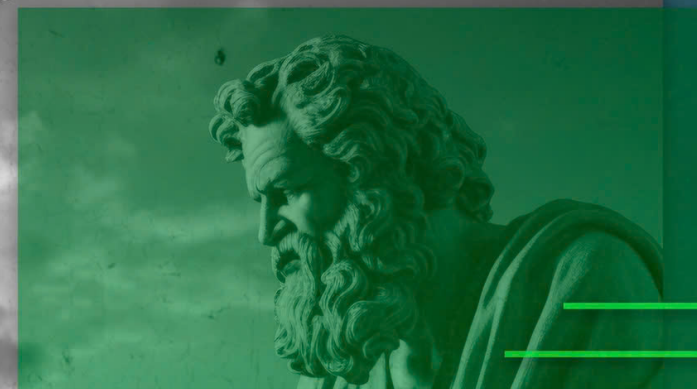




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listening comprehension, writing fluency, or vocabulary retention. Timely interventions based on such insights can drastically improve learning outcomes and prevent learners from falling behind.

Research and pedagogical experimentation are key to optimizing the integration of AI in the language learning process. Educators and developers must collaborate closely to ensure that AI tools are aligned with instructional goals, ethical standards, and the cognitive and emotional needs of learners. It is equally important to train educators to use these tools effectively, not just as add-ons to their teaching, but as integral components of a tech-enhanced curriculum. Professional development programs should equip teachers with the digital literacy and critical awareness needed to evaluate and implement AI in pedagogically meaningful ways.

Ethical considerations remain a central issue in the discussion on AI in education. The collection and processing of student data by AI systems must be transparent, secure, and used solely for educational enhancement. Ensuring data privacy, informed consent, and algorithmic fairness is essential for maintaining trust and accountability. The human values of empathy, fairness, and respect must guide the design and implementation of AI systems, so that technology remains a servant to pedagogy, not its master.

In summation, the advantages of AI in English language teaching extend well beyond mere automation. They encompass a transformation of the educational process into one that is more adaptive, inclusive, efficient, and responsive to the needs of both learners and educators. While challenges remain in terms of implementation, equity, and ethics, the potential benefits are substantial. As the field continues to evolve, AI has the capacity to become a cornerstone of modern language education, enriching human interaction rather than replacing it, and paving the way for a more personalized and effective learning journey for students around the world.

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SELECTING SOME GENERAL FITNESS DEVELOPMENT EXERCISES FOR FIRST-YEAR MALE STUDENTS OF UNIVERSITY OF MINING AND GEOLOGY

Summary

Through research methods, the topic has selected 24 exercises to develop general physical strength

for first-year male students at the University of Mining and Geology.

Keywords:

exercise, development, general fitness, male freshman, university.

I. Problem statement

Through the current situation of physical education work in recent years of the University of Mining and Geology, it is reflected that the general physical strength of students is still limited, the percentage of students who have not met the physical fitness standards of the Ministry of Education and Training is relatively high. This reality requires the School to find effective measures and exercises to ensure the improvement of physical strength for students, helping students have good health to study well and equip them with necessary skills and techniques in life, thereby effectively implementing the subject of physical education.

Currently, there have been a number of scientific research projects on the field of improving the effectiveness of physical education in general and physical fitness of students, students in particular at Universities. It can be affirmed that the above research projects have contributed research results to improving the effectiveness of physical education in schools. However, due to the characteristics of students, the conditions for organizing and implementing physical education work of each school are different, so the results of the above research cannot be applied to the University of Mining and Geology.

Based on the above reasons, with the desire to contribute to improving the quality of physical education and general physical fitness for first-year male students at the University of Mining and Geology, we conducted the following research: ***“Choosing some general physical development exercises for first-year male students at the University of Mining and Geology”***.

Research methods: The research process uses the following research methods: Document analysis and synthesis method; Interview and discussion method; Pedagogical observation method; Pedagogical testing method; Pedagogical experimental method; Mathematical statistics method.

II. Content

2.1. Selecting general physical development exercises for first-year male students at the University of Mining and Geology.

Through evaluating the current status of general physical development exercises for first-year male students at the University of Mining and Geology, it shows that:

- The exercises used are still limited in quantity and not diverse in type (mostly running exercises and exercises without equipment), leading to boredom during the training process. It is necessary to use more exercises with equipment as well as games and competitions to create excitement for students during the training process.
- The exercises used are not strictly regulated in terms of the amount of movement, but each teacher uses a different amount of movement depending on the time of the practice session.
- The exercises have not been specifically grouped (group of exercises to develop speed, strength, endurance, motor coordination and flexibility), and have not been studied to determine the effectiveness of the exercises on the research subjects, but have only been used based on the personal experience of the teachers.

Based on the identified bases and principles and the existing problems of general physical development exercises for the research subjects; through document research, referring to research works of domestic and foreign authors, and conducting interviews with 30 experts, teachers and lecturers with experience in the field of physical education, the topic has selected 24 exercises with a total approval score

of 87 points or more to develop physical strength for first-year male students of the University of Mining and Geology and divided into 5 groups. These are the groups of exercises:

I Group of exercises to develop quick strength

- Jump rope at 10s x 3 sets
- Adam Jump 10s x 3 sets
- 30m high start run x 3 teams
- Turn on the foot change platform 10s x 3 sets
- Run and change direction according to signal 10s x 3 groups

II Strength training exercises

- Lie on your back and do 30 sit-ups x 2 sets
- Lie on your stomach and stretch your body 30 times x 2 sets
- Jumping with high knees continuously for 15 seconds x 3 sets
- 1-legged hopscotch 20m x 3 teams
- Jump rope 20m x 2 teams

III Endurance development exercises

- Run 400m x 2 groups
- Run 800m x 1 team
- Jump rope 1 minute x 3 sets
- 100m x 3 laps speed run
- Maximum back strength x 1 set
- Maximum Abdominal Strength

IV Group of exercises to develop motor coordination

- Double jump rope 15 times x 2 sets
- Zigzag run 30m x 3 teams
- Combine jumping jacks 5 times, push-ups 3 times and sprinting 10m x 3 times
- Move forward 2m, back 1m, forward 2m again, back 1m and run at 10m speed x 3 sets
- Jump and stretch on the spot 3 times, bend on the spot 3 times and run at 10m speed x 3 sets

V Flexibility development exercises

- Vertical press – vertical split 2 minutes
- Side press – side split 2 minutes
- Flexibility bend body 2 minutes

2.2. Applying selected exercises to develop general physical strength for male students of the Taekwon team of the University of Mining and Geology

2.2.1. Experimental organization.

- Experimental method: parallel comparison and self-comparison
- Experimental time: 6 weeks. Study time is 2 periods/week according to the school's schedule.
- The experimental subjects of the topic include 60 male first-year students at the University of Mining and Geology.

- Testing and evaluation: During the experiment, we conducted a physical fitness test for first-year male students of the University of Mining and Geology at two points in time: Before the experiment and after 6 weeks of the experiment; Using 04 tests to assess the physical fitness level of students according to the standards of the Ministry of Education and Training issued under Decision No. 53/2008/BGDDT.

The experimental procedure is constructed as shown in Table 1.

Table 1

Experimental progress of general physical development exercises

TT	Exercise content	Month Session	11/2024				12/2024				2/2025				3/2025			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Jump rope at 10s x 3 sets		x					x				x				x		
2	Adam Jump 10s x 3 sets			x										x			x	x
3	30m high start run x 3 teams				x				x				x					
4	Turn on the foot change platform 10s x 3 sets					x					x				x			
5	Run and change direction according to signal 10s x 3 groups		x				x				x			x				
6	Lie on your back and do 30 sit-ups x 2 sets			x						x						x		
7	Lie on your stomach and stretch your body 30 times x 2 sets				x				x				x					
8	Jumping with high knees continuously for 15 seconds x 3 sets					x		x				x				x		
9	1-legged hopscotch 20m x 3 teams		x				x				x				x			x
10	Jump rope 20m x 2 teams				x				x				x					x
11	Run 400m x 2 groups			x				x				x				x		
12	Run 800m x 1 team					x				x				x				x
13	Jump rope 1 minute x 3 sets		x					x				x				x		
14	100m x 3 laps speed run			x										x			x	x
15	Maximum back strength x 1 set				x				x				x					
16	Maximum Abdominal Strength					x					x				x			
17	Double jump rope 15 times x 2 sets		x				x				x			x				
18	Zigzag run 30m x 3 teams					x				x				x				x
19	Combine jumping jacks 5 times, push-ups 3 times and sprinting 10m x 3 times			x						x						x		
20	Move forward 2m, back 1m, forward 2m again, back 1m and run at 10m speed x 3 sets				x				x				x					
21	Jump and stretch on the spot 3 times, bend on the spot 3 times and run at 10m speed x 3 sets		x					x				x				x		
22	Vertical press – vertical split 2 minutes			x										x			x	x
23	Side press – side split 2 minutes				x				x				x					
24	Flexibility bend body 2 minutes		x						x						x	x		

2.2.2 Experimental results.

Before conducting the experiment, we conducted a test of the selected tests to evaluate the level of uniformity between the experimental group and the control group. The results are presented in Table 2.

Table 2

General physical fitness test results before the experiment

TT	Test	RLTT standard level achieved	Test results ($\bar{x} \pm \delta$)		t	P
			DC Group (n = 30)	TN Group (n = 30)		
1	Supine sit-ups (times/30 seconds)	≥ 16	15.86 ± 1.85	15.82 ± 1.24	1,265	>0.05
2	Jumping on the spot (cm)	≥ 205	197.65 ± 5.24	196.57 ± 5.68	1,352	>0.05
3	Run 30m XPC (s)	≤ 5.80	6.25 ± 0.48	6.25 ± 0.66	1.575	>0.05
4	Run at your own pace for 5 minutes (m)	≥ 940	927.66 ± 11.27	925.88 ± 12.52	1,856	>0.05

The results in Table 2 show that the test results in most of the choice tests between the experimental and control groups were not different, with t calculated. $t < t_{table}$ at probability threshold $P > 0.05$. This shows that before the experiment, the general physical fitness level of the two groups was relatively equal.

After a 6-week experimental period, we conducted a test to evaluate the general physical fitness level of the research subjects. The results are presented in Table 3, Table 4 and Chart 1.

Table 3

Growth rate of experimental and control groups after experiment

TT	Test	Test results ($\bar{x} \pm \delta$)		W (%)
		Before TN	After TN	
Experimental group				
1	Supine sit-ups (times/30 seconds)	15.82 ±1.24	17.68 ±1.25	17.6
2	Jumping on the spot (cm)	196.57 ±5.68	211.68 ±2.87	8,342
3	Run 30m XPC (s)	6.25 ±0.66	5.68 ±0.15	9,556
4	Run at your own pace for 5 minutes (m)	925.88 ±12.52	952.54 ±4.68	2,839
Control group				
1	Supine sit-ups (times/30 seconds)	15.86 ±1.85	15.82 ±1.24	1,469
2	Jumping on the spot (cm)	197.65 ±5.24	196.57 ±5.68	2,038
3	Run 30m XPC (s)	6.25 ±0.48	6.25 ±0.66	2,922
4	Run at your own pace for 5 minutes (m)	927.66 ±11.27	925.88 ±12.52	0.854

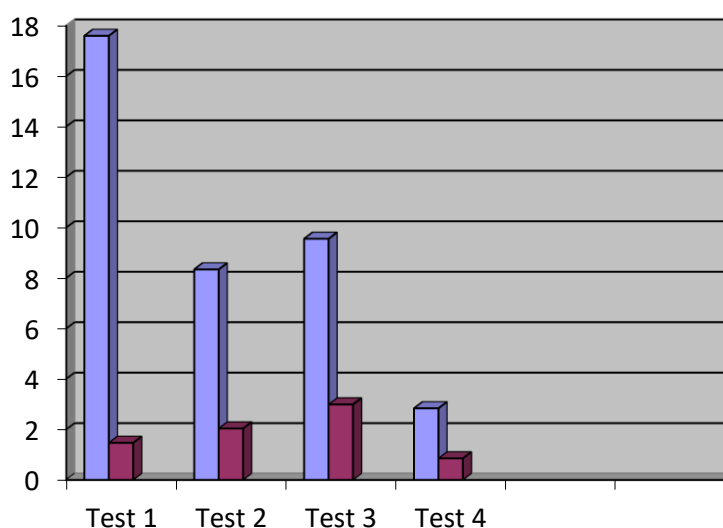


Figure 1 – General physical growth rate of the research subjects after the experiment

From table 3, and chart 1, it shows that:

- In all the physical fitness assessment tests of the experimental and control groups, there were clear differences, the calculated t was $>$ the table t at the probability threshold $p < 0.05$.
- The performance of all 4 tests and the growth rate of the experimental group were greater than those of the control group.

This confirms the effectiveness of the exercises that the topic has chosen to develop general physical strength for male students of the Taekwon team of the University of Mining and Geology.

Conclusion:

- The topic has selected 24 general physical development exercises for first-year male students at the University of Mining and Geology.
- After the experimental process, the selected and applied exercises in practice have brought high

efficiency in developing general physical strength for first-year male students of the University of Mining and Geology, shown through the physical strength level of the research subjects with a clear development with $t > t_{table}$ at the probability threshold $p < 0.05$.

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SEI "KhSU named after acad. B. Gafurov"

MODERNIZING PATRIOTISM: AN ANALYSIS OF CONTEMPORARY APPROACHES TO PATRIOTIC EDUCATION IN SECONDARY SCHOOLS OF THE REPUBLIC OF TAJIKISTAN

The study concludes that while Tajikistan's educational system shows nascent signs of adopting modern approaches to patriotic education, a more concerted effort involving curriculum reform, sustained teacher professional development, and resource allocation is necessary to cultivate a form of patriotism that is both deeply felt and critically conscious, preparing students for active and responsible citizenship in a complex world.

Keywords:

patriotic education, civic education, modern pedagogy, secondary schools, Tajikistan, national identity.

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МОДЕРНИЗАЦИЯ ПАТРИОТИЗМА: АНАЛИЗ СОВРЕМЕННЫХ ПОДХОДОВ К ПАТРИОТИЧЕСКОМУ ОБРАЗОВАНИЮ В СРЕДНИХ ШКОЛАХ РЕСПУБЛИКИ ТАДЖИКИСТАН

Исследование приходит к выводу, что, хотя система образования Таджикистана демонстрирует зарождающиеся признаки принятия современных подходов к патриотическому образованию, необходимы более согласованные усилия, включающие реформу учебной программы, устойчивое профессиональное развитие учителей и распределение ресурсов, чтобы развивать форму патриотизма, которая является как глубоко прочувствованной, так и критически сознательной, готовя учащихся к активному и ответственному гражданству в сложном мире.