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THE ROLE OF PHYSICAL EXERCISES IN THE HEALTH IMPROVEMENT OF STUDENTS AND YOUTH

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Abstract:

The physical exercises performed and our initial knowledge of which movement qualities they aim to develop have an impact on demonstrating our ability to perform physical movements.

Keywords

Endurance ability, physical exercises, warm-up, exercise execution, running exercise, manifestation of physical abilities, active development of physical abilities, exertion, early school age, movement technique.

Introduction

Different types of physical exercises affect the body in various ways, and they impose certain requirements for demonstrating our movement abilities at the necessary or possible level. Typically, we distinguish physical exercises based on their intensity, such as those that require strength or those that demand speed, among others. There are situations where we may not like to accept the reason why we should perform a movement in a specific way. This is due to a variety of factors, such as physical load, mood, whether the stomach is empty or full, equipment, conditions, etc. If the physical load applied through an exercise corresponds to the readiness of our body and does not cause difficulty, we will quickly feel its effects after the workout.

One of the next factors is our mental state. If we feel that our mood is not good when starting a workout, we should immediately pay attention to the intensity of the load and its overall volume in the session. An excessive load will negatively affect our mood. Forcing, intimidating, or engaging someone whose mind is distracted with other stimuli will not result in an effective workout.

We must not forget that engaging in running or other exercises on an empty stomach or after eating too much can negatively affect our physical capabilities or other abilities. If we do not warm up the body adequately, we will feel muscle pain. Warming up is necessary

to prepare the body for activity and comes in two types: general and specific warm-up. The general warm-up prepares all the organs for work, while the specific warm-up focuses on preparing the muscles that will be involved in the specific movements or exercises to be performed.

One of the factors that affects the manifestation of our abilities is closely related to the conditions created or chosen for performing the exercises. For example, the selected path for running, or the equipment chosen for lifting (such as a barbell, kettlebell, dumbbell, sandbag, etc.), or any sports equipment that is not comfortable for the person can lead to various negative consequences and feelings.

Running exercises can cause pain in the soles and the palms of the feet, which can affect the individual's ability to perform physical movements. The cause of this may be the hardness of the running track, whether it is asphalted, gravel-laden, the temperature of the air (hot or cold), and other factors.

Our basic knowledge about which movement qualities the performed physical exercises aim to develop also influences the manifestation of our physical movement abilities.

Physical exercises influence the development of the body's work capacity by manifesting physical abilities. During prolonged (mental or physical) work at a certain intensity, the body must demonstrate a certain level of work capacity. To achieve a high level of work capacity, necessary preparation—such as strengthening the respiratory system, cardiovascular system, circulation, and other functional processes—must be done, as it would be difficult to utilize the body's abilities for physical exercises without enhancing these systems. Below, we discuss the development of your physical abilities during different school age periods.

The period of 6-7 years of age involves the active development of physical abilities—strength, speed, agility, endurance, flexibility, and muscle flexibility—along with the improvement of previously acquired movement skills. At this age, we can influence the development of physical abilities by providing physical load to the larger muscle groups of the legs, arms, and body. During this age period, performing strength-requiring exercises requires caution.

You should not allow your muscles to remain strained for long periods when exerting strength. It is generally more beneficial to focus on exercises that involve overcoming resistance. At the age of 6-7, throwing exercises will not be very beneficial, so do not spend too much time on them, as your muscles are not yet ready for such loads. If you do choose to use them, the mass of the throwing equipment should not exceed 100-150 grams. When training for speed, you should focus on the frequency of movement rather than the strength. In developing agility, exercises with a larger range of motion and those requiring quick reactions have been proven to be more effective in practice.

In developing endurance, exercises that increase the duration, distance, and repetitions, as well as stretching exercises, are used during long walks, with 5-7 minute runs being a typical example. Only flexibility as a movement quality starts to decline with age. However, this is an exception for 6-7-year-olds. In Table 5, we have provided the

approximate normative standards for the physical fitness indicators of 6-7-year-olds for your reference.

The period of 7-10 years is considered the time when you do not waste the opportunity to shape and develop your physical abilities. During this age, the foundation for movement culture is laid. You successfully acquire new movements, and your knowledge of physical culture expands.

Physical Fitness Indicators of Young School-Aged Children (6-7 years old)

№	Indicators	Normative indicators	
		Boy	**Girl**
1	Standing long jump, in cm.	100	90
2	Bending and straightening the arms at the elbows while leaning on the gymnastics bench, number of repetitions.	10 times	8 times
3	Swimming without time limit in any style.	50 m.	50 m.
4	Walking 5 km distance at a brisk pace.	70 minute	70 minute
5	Running 1000 m for time.	5 m. 20 sek.	5 m. 40 sek.
6	Cross-country run for 3 km, in minutes.	35	40
7	Cycling race for 10 km, in minutes.	60	60
8	Throwing a tennis ball, in meters.	18	18

To your school attendance, the changes in your lifestyle require you to be more cautious when planning loads for strength and endurance for your movement apparatus (arms and legs), which has not yet reached full development. This is because, during this period, your individual approach to physical exercises begins to change. You will start asking questions about why it is necessary to repeat movements exactly as the instructor demonstrates, and you will feel a stronger urge to explore the "motive" (reason) behind it.

At a young school age, your range of movements expands as you master new movements and their techniques.

The variety of your movement reserves increases. Developing your movement coordination becomes the main task in your exercises. By the end of the 7-10-year-old period, you will understand the level of your physical abilities and how they can be applied in different sports or how they can be utilized to achieve results in physical fitness training. A lack of full understanding of your own physical capabilities may lead to mistakes when choosing a sport or a specific type of physical exercise for independent training over the years. Swimming, gymnastics, acrobatics, and other sports that you should engage in at your age are only allowed in preparatory groups. As long as you do not miss the necessary and convenient time to start training, you will be fine.

An important aspect of this period is that the anatomical and physiological development of your body’s organs and structures accelerates, which is crucial for demonstrating movement activity. Although they have not yet fully developed to the required level, their intensive growth and strengthening continue at a high rate.

At this age, your eagerness to master movement techniques is so high that many of your movement skills develop quickly even without specific instructions or preparations. Depending on how well you master the technique, you will be able to learn difficult exercises more easily than teenagers or young adults. By generalizing your feelings during movements that require rhythm, amplitude, or strength, you will master even the smallest details of the technique, impressing your coach or instructor. Using this "phenomenon" in mastering movements, applying teaching methodologies in practice, and using the approach of teaching exercises "in parts" is less effective than teaching them in their entirety as a "whole." Therefore, at the age of 7-10, the ability to independently perform skills required for cycling, roller skating, tennis, and other sports games without difficulty in mastering and reinforcing them is due to this ability.

At this age, the biodynamics of your movements and, above all, the components of movement coordination develop rapidly. During the 7-10-year-old period, all physical qualities that form the basis of human movement activity, as well as the development of coordination abilities, reach a high level, which is scientifically proven through research. If the foundation of the necessary physiological potential is not created during this period, a disruption in the harmony arising from the laws of movement activity development will occur.

Your young school-age period, according to the level of your physical abilities, requires you to know the following quantitative and qualitative indicators of physical culture in STT (sports and physical training).

1 Personal hygiene rules;

2 Performing morning gymnastics with the help of adults;

3 Acquiring basic knowledge about strengthening the body;

4 Preparing a daily schedule with the help of adults and being able to follow it;

5 Mastering basic movement skills and techniques, including proper posture, walking, running, jumping, throwing, climbing, swimming, catching and passing a ball, roller skating, skiing in winter, and more;

6 Knowing how to prepare for and complete physical fitness tests, as well as taking tests based on the standards in Table 9 (see page 116);

7 Knowing the rules of one active game or small sport game (small football, small volleyball, small handball, small basketball) while adhering to simplified rules;

8 Having an interest in assessing one’s physical fitness level;

9 Showing interest in sports events, engaging in family discussions about physical culture and sports topics, discussing leading athletes and their results;

10 Knowing the basic rules of independent training, simple methods of self-monitoring physical ability, and having elementary knowledge about selecting the right training load;

11 Transitioning to independent performance of morning gymnastics, adapting to physical culture pauses, and getting used to individual training sessions;

12 Being able to organize a sports or active game with peers;

13 Trying to acquire theoretical knowledge and practical skills related to the techniques, tactics, and methods of various sports exercises;
14 Preparing to complete physical fitness standards based on Table 6 and participating in competitions;
15 Practicing training sessions as part of a team with peers, getting used to independent practice based on the instructions of a sports coach or physical culture teacher;
16 Strengthening a continuous interest in improving physical fitness and strengthening the body;
17 Gaining interesting information about the history of school, district (city), and national sports, having examples of health achievements through physical culture and sports, and participating in meetings with people who have reached physical perfection;
18 Staying informed about current events in sports life, which will be a leading factor in growing as a physically cultured individual in STT (sports and physical training).

Physical Fitness Control Indicators for Primary School Children (7-10 Years Old):

№	Indicators	Normative indicators	
		boy	girl
1	Running, 2000 meters	10	-
2	Running, 1000 meters	-	5.20
3	Walking 10 km	2	2
4	Running, 60 meters, sek Cross-country, 5 km m/s **Cycling, 20 km**	10.8	11.1
5	Push-ups from the ground (bending elbows and straightening them)	8	5
6	Standing triple jump	4.9	4.4
7	standing long jump	165	155
8	running long jump	2.9	2.7
9	running high jump	90	85
10	**tennis ball throw**	25	12

The development and improvement of physical abilities in middle school age coincides with the biological maturity of the body. At this age, individualization of movements typical for older individuals takes place. The adolescence period involves the intensive development of speed and strength, although it is accompanied by a slight disruption in movement coordination. The formation of personality and character is a difficult process, and it concludes with the establishment of specific traits, followed by the shaping of taste. Adolescence is a period in which we particularly enjoy engaging in physical exercises, demonstrating our physical abilities, and gaining attention for our personalities. During this time, it is essential to commit to regular training, understand the benefits of physical activities, and select a specific sport to fully dedicate yourself to. If you haven't started yet, there’s no tomorrow or next time. Begin practicing a sport immediately.

To manifest your physical abilities, the foundation is laid by your body's functional activity. The functional activity of the body is mostly aligned with the daytime hours. From the morning, the adrenal glands, also known as endocrine glands, release adrenaline and noradrenaline into the bloodstream, which enhances the activity of the nervous system and accelerates heart function. This has a positive effect on the efficiency of muscle contractions, improves the digestive system's function, raises body temperature, increases heart rate, maintains blood pressure at the optimal level, and enhances the maximum oxygen consumption. As a result, the body's functional state tends to reach its minimum level around 15-17 hours. If you observe closely, these glands are the only ones in the body that have such a significant impact. Therefore, it is crucial for us to study the role and functioning of these glands.

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