

ORGANIZATION OF ATHLETICS TRAINING

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Abstract

This article examines the organization of athletics training in the context of pedagogical higher education, with special attention to the systematic planning of training sessions, the gradual development of physical qualities, and the methodological preparation of future sports specialists. Athletics is considered one of the fundamental areas of physical education because it includes running, jumping, throwing, endurance development, speed training, coordination, and general motor preparation. The study emphasizes that effective athletics training should not be limited to the mechanical repetition of exercises, but should be organized as a scientifically grounded pedagogical process based on age characteristics, physical readiness, safety requirements, load regulation, and educational objectives. In the conditions of sports education in Uzbekistan, the organization of athletics training requires a balanced combination of theoretical knowledge, practical skills, technical preparation, and health-oriented approaches. The article highlights the importance of lesson structure, warm-up procedures, main training tasks, recovery activities, individualization of load, and continuous monitoring of students' progress. It is argued that properly organized athletics training contributes not only to the improvement of physical performance, but also to the development of discipline, willpower, responsibility, teamwork, and professional competence among students of pedagogical universities.

Keywords. athletics training, physical education, sports pedagogy, training organization, physical qualities, motor skills, pedagogical university.

Introduction

YENGIL ATLETIKA BO'YICHA MASHG'ULOTLARNI TASHKIL QILISH

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Annotatsiya

Ushbu maqolada pedagogik oliy ta'lim sharoitida yengil atletika mashg'ulotlarini tashkil etish masalalari, ayniqsa mashg'ulotlarni tizimli rejalashtirish, jismoniy sifatlarni bosqichma-bosqich rivojlantirish hamda bo'lajak sport mutaxassislarini metodik jihatdan tayyorlash jarayoni tahlil qilinadi. Yengil atletika jismoniy tarbiyaning asosiy yo'nalishlaridan biri sifatida qaraladi, chunki u yugurish, sakrash, uloqtirish, chidamlilikni rivojlantirish, tezkorlikni shakllantirish, koordinatsiya va umumiy harakat tayyorgarligini o'z ichiga oladi. Tadqiqotda samarali yengil atletika mashg'ulotlari mashqlarni mexanik takrorlash bilan cheklanmasligi, balki yosh xususiyatlari, jismoniy tayyorgarlik darajasi, xavfsizlik talablari, yuklamani me'yorglash va tarbiyaviy maqsadlarga asoslangan ilmiy-pedagogik jarayon sifatida tashkil etilishi zarurligi ta'kidlanadi. O'zbekistonda sport ta'limi sharoitida yengil atletika mashg'ulotlarini tashkil etish nazariy bilim, amaliy ko'nikma, texnik tayyorgarlik va sog'lomlashtiruvchi yondashuvlarning uyg'unligini talab etadi. Maqolada dars tuzilmasi, badan qizdirish mashqlari, asosiy mashg'ulot vazifalari, tiklanish faoliyati, yuklamani individuallashtirish va talabalar rivojlanishini muntazam kuzatishning ahamiyati yoritiladi. To'g'ri tashkil etilgan yengil atletika mashg'ulotlari nafaqat jismoniy natijalarni yaxshilashga, balki pedagogik universitet talabalarida intizom, iroda, mas'uliyat, jamoaviylik va kasbiy kompetensiyalarni shakllantirishga ham xizmat qilishi asoslanadi.

Kalit so'zlar. yengil atletika mashg'ulotlari, jismoniy tarbiya, sport pedagogikasi, mashg'ulotni tashkil etish, jismoniy sifatlari, harakat ko'nikmalari, pedagogik universitet.

Introduction

Athletics occupies a central place in the system of physical education because it forms the natural motor basis of human movement. Running, jumping, throwing, walking, acceleration, coordination, rhythm, balance, endurance, and explosive strength are not only sport-specific actions, but also fundamental physical skills required for the comprehensive development of students. In pedagogical universities, the organization of athletics training has a special educational meaning, since future teachers, coaches, and physical education specialists must master not only the techniques of athletic exercises, but also the methodology of teaching, correcting, planning, and evaluating them. Therefore, athletics training should be understood as a structured pedagogical process aimed at developing physical qualities, technical skills, health culture, discipline, and professional readiness.

The effective organization of athletics training begins with a clear understanding of its educational and physiological foundations. Each training session must correspond to the age, health condition, physical preparedness, motor experience, and psychological readiness of students. In higher pedagogical education, students usually differ in their level of physical development; some have previous sports experience, while others require gradual adaptation to systematic loads. For this reason, the teacher must organize training in a differentiated and progressive manner. The load should increase step by step, technical tasks should move from simple to complex, and each exercise should be connected with a specific pedagogical purpose.

An athletics training session usually includes preparatory, main, and final parts. The preparatory part is designed to activate the body, prepare the cardiovascular and muscular systems, improve joint mobility, and create psychological readiness for work. General warm-up exercises, dynamic stretching, running drills, coordination tasks, and special preparatory movements help reduce the risk of injury and increase training efficiency. The main part focuses on the development of technical and physical components. Depending on the objective, students may work on sprint technique, starting position, acceleration, relay running, long-distance running, jumping mechanics, throwing movements, strength-speed exercises, or endurance tasks. The final part includes calming exercises, breathing regulation, stretching, and brief pedagogical analysis of the completed work.

In the conditions of Uzbekistan, the organization of athletics training in pedagogical universities should be connected with national educational priorities, the development of mass sports, and the preparation of physically active young specialists. Athletics is accessible, relatively economical, and suitable for different educational environments, which makes it an important tool for strengthening the role of physical culture in society. At the same time, modern athletics training requires scientifically based planning, safe equipment use, medical-pedagogical control, and regular assessment of students' progress.

The relevance of this topic is determined by the need to improve the quality of sports education and to prepare competent teachers who are able to organize athletics activities effectively in schools, colleges, and higher education institutions. Properly planned athletics training develops not only physical performance, but also responsibility, perseverance, self-control, communication, and motivation. Thus, the organization of athletics training is an important component of professional sports-pedagogical education.

Literature Review

The scientific and methodological study of athletics training shows that this field is one of the most universal components of physical education and sports pedagogy. Many researchers consider athletics as a basic means of developing motor abilities because its exercises are built on natural human movements such as running, jumping, walking, and throwing. In the system of teacher education, athletics is also viewed as a methodological discipline that prepares future physical education teachers to organize, explain, demonstrate, correct, and evaluate movement activities in different educational conditions.

Classical theories of sports training emphasize that the organization of athletics lessons must be based on the principles of regularity, gradualness, continuity, individualization, and adaptation. According to the general theory of training, physical performance improves only when training load is systematically repeated and properly regulated. Excessive load may lead to fatigue, injury, and loss of motivation, while insufficient load does not create the necessary developmental effect. Therefore, the teacher must maintain an optimal balance between intensity, volume, rest, and technical complexity. This principle is especially important in pedagogical universities, where students may have different levels of initial physical preparedness.

Studies in physical education methodology show that athletics training is effective when technical instruction is combined with the purposeful development of physical qualities. Sprinting requires speed, reaction, coordination, and explosive power; middle- and long-distance running require endurance, breathing control, rhythm, and psychological stability; jumping events require strength-speed ability, balance, and precise movement coordination; throwing events require power, mobility, sequence of movement, and body control. These characteristics prove that athletics cannot be organized as a single-type training activity. Each group of exercises demands a specific methodological approach, a different system of preparatory tasks, and appropriate forms of pedagogical control.

Modern sports pedagogy also pays special attention to the educational value of athletics. Researchers note that systematic training develops perseverance, discipline, self-regulation, responsibility, and respect for rules. In athletics, students directly observe the relationship between effort and result, because progress can be measured through time, distance, height, accuracy, and technical quality. This measurability makes athletics an effective tool for developing motivation and objective self-assessment. For future teachers, this is particularly significant because they learn how to use measurable indicators not only for sport achievement, but also for pedagogical diagnosis and individual support.

The literature also highlights the importance of safety and health-oriented organization. Athletics exercises may cause injuries if warm-up, technique, footwear, surface quality, recovery, and load progression are not properly controlled. For this reason, many methodological sources recommend that each training session should begin with general and special preparatory exercises and should end with recovery activities. The teacher's responsibility includes monitoring students' physical condition, observing signs of fatigue, correcting technical mistakes, and preventing excessive competition during the learning stage.

In the context of Uzbekistan, athletics training is connected with the broader tasks of improving youth physical culture, expanding mass sports, and preparing qualified specialists for educational institutions. Pedagogical universities play an important role in this process because they train future teachers who will later organize athletics activities in schools and communities. Therefore, the reviewed literature confirms that athletics training should be organized as a scientifically

grounded, health-preserving, technically structured, and educationally meaningful process.

Methods

The methodological basis of this study is formed by a pedagogical analysis of the organization of athletics training in higher education, with attention to the preparation of students in sports-oriented pedagogical universities. The research approach is based on the assumption that athletics training is not only a set of practical physical exercises, but also a structured educational process that includes planning, instruction, technical demonstration, load regulation, observation, correction, assessment, and reflection. Therefore, the methodology combines theoretical analysis, pedagogical observation, practical modeling of training sessions, and comparative evaluation of organizational approaches used in athletics education.

At the first stage, scientific and methodological sources related to athletics, physical education theory, sports training, and pedagogical methodology were studied. Special attention was given to the principles of gradual load increase, individualization, continuity, accessibility, safety, and technical progression. These principles were selected as the main criteria for analyzing the organization of athletics training. The literature review made it possible to identify the key components of an effective training process: clear lesson objectives, structured warm-up, technical preparation, development of physical qualities, recovery exercises, and systematic assessment of students' progress.

At the second stage, the structure of athletics training sessions was modeled according to the needs of pedagogical university students. Each session was divided into preparatory, main, and final parts. The preparatory part included general developmental exercises, light running, joint mobility movements, dynamic stretching, coordination drills, and special running or jumping exercises depending on the topic of the lesson. The main part focused on the selected athletics content, such as sprinting technique, relay running, endurance running, long jump, high jump, shot put, or general strength-speed preparation. The final part included breathing exercises, stretching, recovery walking, and short pedagogical feedback.

The practical organization of training was based on differentiated instruction. Students were conditionally grouped according to their physical preparedness,

technical skills, and ability to tolerate training load. This approach allowed the teacher to adapt the number of repetitions, running distance, exercise intensity, rest intervals, and technical complexity. For beginners, simplified exercises and slower progression were used, while better-prepared students performed more complex tasks with higher intensity. Such differentiation helped maintain safety, motivation, and learning effectiveness.

Pedagogical observation was used as the main method of monitoring. During training, attention was paid to students' posture, running rhythm, arm and leg coordination, take-off technique, landing safety, throwing sequence, breathing pattern, fatigue level, and discipline. Technical mistakes were corrected through explanation, demonstration, repetition, and individual feedback. In addition, students were encouraged to analyze their own performance and compare it with the correct technical model.

Assessment was organized through both quantitative and qualitative indicators. Quantitative indicators included running time, jumping distance, throwing result, number of repetitions, and endurance performance. Qualitative indicators included movement accuracy, coordination, rhythm, safety, effort, and ability to follow methodological instructions. This combination allowed a broader understanding of students' progress. The methodological approach also included health-preserving requirements: proper warm-up, gradual increase of load, sufficient rest, safe surfaces, appropriate equipment, and prevention of excessive fatigue. Thus, the selected methods made it possible to study athletics training as a pedagogically organized, scientifically grounded, and practically applicable process.

Results

The analysis of athletics training organization shows that the effectiveness of the educational process depends primarily on the clarity of planning, the correct distribution of training load, and the methodological sequence of exercises. When athletics sessions are organized according to the preparatory, main, and final structure, students demonstrate better adaptation to physical activity and more stable technical progress. The preparatory part creates the necessary physiological and psychological readiness, while the main part allows the teacher to concentrate on the development of specific motor abilities and technical

actions. The final part supports recovery and strengthens students' understanding of the completed training tasks.

One of the main results is that systematic warm-up and special preparatory exercises significantly improve the quality of movement performance. Students who begin training with general running, mobility exercises, dynamic stretching, coordination drills, and special athletics movements perform sprinting, jumping, and throwing tasks more confidently. Their movements become more rhythmic, their posture becomes more stable, and the risk of technical mistakes decreases. In sprint exercises, for example, preparatory running drills help students control the position of the body, coordinate arm and leg movements, and maintain acceleration more effectively. In jumping exercises, mobility and take-off drills improve balance, body control, and landing safety.

The study also shows that differentiated organization of training has a positive influence on student motivation and learning outcomes. When all students receive the same load regardless of their physical preparedness, weaker students may experience excessive fatigue, while stronger students may not receive enough training stimulus. Differentiation allows the teacher to regulate distance, speed, number of repetitions, rest intervals, and technical complexity according to individual readiness. As a result, students participate more actively, complete exercises with greater confidence, and show a more responsible attitude toward training tasks. This approach is especially important in pedagogical universities, where students are being prepared not only as performers, but also as future organizers of physical education.

The results further indicate that technical instruction must be combined with the development of physical qualities. In athletics training, technique and physical readiness are closely connected. Sprint technique improves when speed, reaction, and explosive strength are developed; endurance running becomes more effective when breathing rhythm, general stamina, and psychological stability are strengthened; jumping results improve when coordination, leg strength, flexibility, and take-off mechanics are developed together. Therefore, isolated teaching of technique without physical preparation gives limited results. A more effective approach is the integration of technical explanation, preparatory exercises, repeated practice, and gradual physical load.

Pedagogical observation proves to be an important tool for controlling the quality of athletics training. Through continuous observation, the teacher can identify

errors in running rhythm, foot placement, body inclination, arm movement, take-off direction, throwing sequence, or landing position. Immediate correction prevents the formation of incorrect motor habits and helps students understand the logic of movement. At the same time, observation gives the teacher information about fatigue, discipline, emotional state, and readiness for further load.

Overall, the results show that properly organized athletics training develops not only physical indicators, but also professional pedagogical competence. Students learn to plan exercises, follow safety rules, evaluate performance, regulate load, and understand the educational value of athletics. This confirms that athletics training in pedagogical universities should be organized as a complex instructional process that unites physical development, technical mastery, health preservation, and future professional preparation.

Discussion

The organization of athletics training in pedagogical universities should be interpreted not only as a practical sports activity, but also as a model of professional preparation for future physical education teachers. The results indicate that students benefit most when the training process is planned according to pedagogical logic, physiological regularities, and technical requirements of athletics events. This means that the teacher must combine several roles at the same time: instructor, organizer, observer, motivator, safety controller, and evaluator. In such conditions, athletics becomes a practical laboratory where students acquire both motor experience and methodological competence.

One of the important issues in athletics training is the relationship between load and learning. In many cases, training is mistakenly understood as increasing physical effort only. However, in the educational environment of a pedagogical university, physical load must serve a broader instructional purpose. Running, jumping, and throwing exercises should be selected not only to improve speed, endurance, strength, or coordination, but also to teach students how movement is formed, corrected, stabilized, and assessed. For this reason, each exercise should have a clear methodological explanation. Students need to understand why a particular drill is used, which physical quality it develops, which technical element it improves, and how it can later be adapted for school pupils.

Another significant aspect is the gradual development of technical skills. Athletics techniques require precision, rhythm, coordination, and repeated practice. If students are immediately required to perform complete movements at high intensity, they may develop incorrect motor habits or experience psychological discomfort. Therefore, technical training should move from simple preparatory movements to more complex integral actions. For example, sprinting instruction may begin with posture, arm movement, knee lift, foot contact, and acceleration drills before moving to full-distance running. Jumping instruction may begin with approach rhythm, take-off imitation, landing exercises, and only then full jump performance. This sequence strengthens both safety and technical quality.

Differentiation is especially relevant in the conditions of higher pedagogical education. Students entering sports faculties or physical education programs may differ considerably in their physical fitness, previous sports background, health status, and motivation. A uniform training load may create inequality in learning outcomes. Stronger students may not feel sufficient challenge, while less prepared students may become tired, passive, or afraid of failure. Differentiated instruction allows the teacher to preserve the educational value of the lesson for all participants. It also teaches future teachers an important professional principle: physical education must be adapted to learners, not learners mechanically forced into one standard.

The discussion of results also confirms the importance of health-preserving organization. Athletics training involves dynamic movement, speed, impact, and repeated load, which means that safety must be treated as a permanent methodological condition. Proper warm-up, suitable footwear, safe surfaces, correct spacing between students, progressive intensity, and recovery exercises are not secondary elements of the lesson. They are necessary parts of the training culture. In Uzbekistan, where pedagogical universities prepare specialists for schools, colleges, and community sports activities, this aspect is highly practical because future teachers must be able to organize safe athletics lessons in different facilities and climatic conditions.

Thus, athletics training should be organized as an integrated pedagogical process in which physical development, technical mastery, personal discipline, and professional methodological preparation are interconnected. Such an approach

increases the quality of sports education and strengthens the role of athletics as a basic component of physical culture.

Conclusion

The organization of athletics training is an essential component of professional sports-pedagogical education because it unites physical development, technical preparation, methodological knowledge, and educational influence. In pedagogical universities, athletics should not be considered only as a set of running, jumping, and throwing exercises. It should be understood as a scientifically planned and pedagogically managed process that prepares future physical education teachers to work effectively with different groups of learners. Through athletics, students develop not only speed, endurance, strength, flexibility, coordination, and motor accuracy, but also the ability to organize lessons, regulate physical load, correct technical mistakes, observe safety requirements, and evaluate progress.

The study shows that effective athletics training depends on the correct structure of each session. The preparatory part prepares the body for physical activity, reduces the risk of injury, and creates readiness for technical work. The main part provides conditions for mastering athletics techniques and developing physical qualities through purposeful exercises. The final part supports recovery, stabilizes the functional state of the body, and allows students to reflect on the completed tasks. This three-part structure gives the training process methodological consistency and helps the teacher manage time, intensity, discipline, and learning outcomes more effectively.

A significant conclusion is that athletics training must be based on gradualness and differentiation. Students in pedagogical universities may have different levels of physical preparedness, sports experience, health condition, and motivation. Therefore, the same training load cannot be equally effective for all learners. The teacher should adapt the number of repetitions, distance, intensity, rest intervals, and technical complexity according to individual readiness. Such an approach increases participation, prevents excessive fatigue, supports motivation, and makes the training process more inclusive and educationally effective.

The organization of athletics training also requires the integration of technical instruction and physical conditioning. Running technique cannot improve without speed, coordination, rhythm, and strength; jumping performance depends

on take-off mechanics, balance, flexibility, and explosive power; throwing movements require mobility, sequence, strength, and body control. For this reason, athletics lessons should combine explanation, demonstration, preparatory drills, repeated practice, physical development, and feedback. This integrated approach helps students understand the internal logic of movement and prepares them to teach athletics more consciously in their future professional activity.

Safety and health preservation must remain permanent conditions of athletics training. Proper warm-up, safe surfaces, appropriate equipment, correct exercise spacing, gradual load increase, and recovery activities are necessary for maintaining students' health and preventing injuries. In the educational context, safety is not only a technical requirement, but also an important professional competence that future teachers must master.

Thus, the organization of athletics training in pedagogical universities should be systematic, differentiated, health-oriented, technically grounded, and professionally directed. When organized in this way, athletics becomes a powerful means of developing physical abilities, strengthening discipline and responsibility, and forming the methodological competence of future physical education specialists.

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