

Physical culture elective course realization using traditional games of Turkic-speaking countries

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Abstract: There are no sufficient research works connected with inclusion of traditional outdoor games of Turkic-speaking countries into physical culture elective course. They all consider these or that motives depending on the set aim of the research. However, the questions of means realization of Turkic-speaking countries traditional games at the elective lessons are not studied enough. There are a lot of students who want to go to power oriented trainings (powerlifting). It doesn't completely satisfy the functional state and organism reserve capacities increase. Limitation of an aerobic load leads to aerobic productivity of an organism decrease. It demands alternative innovative approaches to pedagogical objectives realization of the elective disciplines at a higher education establishment. **Materials and Research methods.** We estimated students' health taking into account the indices of the functional state testing. The students' health level is estimated according to G.L. Apanasenko methodology (2000). In the preliminary research works we formed 8 groups (4 control and 4 experimental groups) according to the years of study. In the experimental group during physical culture elective lessons we realized traditional outdoor games of Turkic-speaking countries. The games were chosen both of the selected orientation and a complex influence on physical qualities and were realized during the first part of the academic year. If the students desired the games of the Republic of Tatarstan, the Republic of Bashkortostan and the Republic of Sakha (Yakutia) were also included into the educational process. **Results.** We revealed different levels of physical health among students of the 1st - 4th courses. At the 3rd and the 4th courses students mostly had a low and below the average level of physical health. We defined physical health level decrease in the students from the 1st till the 4th courses because of motor activity decrease. In the EG after the experimental methodology realization there was the amount of students increase. They had the average, above the average and high level of physical health. **Conclusion.** Studying the indices of the functional state in students of the 1st till the 4th course revealed all levels of physical health. It has the tendency of becoming worse from course to course because of motor activity decrease.

Keywords: students, elective course, methodology, traditional games, adaptive potential, physical health.

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Introduction

It is a well-known fact that the health of a nation forms the base for society health potential as the index of country well-being. An important component of educational process at higher education establishments is students' physical

health preservation as the condition of readiness increase to realize the future professional activity. Modern society demands upbringing and education technologies reorganization in order to create the developing methodologies and it demands distinct scientific foundation. The state programs of the

Russian Federation pay attention to demographic situation in the country and physical health of the population. The problem of students' health at higher education establishments is important for the scientists. The specialists define different chronic disorders in the organisms of the applicants, students, graduates and the increases of chronic diseases among them [1,2]. In the opinion of the scientists, there is a global functional state and reserve capacities decrease among students. It demands students' attitude change to physical health [1,2].

The researchers consider that studying the attitude of students to physical culture and sport elective courses provides different methodologies realization, directed toward physical health increase, psycho-emotional state and motivation to motor activity improvement. Modern student can become the researcher of own body, functional and physical state, chronic diseases prevention owing to physical loads realization [2,3,4,9,10]. Students are actively involved into innovative projects even at physical culture lessons, if it is interesting. Students try to master everything new, connected with health improvement and willingly attend interesting lessons, directed toward their motor activity increase. Traditional outdoor games nowadays reflect the history and culture of the nationalities and Turkic-speaking countries.

Traditional games are popular in the system of physical upbringing of schoolchildren and students. Not sufficiently studied problem of traditional games realization at physical culture and sport elective lessons at higher education establishments provides new ideas for motor activity effectiveness increase among the students [2,3,4].

Students' working capacity increase by means of game method is one of the achievements in the system of functional training concept realization.

Game and situation oriented kinds of motor actions demand physical qualities demonstration in a complex variant. It is not sufficiently realized at ordinary lessons.

The offered research work includes the results of preliminary studies and the analysis of students' attitude to the problem of traditional games inclusion into the lessons.

The aim of the research is substantiate experimentally the effectiveness of traditional outdoor games of Turkic-speaking countries inclusion into the program of physical culture elective lessons at a higher educational establishment.

Materials and methods

We used traditional research methods in the work. They characterize the functional state, adaptive potential and the level of students' health from the 1st till the 4th course. We studied physiological indices, such as heart activity indices (HR (heart rate), AP (arterial pressure)); anthropometry (corporal mass index); physiometry (vital capacity); indices (life index and Skibinski index); physical working capacity; adaptive potential; physical health. All received research results were analyzed and handled with the help of MS Excel processor. 160 students from Foreign Languages faculty took part in the research (since September, 1 till December, 31, 2021). The students of the control group (CG-1; CG-2; CG-3; CG-4) trained according to the traditional program of physical culture and sport elective course. In the experimental group of students (EG-1; EG-2; EG -3; EG -4) traditional outdoor games of Turkic-speaking countries were used.

Table 1 presents the games of Turkic-speaking countries. They can be used during one lesson, taking into account the dynamic character, content and motor objectives solution.

Table 1
 The games of Turkic-speaking countries at physical culture and sport elective lessons in the experimental group

	Name of the game	Game organization and the methodology of realization	M e t h o d i c a l recommendations

Uzbek game	“Rope-walker”	For the game it is necessary to draw 10 meters line on the playground. The group is divided into two teams. The players in turn go along the rope and the supervisor watches them doing everything correctly. A person, who disturbs the rules or gets off the rope, becomes a supervisor.	The game is organized in order to improve attention level. The game can be played by 10 people simultaneously.
	“ O k s a k - Karga” “Lame crow”	The players on one leg can play different variants of the game. The first variant- one leg running. The second variant – one leg relay race.	The game can be held in a form of a relay race.
Azerbaijan game	“Take out the handkerchief”	Two teams of the players stand facing each other, being separated by the line. On command the players move toward each other and on “fire” command start running away from the taggers. The taggers team tries to grasp the handkerchief. It is on the waist of the players. The game continues till complete victory of one of the teams.	The game is directed toward attention, coordination, quickness of reaction and speed development.
Turkmenian game	“Ai-terek, gunn terek”	Two teams are organized: Ai-terek and Gunn terek. They stand facing each other. The leading team says the name of the player. The chosen player gathers speed and tries to break the chain.	If a player breaks the chain, he or she takes away one player. If the player doesn't break the chain, he or she becomes the member of the opposite team.
Tadjik game	“Gir-girakon”	A big circle is on the playground. The tagger is in the middle of the circle. On command the players run into the circle and run away and the tagger tries to catch them.	The player, who is caught becomes the tagger and stays in the circle.
Turkish game	“Catch the thief”	Ebe stands near the wall with his back to the players. The players are 8-10 meters off the wall on one line. The players move carefully toward the wall and ebe turns and should see a person, who is moving toward the wall. Ebe should catch the players, who are moving and put them on their places back.	When the players achieve the wall, they tag ebe and run toward their place. The game continues till Ebe catches the thief.
Kazakh game	“Hawks and swallows” “Karlygash zhene burkim”	Two teams are formed: Hawks and Swallows. The teams stand with their backs to each other. The tagger says half of the words: Swa- pause or Haw- pause. The called team runs away and others catch.	The players, who are caught, become the members of the opposite team. The game always starts when the whistle blows.

Outdoor games of Turkic-speaking countries were chosen by lot or taking into account the motor objectives of the lesson. The students chose more emotional and dynamic games. During the game students' steady interest and respectful attitude to the game and each other were formed. Repeated use of the folk games alternated, taking into account the plan of games realization in terms

of the experimental methodology. During two weeks there was dynamic load increase of an aerobic and anaerobic character. The lessons included the games of power and speed-power orientation. For example, we included Uzbek game “Oksak-Karga” (“Lame crow”). It was organized in a form of a competition or a relay race till 5-6 series of 10 repetitions within one lesson. The games were chosen both of the

selected orientation and a complex influence on physical qualities (approximate duration of the games was 10-40 minutes). Uzbek game "Rope-walker" was regularly included into the preparatory part of the lesson in order to form the bearing and coordination of a motor action. Azerbaijan game "Take out the handkerchief" was held during the main part of the lesson in order to develop quickness of reaction and speed oriented qualities of students. Turkmenian game "Ai-terek, gunn terek" is directed toward power demonstration of the motor actions. This game is very often played after the running program of rehabilitation and attention training. Turkish game "Catch the thief" is a dynamic, speed (short parts) oriented game and demands mother wit, quickness of reaction. It can be used during any part of the lesson. Kazakh game "Hawks and swallows" ("Karlygash zhene burkim") is also directed toward attention, coordination in space and the reaction to a moving object formation. Mentioned above folk games were realized during the first part of the academic year at the elective lessons. We also used the games of the Republic of Tatarstan, the Republic of Bashkortostan and the Republic of Sakha (Yakutia).

The duration of the included into the lessons traditional games was defined taking into account objective and subjective factors of tiredness and psychic tension demonstration. The main kinds of tiredness demonstration were the following: evident tiredness, physical working capacity decrease, atypical reactions of cardiovascular system. Vivid kinds of tiredness and different tension states were not revealed among the students.

Traditional games were realized during the following pedagogical objectives solution: the achieved level of physical readiness support; rehabilitation process speeding-up; private objectives of motor activity solution; motor potential stabilization and further increase; physical readiness increase.

The amount of the load during one lesson could be estimated as great and could cause considerable functional shifts and working capacity decrease. For this purpose it was necessary to play during 40-50 minutes. Such lessons were held taking into account readiness of students for great physical

load for the training effect achievement. The volume of the load during the lessons was controlled taking into account the indices of HR, with control tasks organization during the lesson; for this purpose we chose the most active student. All means was realized using pedagogical principles of gradualness, consciousness, regularity and activity.

Taking into account the fact that each game is directed toward the definite kind of physical quality development, we created the scheme of their gradual or complex realization. For example, during one lesson we realized traditional games directed toward quickness, power and endurance development. The variants of traditional games combination for complex lessons were prepared beforehand and were tested in order to correct the plan of organization. It increased the effectiveness of a high level of students' motor potential achievement. All indices of students' physical readiness and a functional state were registered in the protocol of control, in the computer automatized system [8, p. 253-260].

Results and Discussion

The level of physical health among the students from the control and experimental groups were estimated according to G.L. Apanasenko (Russia) methodology.

Table 2 presents the level of students' physical health in the control and experimental groups before the experiment.

Table 2

The level of students' physical health before the experiment

Group	n	The level of students' physical health									
		Low		Below the average		Average		Above the average		High	
		N	%	n	%	n	%	n	%	n	%
CG-1	20	1	5%	3	15%	0	45%	3	15%	4	20%
EG-1	20	2	10%	3	15%	8	40%	2	10%	5	25%
CG-2	20	2	10%	3	15%	10	50%	3	15%	2	10%
EG-2	20	3	15%	4	20%	10	50%	2	10%	1	5%
CG-3	20	3	15%	6	30%	5	25%	5	25%	1	5%
EG-3	20	3	15%	5	25%	4	20%	6	30%	2	10%
CG-4	20	4	20%	3	15%	8	40%	5	25%	0	0
EG-4	20	4	20%	3	15%	9	45%	4	20%	0	0

As a result of the level of students' physical health determination we revealed the dynamics from the 1st till the 4th course. We saw students' physical health level decrease from the 1st till the 4th course because of motor activity regimen change.

At the 1st course the level of students' physical health was the following: a low level – 15% of students (n=3); below the average – 30% (n= 6); the average level – 85% (n= 17); above the average – 25% (n= 5); a high level – 45% (n= 9).

At the 2nd course the level of students' physical health was the following: a low level – 25% (n=5); below the average – 35% (n= 7); the average – 100% (n= 20); above the average – 25% (n= 5); a high level – 15% (n= 3).

At the 3rd course the level of students' physical health was the following: a low level – 30% (n=6); below the average – 55% (n= 11); the average – 45% (n= 9); above the average – 55% (n= 11); a high level – 15% (n= 3).

At the 4th course the level of students' physical health was the following: a low level – 40% (n=8); below the average – 30% (n= 6); the average – 85% (n= 17); above the average – 45% (n= 9); there were

no students with a high level.

The low level of physical health increase among students from the 1st till the 4th course is mainly connected with their motor activity decrease and a passive attitude to physical culture lessons.

Table 3 presents the level of students' physical health in the experimental group after the experimental methodology realization.

In the EG after the experimental methodology realization there was the amount of students increase. They had the average, above the average and high level of physical health. We revealed safe for students level of physical health. It is the average and above the average level of physical health demonstration, where there are no adaptation disruptions.

An adaptive potential determination among students of the control and experimental groups showed positive influence of the experimental methodology on the indices of cardiovascular system functional abilities. They characterize the range between health and disease. Students' adaptive potential was determined according to R.M. Baevski methodology (Russia).

Table 3

Students' physical health level after the experiment

Group	n	The level of students' physical health									
		Low		Below the average		The average		Above the average		High	
		N	%	n	%	n	%	N	%	n	%
CG-1	20	2	10%	4	20%	9	50%	4	15%	1	20%
EG-1	20	0	0%	2	10%	6	30%	7	35%	5	25%
CG-2	20	2	10%	4	20%	13	65%	1	5%	0	0%

EG -2	20	2	10%	3	15%	8	40%	6	30%	1	5%
CG -3	20	3	15%	6	30%	7	35%	3	15%	1	5%
EG -3	20	1	5%	5	25%	5	25%	5	25%	4	20%
CG -4	20	4	20%	3	15%	8	40%	5	25%	0	0
EG -4	20	2	10%	2	10%	11	55%	5	25%	0	0

Fig. 1 presents adaptive potential of students before and after the experiment.

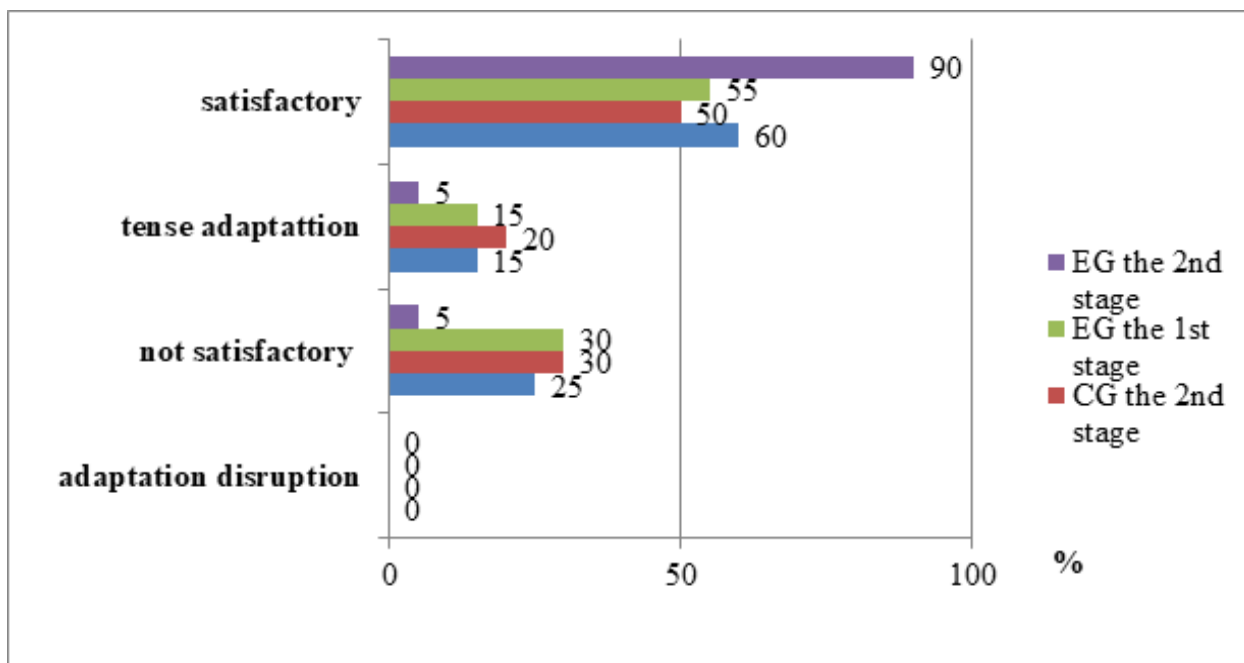


Fig. The indices of students' adaptive potential before and after the experiment, %

Picture 1 shows that there are three variants of cardiovascular system adaptive potential in the examined groups. We revealed no adaptation disruption in the examined groups before and after the experiment. Students from the CG (25%) and the EG (30%) were in not satisfactory zone of adaptation before the experiment, as there were no physical loads, directed toward organism functional state improvement in the regimen of their motor activity. In EG adaptive potential improved at the 2nd stage of the research owing to not satisfactory and tense adaptation of cardiovascular system to physical loads decrease.

After the experimental methodology realization we received the results. They characterize not only students' physical health improvement, but also adaptation potential of their cardiovascular system improvement in terms of physical loads of the aerobic orientation.

Thus, the evaluation criterion of the experimental methodology effectiveness at physical culture elective lessons was the level of physical health determination. Students themselves underlined the level of physical working capacity, mood and emotional state improvement.

The received objective (quantitative) and subjective indices of students' physical and functional state are loaded into the computer system for further monitoring over the studied indices change.

Conclusion

Thus, studying functional state indices of students from the 1st till the 4th course showed all levels of physical health presence. It has the tendency of negative change from course to course because of motor activity decrease during the lessons and extracurricular activity. The carried out research work helps to substantiate scientifically innovative methodologies and change them depending on students' motivation to a healthy life style formation. During the lessons the volume of physical load was regulated owing to the duration of the games and the tempo increase. In terms of the training level increase among the students we saw functional abilities increase, adaptive potential and an integral index of physical health increase. The main pedagogical conditions for the experimental methodology realization were the following: physical health monitoring during the academic year; information

block of data bank creation of the studied indices of physical, functional and psychic state, intermediate summarized report on the results of the monitoring; practical and methodological recommendations creation concerning the methodology improvement.

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