 60% of surveyed students, especially those studying humanities and economics.**
Motivation to participate in sports games:	part-time students showed higher interest than expected: 74% expressed interest in team sports (volleyball, futsal, basketball), especially in the format of competitions between groups or faculties.
The main difficulties noted by the teachers:	limited number of teaching hours (usually 16-24 hours per semester); low attendance due to the combination of study and work; absence or shortage of sports facilities during session periods.
The most effective forms of classes are:	intensive modular sessions within the framework of training periods (2-3 classes per day); use of elements of game-based pedagogy and competitive motivation; use of elements of game-based pedagogy and competitive motivation; implementation of video materials and methodological instructions for independent preparation; flexible planning that allows for combining groups with different levels of preparedness.

After implementing the adapted program (including an introductory module, a series of game-based training sessions, and a final lesson in a mini-tournament format), 68% of students demonstrated an improvement in endurance and coordination indicators, as well as a positive trend in their attitude towards physical education.

sports infrastructure, and the opportunity to engage in collective game forms of activity. This contributes to both strengthening students' health and developing personal and social competencies.

References

Andreev, V.I. **(2020).** Physical Culture: Textbook / V.I. Andreev. - M.: Academic Project, p. 288.

Kalinin, A.A. **(2022).** Psychological and pedagogical characteristics of distance learning students and their influence on motivation for physical education // Bulletin of Pedagogical Sciences. No. 4 (78). - pp. 45-49.

Plakhtienko, E.E. **(2023).** Features of implementing physical education programs in distance and blended learning formats // Physical Culture: Upbringing, Education, Training. No. 1. - pp. 12-15.

I.V. Erkomaishvili **(2004).** Fundamentals of Physical Culture Theory /.Yekaterinburg, USTU, 2004.

Yunusova, Yu. M. **(2007).** Theory and Methodology of Physical Culture: Textbook. Tashkent: Iqtisod Moliya, p. 312.

AUTHOR BIOGRAPHY:



Shavkat Shavkatovich KADIROV

Employment
Lecturer at Branch of Astrakhan state technical university

Degree
PhD

Research interests
Swimming, Physical education and sport, Theory of physical education, Analyzing of sport competitions

E-mail:
kadirovtco@mail.ru