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International Journal of Research in Commerce, IT, Engineering and Social Sciences

Aims and Scope

International Journal of Research in Commerce, IT, Engineering and Social Sciences is a leading international journal for publication of new ideas founded by engineers, academicians and corporate people. The IJRCIESS is not limited to a specific aspect of Commerce, Information Technology Engineering and Social Sciences but is instead devoted to a wide range of subfields in the IJRCIESS. While it encourages a broad spectrum of contribution in the engineering sciences, its core interest lies in issues concerning material modeling and response. Articles of interdisciplinary nature are particularly welcome. The research results and fundamental advancement are all aspects of Engineering Trends & Technology and various engineering discipline. IJRCIESS is a scholarly open access online Journal which helps to academic person as well as student community. IJRCIESS provides the academic community and industry for the submission of original research and applications related to various discipline.

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E-LEARNING RESOURCES IN DISTANCE EDUCATION

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ABSTRACT

The formation and development of the system of information provision of education by our government, the reform of the system of educational institutions according to the requirements of the "National Personnel Training Program", the creation and introduction of relevant state educational standards in this regard, the involvement of scientists and highly qualified specialists in providing educational institutions with the necessary textbooks and literature a number of things are being done, such as training and improving the qualifications of pedagogues in leading educational institutions in developed countries.

President of the Republic of Uzbekistan I.A. In his speech at the first session of the Oliy Majlis of the Republic of Uzbekistan in February 1995, Karimov said, "The ultimate goal of all our reforms in the economic and political spheres is to create decent living conditions for all citizens living in our country. That is why it is one of the most important tasks of our state to bring up a spiritually welldeveloped person, raise education and raise a new generation that will realize the idea of national renaissance.

Today, the interest and attention to using interactive methods, innovative technologies, pedagogical and information technologies in the educational process is increasing day by day, one of the reasons for this is that until now, in traditional education, students were taught to acquire only ready-made knowledge. teaches them to find, study and analyze independently, and even draw their own conclusions. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the function of management and orientation. In the educational process, the student becomes the main figure [1,2,3,4,5,6,7,8,9,10].

In modern pedagogy, general forms of teaching (collective, group, individual) and forms of educational process organization (class, science, technical circles, students' scientific associations, excursions) are distinguished.

Forms of educational organization are a historically existing, stable and logically completed view of the organization of the pedagogical process, which is characterized by regularity and integrity, self-development, individuality and active character, and a certain procedure for transferring the composition of participants to permanence.

Learning activities: demand, motivation, learning activities, self-control and self-evaluation. It is implemented in the framework of a multifaceted single system of organizing the forms and methods of the teaching process in educational institutions. The sum of the forms and methods of teaching constitutes a single didactic complex determined by the objective laws of the educational process.

The classification of forms and methods of teaching in an educational institution is based on two interconnected and mutually conditioned activities:

- activities of teachers in managing and organizing the educational process;
- students study and to know activity;

Modern educational technologies are complex integrative systems, which reflect an ordered set of operations and actions aimed at the acquisition by students of professional skills, competencies and personality traits determined by educational goals. This includes the determination of educational goals (for whom and why?), the selection and implementation of content (what?), the organization of educational processes (how?), the determination of educational methods and tools (using what?), as well as the level of teachers' qualifications (who?) and the method of evaluating the achieved results (how?) should be based. The collective application of the mentioned criteria determines the essence of the educational process and its technology.

Innovation (English Innovation) means innovation. Innovative technologies are introducing innovations and changes to the pedagogical process and teacher's and student's activities, and mainly interactive methods are fully used in its implementation. Interactive methods are called group thinking, that is, methods of pedagogical influence, which are considered a component of the educational content. That is, it is carried out through the joint activity of the pedagogue and teacherstudents [11,12,13,14,15,16,17,18,19].

The creation of electronic information educational resources of an educational institution is not a purely technical issue, but for this it is required to use the scientific-methodical, organizational and pedagogical capabilities of the institution based on a systematic approach.

The concept of "electronic educational resources" can be defined as a set of software, information-technical, educational-methodical systems that provide a specific goal-oriented educational process. E-learning resources are characterized by the following symbols:

1. At what level, an electronic educational resource is a complex structured object with a systematic nature.
2. The integrity of the electronic educational resource is the same as the concept of achieving systematicity, meaning their harmony, it embodies the goals of education and training in the implementation of the personal and professional model of the graduate of the educational institution.
3. E-learning resource is a factor affecting the effectiveness of education and training, as well as its tool.

In addition, there are several different views on the definition of information-educational resources, including: - a systemically organized complex of information, technical, educational and methodical support that is integrally connected with the person and the educational environment as a subject; - traditional and electronic information carriers. virtual libraries, information bases, a single information educational environment built on the basis of the integration of computer, information and communication technologies embodying educational-methodical complexes.

An educational institution should adopt a systematic approach to the creation and management of educational information resources, especially if it is intended for students with disabilities. At the initial stage of this approach, the purpose of the information-educational environment of the educational institution is determined in accordance with the content of modern education. In pedagogical activity, the educational goal performs a systematizing task [20,21,22,23,24,25,26,27,28,29,30,31]. It is the defined goal that serves as the basis for choosing the content, purpose and organizational forms of education. The goal of modern education is the formation of a system of knowledge, skills and abilities that is formed in accordance with the requirements of the professional model, and it is reflected in the relevant educational standards. In addition, according to the requirements of the national model of personnel training of our republic, the student becomes not only the object of the pedagogical process, but also its subject. In these cases, the importance of the student's independent education increases, and the formation of the following skills and qualifications is required:

1. Independent education to receive planning skill and Qualifications:
 - independent activity of keeping personal the plan make up; according to the plan purposeful activity

control to him _ necessary corrections by entering to go

2. The Internet is scientific and study from the information use get skill and Qualifications: - scientific and study information independent to determine - new information independent analysis to do and evaluate get _ - solution to be done must has been problem point of view in terms of from the Internet information sources search and to find - being taken information in the content new and promising the news according to get

3. Electronic education resources on work skill and Qualifications: - electronic manuals and from catalogs systematic respectively use - From the Internet received scientific, educational and another literature list bibliography rules based on walk get

4. Modern information technologies tools through present done lectures appropriation skill and Qualifications: - lectures topic and plan, literature the list set get - present done information correct to do - main problem, idea and conclusions separate get - main content own words with briefly writing get - present done information again work, save and their content educational purposes supporting to go

5. Electronic textbook with work skill and Qualifications: - electronic textbook with common in case dating, his author, content, summary, illustrations and annotations to know - of the electronic textbook makes sense structure separate get - under study the subject complete understand get for addition manuals: animation, dictionary, encyclopedia, references use get - received information theses, abstracts in the form of note reached to go E- learning resources the following three main tasks does:

1) to external resource entities modern information technologies using education of the institution information-education resources about imagination harvest to do to help.

2) education institution employees mutually cooperation increase and mutual information-education resources exchange environment surface bring.

3) education in the institution information and educational resources through efficient information exchange organize reach and management.

Determining the purpose of the information-educational environment in an educational institution is carried out taking into account the periodic sequence of three processes: - the first period information resource analysis to do results is studied; - second in the period - appropriate respectively done to be increased events set is taken; - the third period directly education of the institution information-education of resources purpose work will be released [32,33,34,35,36,37,38,39,40,41,42,43,44,45].

The purpose of e-learning resources is developed in direct connection with the requirements of the learner. In particular, in the formation of the learner's personality, special attention is paid to the formation of qualities aimed at continuous self-development during work after graduation from the educational institution. At this point, it should be noted that the educational reforms implemented in our republic require a new interpretation of the concept of "profession".

According to the requirements of the national model of personnel training, a modern professional is characterized not by the possession of a set of ready-made professional knowledge, but by the possession of abilities that serve professional development, the ability to analyze his professional level, and the readiness to acquire new knowledge in accordance with the changing requirements of society and production. Based on the listed qualities, a development process aimed at the implementation of continuous professional training through the acquisition of new knowledge throughout life is organized.

The degree of improvement of the educational content of modern information technology resources is one of the important conditions for educating a specialist who can meet such requirements. In the information society, the content of education is understood as the scientific knowledge, practical skills and qualifications required to be acquired, as well as the system of educational ideas aimed at forming a worldview, and the following factors influence its composition:

- society needs;

- field of scientists modern methodological views; - scientific and technical development (modern information and communication technologies tools and systems);
- education system in itself surface coming, education quality, modernity and the public to provide directed needs.

Modern information technologies based on education content the following criteria based on is formed:

- education content advances in modern science level suitability;
- study material complexity level knowledge of recipients valid opportunities are being used information technologies with compatibility;
- content of size his appropriation for separated time to the amount compatibility;
- international of experiences in consideration received;
- future professional in action and the technique used software tools, information and telecommunication technologies assimilation _

The teaching process is based on the principles of mutual cooperation of the learner, for the improvement of which it is necessary to master modern pedagogical and information technologies at a perfect level. In addition, modern information technologies require the engineer to perform a number of important tasks - now the engineer should know not only in the field of his specialty, but also the existing teaching concepts, advanced directions in the field of methodology, psychological characteristics of cognition, and the possibilities of modern information technologies in teaching. In order to successfully implement this task, it is necessary to continuously work on the effective functioning of the training system, the implementation of advanced educational methods and forms in the field [46,47,48,49,50,51,52,53,54,55,56,57,58,59].

Improvement of electronic information-educational resources of the educational institution in accordance with the changing requirements of the information society is an objective necessity of today. The improvement of information educational resources requires the following management tasks:

- set received to goals suitable respectively priority directions set get
- selected goal and education in the institution of processes mutually compatibility provide

Management of the implementation of any goal is required to be clarified at the level of development of the action program. On the basis of the developed goals, a program for the development of systems of information and educational resources of the institution is formed and their realization necessary conditions are created for the effective training of specialists based on the requirements of a person-oriented approach [61,62,63,64,65].

The development of new teaching technologies aimed at improving the quality of training of students is also the main direction in the modernization of modern training institutions in the rapidly changing information society.

Not long ago, it was thought that computer technologies could be used mainly in organizations, banks or research institutes. At the same time, there are different views and proposals for the concept of "informational education system". Internet education for him federation to the materials based on the following the definition to give can Education in the institution informed environment - education process efficiency to increase directed information of technologies system integration provider special organize done components is complex.

Electronic educational resources are a systematized educational-methodological complex placed in electronic storage devices that allow the implementation and mastering of educational programs using modern information and communication tools.

The structure and content of electronic educational resources intended for students with disabilities should meet the requirements of the state educational standard, include all types of classroom training

and educational and methodological support for independent education, and should be oriented to the acquisition of knowledge [67,68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,89,90,91,92]. by students

E- learning resources organizational - methodical, informative-educational and control from didactic functional blocks organize finds Pedagogical -psychological resources duties study materials in a hypermedia environment present, students with teachers didactic communication between and education tools through done is increased.

Electronic learning resources include an introduction, study modules, each of which is a complete description of the relevant subject areas (topics), control questions, self-control tests, course control tasks (supervision work, course or project work, independent work or abstract) consists of options, a conclusion, a dictionary and a list of literature on basic concepts.

Electronic educational resources are didactic, software and technical interactive resources of teaching in the environment of modern information technologies, and they are a resource that allows the creation, systematization, storage, processing and use of educational materials based on computer technologies and audio-video tools.

Electronic educational resources enable the individualization and differentiation of the educational process, self-control and proper direction of the educational activities of the learner, saving educational time due to the use of computer computing capabilities, visualization of educational materials, modeling of studied events and processes, their simulation, and the ability to make optimal decisions in various pedagogical situations. provides opportunities such as formation, development of a specific form of thinking (visual-figurative, theoretical), formation of a culture of cognitive activity.

As a result of the study and their analysis, we came to the conclusion that the process of preparing students with disabilities for study, work and profession, as well as the creation of electronic educational resources for them based on modern innovative pedagogical technologies, is a very complex, multifaceted socio-pedagogical problem that requires a systematic approach.

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CREATIVITY IN IMPROVING PROFESSIONAL AND PEDAGOGICAL SKILLS OF PHYSICAL EDUCATION TEACHERS

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***Annotation.** In this article, information on the development of creativity of physical education teachers and the development of willful, intellectual, active, but also personal qualities and physical health, as well as physical health, creativity, initiative, mental potential, is highlighted.*

***Keywords:** worldview, spiritual, communicative, behavioral, intellectual, initiative, mental capacity.*

The knowledge of a physical education teacher is determined by his / her ability to engage in pedagogical activities. The erudition of a physical education teacher consists of general and specialized knowledge. General knowledge expresses the teacher's worldview and general culture.

Special knowledge is necessary for a physical education teacher to carry out his physical education and pedagogical activities. The special knowledge of the teacher is divided into theoretical, practical and methodical knowledge [1,2,3,4,5,6,7,8,9,10,11].

His spiritual position consists of a form of social consciousness, where the student must possess the following complex of spiritual qualities: humanity, politeness, honesty, assertiveness, optimism, and so on. The professional qualities of a student of specialized military lyceum physical education are determined by his ability to pedagogical activity and are divided into the following groups: - didactic skills;

- academic abilities;
- speaking skills;
- authoritarian abilities;
- communication skills;
- pedagogical imagination.

The skills of a physical education teacher are divided into constructive, organizational, communicative, gnostic and motor skills. Constructive skills help the teacher plan their activities [12,13,14,15,16,17,18,19,20,21,22,23].

Organizational skills are associated with good organization of working hours, the ability to choose the right place in the classroom, the skillful use of well-prepared students as assistants, the ability to organize the work of sports sections, sports competitions and celebrations. Important professional qualities of a physical education teacher are divided into the following groups: worldview, spiritual, communicative, volitional, intellectual, motor, but personal qualities are inseparable: physical health, temperance, resourcefulness, initiative, mental capacity and exemplary behavior [24,25,26,27,28,29,30].

The worldview of a physical education teacher determines the motive of his pedagogical activity, which is aimed at serving his people, the state, which creates a solid foundation for cultivating an active life position and patriotism in students.

Communicative activity is manifested in the ability to communicate with students and establish relationships with them.

Didactic skills are related to a teacher's ability to communicate teaching material to students in an understandable way.

Oratory skills provide the speech culture of a physical education teacher.

Gnostic skills are related to the teacher's knowledge of the pedagogical situation as well as the results of their activities.

Motion skills are related to the ability to correctly demonstrate the exercises included in the curriculum and determine the effectiveness of students' activities [31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50].

Theoretical knowledge relates to the history of physical education, the laws of operation of functional systems of the organism, the biomechanical laws of motion, the principles of education and training.

The practical knowledge of a physical education teacher refers to his knowledge of the methodologically correct performance of physical exercises.

Methodological knowledge determines how to teach someone else. The purpose of physical education is to develop the physical and mental qualities of students, to form in them motor skills and abilities. The set goals will be realized in the process of solving the

tasks of education, upbringing and rehabilitation. These tasks define the main responsibilities of a physical education teacher.

Educational tasks are to form the spiritual views of the student's personality.

Educational tasks are to provide special knowledge and skills in the field of physical education [51,52,53,54,55,56,57,58,59,60,61,62,63].

Management and organizational tasks include the organization of basic physical education classes, trainings in sports sections and sports competitions.

The administrative and economic tasks of a physical education teacher are aimed at financial support of the physical education process.

Planning for the year, semester, and course requires: - Selection and distribution of training materials for the year in order to create a plan and schedule;

- Determining the sequence of learning material and defining educational tasks for the semester;

- Defining educational tasks based on the characteristics of the study group and teaching materials; - knowledge of the laws of formation of motor skills and abilities, development, planning and monitoring of physical qualities of students;

- loading planning, taking into account the age characteristics of students and the data of medical examinations;

- Purchase of sports equipment, tools and technical training [64,65,67,68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92].

The organizational activity of a physical education teacher is reflected in the following: - in the teacher's speech culture;

- in the behavior of the teacher;

- in the management of student activities. Communicative activity is manifested in the following:

- in the forms of the teacher's address to students;

- in the tone of the appeal;

- Intensity of communication;

- motivated by communication.

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SOLVING ALGEBRAIC PROBLEMS USING THE VECTOR CONCEPT

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ABSTRACT

This article shows the possibilities of algebraic problems, in particular, proving inequalities, solving algebraic equations and systems of equations, and finding the largest and smallest values of a function using the vector concept.

Key words: vector method, coordinate, equation, inequality, sum, root, system, trigonometry.

Increasing the effectiveness of mathematical education depends in many ways on teaching students non-standard thinking along with scientific and principled thinking, gradually developing their mental perception system. Choosing and implementing non-standard methods and methods in accordance with the content of education is one of the important issues in the process of teaching mathematics. In this regard, the use of the concept of vectors in the teaching of mathematics, especially in solving algebraic problems, is of urgent importance in the wide introduction of acmeological models of sufficient development of students' creative, non-standard thinking skills into the practice of mathematics education. Because the concept of vector is one of the main concepts of mathematics, at the same time, many areas of this science, including linear algebra, analytical and differential geometry, are explained on the basis of vectors. Algebraic problems can be solved together with many problems of planimetry and stereometry with the help of vector theory and vector method. The use of the vector method in solving algebraic problems, on the one hand, repeats the main aspects related to the properties of vectors, as well as ensures the internal integration of the mathematical subject, and on the other hand, eliminates the existing algebraic complexity, and leads to the solution of the problem in a purely analytical form[1,2,3,4,5,6,7,8,9,10,11]. A student each always is also given issue vectors using solve possible understand ca n't In this student _ mainly the text of the issue and algebraic relationships vectors to the language transfer to learn it is necessary Of this for algebraic issues vector method using in the solution first of all students the following concepts to know required :

- characteristics of vectors (vector length, unit and zero vectors, collinear and coplanarity of vectors, etc.);
- scalar multiplication of vectors and its properties;
- vectorial and mixed multiplication and his properties .

Description : a and b the number formed by multiplying the lengths of the vectors and the cosine of the angle between them is called the scalar product of vectors. a and is defined as the b scalar product of ab vectors or (\vec{a}, \vec{b}) .

The following properties of scalar multiplication are mainly used in solving algebraic problems using the vector concept:

1. The scalar product of any vector by itself is equal to the square of the length of this vector:

$$\vec{a} = (x, y, z) \text{ for vector } \vec{a} \cdot \vec{a} = |\vec{a}|^2 = x^2 + y^2 + z^2$$

2. If the vectors are perpendicular ($\vec{a} \perp \vec{b}$), $\vec{a} \cdot \vec{b} = 0$.

3. $y = \cos x$ since the function is a domain of values, it is derived from $|\cos \varphi| \leq 1$ the scalar

multiplication formula $\left| \frac{\vec{a} \cdot \vec{b}}{|\vec{a}| \cdot |\vec{b}|} \right| \leq 1$ or $-\left| \vec{a} \right| \cdot \left| \vec{b} \right| \leq \vec{a} \cdot \vec{b} \leq \left| \vec{a} \right| \cdot \left| \vec{b} \right|$.

In particular, the equality sign holds only when the vectors are collinear.

Using the collinearity of vectors, scalar multiplication and its properties, you can prove inequalities, solve algebraic equations and systems of equations, find the largest and smallest values of a function. Below we give examples of problems for solving algebraic problems using the vector method [12,13,14,15,16,17,18,19,20,21].

1. Inequalities to prove circle issues.

Issue 1 . Prove that the inequality holds for all $a \in \left[\frac{3}{2}; \frac{50}{3} \right]$ real numbers .

$$\sqrt{a+1} + \sqrt{2a-3} + \sqrt{50-3a} \leq 12$$

(Ukraine. Republican Mathematics Olympiad-1984)[2; page 165.]

Solving. $\vec{a}(\sqrt{a+1}; \sqrt{2a-3}; \sqrt{50-3a})$ and $\vec{b}(1;1;1)$ consider vectors.

and for \vec{b} the \vec{a} vectors $\vec{a} \cdot \vec{b} = \sqrt{a+1} + \sqrt{2a-3} + \sqrt{50-3a} \geq 0$,
 $|\vec{a}| = \sqrt{(\sqrt{a+1})^2 + (\sqrt{2a-3})^2 + (\sqrt{50-3a})^2} = \sqrt{48}$ and $|\vec{b}| = \sqrt{3}$ the relationship is appropriate. For arbitrary \vec{a} and \vec{b} vectors follows from the $|\vec{a} \cdot \vec{b}| \leq |\vec{a}| \cdot |\vec{b}|$ fact that the inequality is reasonable $\sqrt{a+1} + \sqrt{2a-3} + \sqrt{50-3a} \leq \sqrt{48} \cdot \sqrt{3} = 12$.

Issue 2. $\sin x \cdot \sin y \cdot \sin z + \cos x \cdot \cos y \cdot \cos z \leq 1$ prove the inequality.

Proof. $\vec{a}(\sin x \cdot \sin y, \cos x \cdot \cos y)$ and $\vec{b}(\sin z, \cos z)$ consider vectors. Their scalar product $\vec{a} \cdot \vec{b} = \sin x \cdot \sin y \cdot \sin z + \cos x \cdot \cos y \cdot \cos z$ Modules $|\vec{b}| = 1$,
 $|\vec{a}| = \sqrt{\sin^2 x \cdot \sin^2 y + \cos^2 x \cdot \cos^2 y} \leq \sqrt{\sin^2 x + \cos^2 x} = 1$. $|\vec{a} \cdot \vec{b}| \leq |\vec{a}| \cdot |\vec{b}|$ is formed by inequality $\sin x \cdot \sin y \cdot \sin z + \cos x \cdot \cos y \cdot \cos z \leq 1$ [22,23,24,25,26,27,28,29,30,31,32,33,34].

Issue 1 . Eq untie $\sqrt{4 \cos^2 x + 1} + \sqrt{4 \sin^2 x + 3} = 4$. (*Mathematical Olympiad Treasures* , Boston-2006) [1 ; 204 - p.]

Solving . $\vec{a}(\sqrt{4 \cos^2 x + 1}, \sqrt{4 \sin^2 x + 3})$ and $\vec{b}(1,1)$ of vectors modules

2. Problems related to trigonometric equations.

Issue 1 . Eq untie $\sqrt{4\cos^2 x + 1} + \sqrt{4\sin^2 x + 3} = 4$. (*Mathematical Olympiad Treasures* , Boston-2006) [1 ; 204 - p.]

Solving . $\vec{a}(\sqrt{4\cos^2 x + 1}, \sqrt{4\sin^2 x + 3})$ and $\vec{b}(1, 1)$ of vectors modules $|\vec{a}| = \sqrt{(\sqrt{4\cos^2 x + 1})^2 + (\sqrt{4\sin^2 x + 3})^2} = \sqrt{8}$, $|\vec{b}| = \sqrt{2}$ to equal to Their scalar product is $\vec{a} \cdot \vec{b} = \sqrt{4\cos^2 x + 1} + \sqrt{4\sin^2 x + 3} > 0$. $|\vec{a} \cdot \vec{b}| \leq |\vec{a}| \cdot |\vec{b}|$ according to inequality, $\sqrt{4\cos^2 x + 1} + \sqrt{4\sin^2 x + 3} \leq 4$ relation appropriate . Only if the equals sign \vec{a} and the \vec{b} vectors are collinear satisfies . So , of vectors coordinates proportional : $\sqrt{4\cos^2 x + 1} = \sqrt{4\sin^2 x + 3} \Rightarrow \cos 2x = \frac{1}{2} \Rightarrow x = \pm \frac{\pi}{6} + \pi n, n \in \mathbb{Z}$.

Issue 2 . Eq untie $\sqrt{2 + \cos^2 2x} = \sin 3x - \cos 3x$.

Solving. $\vec{a}(\sin 3x, \cos 3x)$ and $\vec{b}(1, -1)$ consider vectors. Let's find the scalar product of vectors in the defined domain of the equation: $\vec{a} \cdot \vec{b} = \sin 3x - \cos 3x \geq 0$. \vec{a} and \vec{b} we calculate the modules of the vectors: $|\vec{a}| = 1$; $|\vec{b}| = \sqrt{2}$ and the product of their lengths $|\vec{a}| \cdot |\vec{b}| = \sqrt{2}$. Thus, a solution $\cos^2 2x = 0$ a must execution necessary _ From this yeah of Eq the solution $x = \frac{\pi}{4} + \pi n, n \in \mathbb{Z}$ to equal to [35,36,37,38,39,40,41,42,43,45,46,47,48,].

3. Equations to the system circle issues .

Issue 1 . Equations system solve :

$$\begin{cases} \sqrt{(x-1)^2 + y^2} + \sqrt{(x+1)^2 + y^2} = 2 \\ x^2 + y^2 = \sin^2 x. \end{cases}$$

Solving. $\vec{a}(\sqrt{(x-1)^2 + y^2}, \sqrt{(x+1)^2 + y^2})$ and $\vec{b}(1, 1)$ vectors given let it be Then $|\vec{b}| = \sqrt{2}$, $\vec{a} \cdot \vec{b} = \sqrt{(x-1)^2 + y^2} + \sqrt{(x+1)^2 + y^2} > 0$ and $|\vec{a}| = \sqrt{2(1 + x^2 + y^2)}$. For arbitrary \vec{a} and \vec{b} vectors $|\vec{a} \cdot \vec{b}| \leq |\vec{a}| \cdot |\vec{b}|$ by condition $\sqrt{(x-1)^2 + y^2} + \sqrt{(x+1)^2 + y^2} \leq 2\sqrt{1 + x^2 + y^2}$ we have an inequality. The equals sign is satisfied only if \vec{a} the \vec{b} vectors are collinear. So, $\sqrt{(x-1)^2 + y^2} = \sqrt{(x+1)^2 + y^2} \Rightarrow x = 0$. According to the second $x^2 + y^2 = \sin^2 x$ condition $y = 0$. Hence, Eqs system the only one to the solution has : $x = 0$ and $y = 0$.

$$\text{Issue } \begin{cases} x^2 + y^2 = 3, \\ z^2 + v^2 = 25, \\ xv + yz = 5\sqrt{3} \end{cases} \text{ 2. find the expression that takes the largest value among all the}$$

solutions that satisfy the system of equations . $x + z$

[3; page 307.]

Solving. $\vec{a}(x; y)$ and $\vec{b}(v; z)$ consider vectors. According to the condition $|\vec{a}| = \sqrt{x^2 + y^2} = \sqrt{3}$, $|\vec{b}| = \sqrt{v^2 + z^2} = \sqrt{25} = 5$ and $\vec{a} \cdot \vec{b} = xv + yz = 5\sqrt{3}$. It $\vec{a} \cdot \vec{b} = |\vec{a}| \cdot |\vec{b}| = 5\sqrt{3}$ turns out that it is. It follows that \vec{a} the vectors and \vec{b} are collinear and have the same direction. $\vec{e} = (u; w)$ be a unit vector . In that case $\vec{a} = \sqrt{3} \cdot \vec{e} = (\sqrt{3}u; \sqrt{3}w)$ and $\vec{b} = 5 \cdot \vec{e} = (5u; 5w)$. If $u = \cos \varphi$ and $w = \sin \varphi$ if we specify that , $x = \sqrt{3} \cos \varphi$ and $z = 5 \sin \varphi$. In that case $x + z = \sqrt{3} \cos \varphi + 5 \sin \varphi = \sqrt{28} \sin(\varphi + \alpha) \leq \sqrt{28}$. Hence, $x + z$ the largest value of the expression $\sqrt{28}$ is equal to [48,49,50,51,52,53,54,55,56,57,58,59,60].

4. The largest and smallest of the function find the values .

$$\text{Issue } y = \sqrt{x} + 4\sqrt{1 - \frac{x}{2}} \text{ 1. find the maximum and minimum value of the function.}$$

Solving. $y = \sqrt{x} + 4\sqrt{1 - \frac{x}{2}}$ the function $[0; 2]$ is defined in the interval . We change the function form: $y = \sqrt{x} + 4\sqrt{1 - \frac{x}{2}} = \sqrt{x} + 2\sqrt{2} \cdot \sqrt{2 - x}$. Consider the following vectors: $\vec{a}(1; 2\sqrt{2})$ and $\vec{b}(\sqrt{x}; \sqrt{2 - x})$. The coordinates of these vectors are defined in the positive interval. So, $\vec{a} \cdot \vec{b} = \sqrt{x} + 2\sqrt{2} \cdot \sqrt{2 - x}$, $|\vec{a}| = \sqrt{(1)^2 + (2\sqrt{2})^2} = 3$, $|\vec{b}| = \sqrt{(\sqrt{x})^2 + (\sqrt{2 - x})^2} = \sqrt{2}$. Note that the inequality holds $\vec{a} \cdot \vec{b} = \sqrt{x} + 2\sqrt{2} \cdot \sqrt{2 - x} \leq 3\sqrt{2}$ for these vectors $0 < |\vec{a} \cdot \vec{b}| \leq |\vec{a}| \cdot |\vec{b}|$. Specifically, the equal sign \vec{a} and when the \vec{b} vectors are parallel achieves , that is their coordinates proportionally : $\frac{1}{2\sqrt{2}} = \frac{\sqrt{x}}{\sqrt{2 - x}} \Rightarrow x = \frac{9}{2}$. So, the largest value of the function is $y_{\max} = y\left(\frac{9}{2}\right) = 3\sqrt{2}$ equal to . If $\vec{b}(2; 0)$, that is, the $x = 2$ function is smallest $y_{\min} = y(2) = \sqrt{2}$ achieves a value [61.62.63.64.65.66.67.68.69.70.71.72.73.74.75.76.77.78.79.80.81.82.83.84.85.86.87.88.89.90.91.92] .

Issues for independent work

1. $A, B, C > 0$, $A + B + C = \pi$ If so, prove the following inequality. $\cos A + \cos B + \cos C \leq \frac{3}{2}$
2. Prove the inequality. $\left| \frac{(x+y)(1-xy)}{(1+x^2)(1+y^2)} \right| \leq \frac{1}{2}$
3. Find the maximum and minimum value of the function. $y = 3\cos x + 4\sin x$
4. The inequality holds for all $a \in [0; 16]$ real numbers $4\sqrt{a} + 3\sqrt{16-a} \leq 20$ that prove it
5. Of the function the most big find $y(x) = \sqrt{x-8} + \sqrt{16-x}$ the value of .

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METHODOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF PHYSICAL ABILITIES OF STUDENTS

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ABSTRACT

Annotation. *This article provides information on the results of the development of students' physical abilities and their manifestation, the types of activities that require a specific regime for the proper organization and conduct of training.*

Keywords: *endurance, speed, flexibility, strength, coordination skills.*

The basic laws of the development of physical abilities and their characteristics are as follows. Movement is a leading factor in the development of physical abilities - movement is a characteristic feature of the structure of living objects at different levels. Movement activity is aimed at improving the psychophysiological nature of man.

Dependence of the development of abilities on the mode of movement activity - physical abilities develop not only in the process of activity, which requires their manifestation, but also a specific mode of their performance. The mode of movement activity is a clearly defined set of work shifts within the framework of a workout or training system, associated with the performance of any exercise and rest intervals between them [1,2,3,4,5,6,7,8,9,10,11].

Stage of development of physical abilities - this law determines that the efficiency of development of abilities decreases during the performance of the same loads. In order to achieve a consistently high level of development of physical abilities, it is necessary to change the content of the load, the conditions of its performance [29,30,31]. Physical qualities (abilities) are a set of morphological and psychophysiological characteristics of a person that meet the requirements of any type of muscle activity and ensure the effectiveness of its performance.

Everyone has different physical abilities. The following innate (hereditary) abilities underlie the different development of physical abilities [12,13,14,15,16,17,18,19,20]:

1. Anatomical and morphological features of the brain and nervous system (characteristics of nervous processes - strength, mobility, weight, specific variants of the structure of the cerebral cortex, etc.);
2. Physiological characteristics (characteristics of the cardiovascular and respiratory systems - maximum oxygen consumption, peripheral circulatory parameters, etc.);
3. Biological properties (properties of biological oxidation, metabolism, muscle contraction energy, etc.);
4. Physical characteristics (length of body and limbs, body weight, weight of muscle and fat tissue, etc.);
5. Chromosome properties (genes);
6. Psychodynamic characteristics (temperament, character, control of mental processes and features of self-regulation).

Irregular and heterochronous (simultaneous) development of physical abilities - this law recognizes that in the process of biological maturation of the organism, in certain organs and structures, quantitative and qualitative, severe periodic changes are observed. If pedagogical influence is exerted during this period, the effect of the development of appropriate motor skills will be significantly higher than the results achieved in a relatively stable period. In the theory of physical culture, such periods are called sensory (affective) periods [29,30,31,32,33,34,35,36,37,38,39,40].

Conditional physical abilities are the following qualities:

1. Power ability;
2. Endurance ability;
3. Ability to speed;
4. Flexibility.

The main specific coordination skills are:

1. Ability to maintain balance;
2. Ability to orient;
3. Ability to influence;
4. Ability to differentiate movement indicators;
5. Ability to rhythm;
6. Ability to readjust;
7. Ability to vestibular stability;
8. Ability to voluntarily relax muscles;
9. Ability to coordinate (communicate).

Reversibility of an indicator of the development of physical abilities - the functional and structural changes that are achieved as a result of systematic physical activity are reversible, they can be reversed, re-developed. If there is a relatively small break between sessions, then there is a decrease in the level of functional capacity, regression of structural symptoms and, consequently, a decline in the indicators of physical capacity development.

The principle of transcendental influence on the development of physical abilities - the essence of this principle is that for the continuous development of physical abilities, external influences (tools, methods and forms) must go beyond the internal development of a particular ability. If there is no such correspondence, there will be a stagnation ("plateau") in the development of abilities. In the development of physical abilities, the "plateau" template methodology arises as a result of the violation of the principle of transient conformity and the development of abilities, the application of methodological methods lags behind [41,42,43,44,45,46,47,48,49,50,51,52]. The principle of connected influence is a principle based on the process of development of physical abilities and the interaction of movement skills and the ability to manage them. According to this principle, the effect of training should be consistent not only with the development of the necessary skills, but also with the ability to apply a specific exercise in the movement structure.

Migration of physical abilities - This law emphasizes the existing connections between several levels of development of physical abilities. The transfer of physical abilities is a process in which a change in the level of development of one ability leads to a change in the level of development of another ability [21,22,23,24,25,26,27,28].

Integrity and interdependence of motor skills and physical abilities - Physical abilities are manifested in the process of activity, motor skills and abilities are inseparable from physical abilities, and they are integral. The fact that a person has mastered this or that action and the successful realization of the corresponding physical abilities is an interdependent process.

The main principles of the development of physical abilities and their characteristics are:

The principle of continuity of pedagogical influence - this principle implies the need for regular physical activity for the development of physical abilities. As a result of repeated actions performed during a single exercise and in repeated exercises, functional changes occur in the human body that characterize the corresponding effect.

The principle of development and adaptive extinction of the effect of pedagogical influence is based on the laws of hierarchy and inconsistency of physical abilities (in other words, slowness and extremeness). Gradually, the loads increase smoothly during one or more workouts, facilitating the body's adaptation to the workouts, deepening and strengthening the adaptive changes caused by the workouts, thereby creating the initial conditions for transitioning to new and higher levels of workouts [53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,].

The principle of rational attachment and time distribution of pedagogical effects of different nature - this principle is reasonably based within a single session or in a series of several sessions, the interaction and implementation order is appropriate, the indicator requires different loads.

In implementing this principle, it is important to take into account the laws underlying the "transfer" of physical abilities, the sequence of loading and rest. The principle of goal-oriented and adaptive adaptation of action - the mechanism of long-term adaptation to the conditions of human motor activity underlies the formation and improvement of physical abilities. Under the influence of the load, biochemical, morphological, physiological mental changes resulting in a clear developmental [70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92]. effect

The principle of age-appropriateness of pedagogical influence is a principle that requires the educator to implement them in accordance with the naturally changing periods of ontogeny in order to form the abilities of the practitioner. Knowing the sharply changing (sensitive) periods for the formation of this or that physical ability allows you to influence their level of development in a focused and effective way.

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