METHODOLOGY FOR CORRECTING THE SOMATIC HEALTH OF FEMALE STUDENTS THROUGH INDIVIDUAL GYMNASTICS

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Abstract. This thesis addresses the issues of improving the somatic health of female students through gymnastics classes organized on the basis of an individual approach. It reveals the importance of taking into account students' physical development, functional state, and individual capabilities during classes. The role of gymnastic exercises in improving posture, strengthening muscles, and developing flexibility and motor coordination is also described.

Keywords: female students, somatic health, individual approach, gymnastics, physical development, correction, health improvement.

Introduction

Today, strengthening the health of students, supporting their physical development, and fostering their need for a healthy lifestyle are among the key tasks of the higher education system. The issue of maintaining and improving the somatic health of female students is of particular importance. This is because increased academic workload, physical inactivity, disrupted daily routines, poor nutrition, and insufficient physical activity can negatively affect the functional state of their bodies. Somatic health is closely linked to the body's physical development, body composition, the functioning of the cardiovascular and respiratory systems, muscle condition, and overall working capacity. Keeping these indicators within normal ranges in female students is important not only for their daily activities but also for their engagement in the learning process, psychological stability, and future reproductive health. Therefore, physical education classes should be organized with due regard to students' health status and individual capabilities. Gymnastic exercises are considered one of the effective means of correcting somatic health. They make it possible to form correct posture, develop muscle groups proportionally, increase joint mobility, and improve flexibility and coordination abilities [1].

In addition, regular gymnastics classes expand the body's functional capabilities, increase physical working capacity, and help reduce the negative consequences of physical inactivity. However, recommending the same volume and intensity of physical load to all female students may not produce the expected results, since their health status, physical fitness, body build, motor abilities, and degree of adaptation to exercise differ. Gymnastics classes organized on the basis of an individual approach make it possible to select exercises that match each student's current capabilities and needs, set the training load correctly, and regularly monitor training outcomes. In this regard, developing and applying in practice a methodology of individual gymnastics classes aimed at correcting the somatic health of female students is a relevant scientific and methodological issue. This thesis describes the content, basic principles, and health-improving significance of organizing gymnastics classes with regard to the individual characteristics of female students [2].

Assessment of Female Students' Somatic Health and the Individual Approach

When organizing gymnastics classes aimed at correcting the somatic health of female students, it is important first to assess their physical development and functional state. The assessment focuses on height, body weight, body mass index, chest circumference, posture, heart rate, and respiratory indicators. At the same time, physical qualities such as flexibility, muscle strength, endurance, balance, and motor coordination are also determined. Based on the results obtained, female students can be conditionally

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divided into groups with low, medium, and high levels of fitness. This approach makes it possible to correctly determine the type of exercises, the number of repetitions, the pace of performance, and rest intervals for each group. Students with a low level of physical fitness are recommended light- and moderate-intensity exercises, while students with a high level of fitness can be given more complex coordination and strength exercises. The individual approach is not limited to taking into account the level of physical fitness alone. It should also consider the student's health status, postural changes, degree of fatigue, interest in the classes, and the speed at which she masters the exercises. Gradually increasing the load during training ensures the body's adaptation to exercise and reduces the risk of overexertion and injury [3].

Table 1

Criteria for organizing individual gymnastics classes for female students

Fitness level	Recommended exercises	Training intensity	Number of repetitions	Main goal
Low	Breathing exercises, light stretching, simple general developmental exercises	Low	6–8 times	Adapting the body to physical activity
Medium	Exercises for flexibility, balance, posture, and core muscles	Moderate	8–12 times	Improving physical qualities and functional state
High	Strength, coordination, and complex gymnastic exercises	Moderate to high	12–16 times	Increasing physical fitness and working capacity

The criteria presented in the table are general in nature; the training load should be adjusted according to each student's current health status and her body's response to exercise.

Content and Health-Improving Effect of Individual Gymnastics Classes

Individual gymnastics classes consist of preparatory, main, and final parts. In the preparatory part, walking, light jogging, breathing exercises, and joint mobility exercises are performed to prepare the body for the main load. This stage activates the cardiovascular and respiratory systems and prepares the muscles and joints for subsequent movements. In the main part of the class, gymnastic exercises selected according to the individual needs of the female students are used. Students with certain postural deviations are recommended exercises that strengthen the back, abdominal, and shoulder girdle muscles. For students with low flexibility, exercises aimed at gradually stretching muscles and ligaments are selected.

For students whose body weight exceeds the norm, preference is given to exercises that increase overall physical activity, engage large muscle groups, and increase energy expenditure. In the final part, the load is gradually reduced, and slow walking, muscle relaxation, stretching, and deep breathing exercises are performed. These exercises help normalize heart rate, restore breathing rhythm, and accelerate recovery after physical exertion. Regular and properly organized individual gymnastics classes serve to improve female students' posture, increase muscle strength, and develop flexibility and coordination abilities. In addition, such classes increase overall working capacity, reduce fatigue, and foster a positive attitude toward physical activity among students. As a result, gymnastics classes become an effective means of correcting and strengthening the somatic health of female students [4].

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Monitoring Gymnastics Classes and Evaluating Results

In the process of correcting the somatic health of female students, regular monitoring of training results is of great importance. Monitoring makes it possible to determine the effectiveness of the selected gymnastic exercises, the impact of physical loads on the student's body, and the dynamics of health-improving changes. Baseline indicators are compared with the results obtained at the intermediate and final stages of training. During evaluation, attention is paid to changes in students' body mass index, posture, flexibility, muscle strength, motor coordination, heart rate, and overall physical working capacity. The student's condition after classes, degree of fatigue, and quality of exercise performance are also taken into account. Based on the results obtained, necessary adjustments are made to the complexity of exercises, the number of repetitions, load intensity, and rest intervals. Regular pedagogical and functional monitoring makes it possible to improve the individual program. As a result, safe and effective gymnastics classes suited to each female student's physical capabilities are organized, and a gradual improvement in somatic health indicators is achieved [5].

Figure 1.

Organizational model of gymnastics classes based on an individual approach



1-rasm. Individual yondashuvga asoslangan gimnastika mashg‘ulotlarining tashkiliy modeli

Conclusion

Gymnastics classes organized on the basis of an individual approach are of great importance in improving the somatic health of female students. Organizing classes with regard to students' health status, physical fitness, body build, and functional capabilities makes it possible to set loads correctly and increase the effectiveness of exercises. Regularly performed gymnastic exercises serve to improve posture, strengthen muscles, and develop flexibility, balance, and motor coordination. At the same time, they expand the body's functional capabilities, increase physical working capacity, and reduce the negative consequences of physical inactivity. Regular monitoring of training results, comparison of the obtained indicators with baseline results, and making appropriate changes to the individual program ensure the consistency of the corrective process. Thus, gymnastics classes based on an individual

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approach are an effective means of correcting and strengthening the somatic health of female students and of forming a healthy lifestyle.

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