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MODERN FEATURES OF ORGANIZING MILITARY-APPLIED PHYSICAL TRAINING IN THE ARMED FORCES SYSTEM

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Abstract

This article analyzes modern approaches to organizing military-applied physical training in the Armed Forces of the Republic of Uzbekistan. The study identifies the integration of physical training with combat training, the formation of adaptability to extreme situations, and the principles of professional-applied orientation as key factors.

Keywords: Military-applied physical training, combat training, extreme conditions, adaptive behavior, professional-applied training, stress resistance.

Introduction

In the Armed Forces system of the Republic of Uzbekistan, military-applied physical training is no longer regarded as a "pure set of physical exercises" in the traditional sense, but as a systematic activity embedded in the full process of combat training. The deep reasons for this change stem from two aspects: first, changes in the global and regional military-political situation are imposing high demands on the combat readiness of military personnel, and volitional qualities and physical development are becoming a direct pillar for ensuring national security; second, the nature of modern combat operations requires military personnel to have the ability to act comprehensively in extreme conditions, not merely to reach the norm of certain physical indicators. The Decree of the

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President of the Republic of Uzbekistan No. PQ-40 of December 10, 2021 clearly emphasizes that the level of physical training of military personnel of the Armed Forces is directly related to how state sovereignty, territorial integrity, and the peaceful life of the population are ensured. This statement elevates physical training from the level of "one of the academic subjects" to the level of "a constituent element of national security capability" [1].

At the same time, a multi-stage system of physical training and testing—from pre-conscription training to the assessment of military personnel—has been institutionally formed in Uzbekistan. In the regulation on pre-conscription initial training approved by Resolution of the Cabinet of Ministers No. 591 of November 8, 2023, "physical and psychological training" is included among the goals of educating youth of conscription age. The new procedure for conscription selection that entered into force in July 2025 included pull-ups, the 100-meter sprint, and the 3000-meter run in the list of mandatory physical tests. At the level of military personnel, the "Dovyurak jangchi" badge system established by the 2021 PQ-40 decree set a 30-kilometer armed march, a complex combination of strength exercises, and simulation of resistance to psychological pressure as the main test content. This indicates a transition in the assessment of physical training from the "reaching the norm" model to the "functional verification under extreme conditions" model. These institutional arrangements constitute the general policy basis for understanding the modern features of military physical training in Uzbekistan [2].

However, the dense introduction of institutional documents does not automatically guarantee that training effects will translate into practical results. Both scholarly research and practical observation point to the main problem facing military physical training: how to establish a genuine correspondence between training content and combat tasks, rather than merely preserving the formal logic of "physical norms." Research emphasizes that military physical training should be closely linked with the modeling of combat operation

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conditions, so that military personnel develop the ability to act stably in a pressure environment close to combat operations. Other studies emphasize that the effect of physical training ultimately manifests as the activity of military personnel under conditions of complex load (when physical load, time pressure, and psychological load act simultaneously), not as superiority in results on individual exercises. It is precisely this contradiction between "institutional provision is sufficient" and "training effects must be verified" that necessitates a systematic review of the current features of organizing military-applied physical training.

The approach of this article is as follows: to examine the method of organizing physical training by placing it within the functional framework of "forming combat readiness," with special attention to three interrelated aspects—the mechanism linking training content with combat tasks, the method of integrating physical and psychological loads, and the practice of transitioning assessment criteria from "volume completed" to "functional indicator." This approach is based on the following proposition: the main contradiction of modern military physical training lies not in whether the training volume is sufficient or insufficient, but in whether the training is aimed at providing military personnel with precisely those capabilities needed in combat conditions. The following sections analyze on the basis of this proposition.

The mechanism linking training content with combat tasks: from "physical norm" to "condition simulation." The main change in designing the content of military physical training in Uzbekistan manifests in the structural restructuring of test exercises. The test content of the "Dovyurak jangchi" badge system established by the 2021 PQ-40 decree is not the verification of individual physical indicators, but a three-stage sequential selection system. The first stage is a 30-kilometer armed march (march-run), in which participants must perform tactical tasks under conditions of sudden enemy attack, explosion sounds, and smoke effects: crossing a conditional bridge, fording a water obstacle, passing through a "contaminated" area, and overcoming artificial and natural obstacles. The total

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time limit for the march is set at 1 hour 30 minutes, and psychological stability is simultaneously monitored through simulation of stress factors such as gunfire, explosions, and smoke. A person who does not complete the march within the set time or does not cover the full distance is deprived of the right to proceed to the next stage [3].

The tests of the second and third stages also continue the logic of "embeddedness in conditions." The third stage includes a 400-meter obstacle course (to be completed within 3 minutes, in No. 4 military uniform, without weapons), firing from an assault rifle or pistol (at least 80 points, otherwise the throwing exercise is not proceeded to), and combat knife throwing (10 throws within 2 minutes, with at least 6 hits on a wooden target at a distance of 5–7 meters). The design purpose of this sequence is clear: physical indicators are verified not in a quiet, controlled gym environment, but in connection with combat operations. The ability to overcome obstacles during the march, the accuracy of firing under fatigue, and the preservation of fine motor control of the hand (throwing) after physical exertion constitute a continuous "functional selection chain" [4].

By comparison, physical tests at the conscription selection level have a different character. The new procedure for conscription selection approved by Government Resolution No. 413 of July 2025 designates pull-ups, the 100-meter sprint, and the 3000-meter run as mandatory physical assessment exercises. Although these exercises have a high degree of standardization and are convenient for large-scale application, their test conditions are significantly lower in relevance to combat operations compared with the "Dovyurak jangchi" badge tests. A noteworthy contradiction forms between the two: at the conscription entry point, simplified, decontextualized physical selection is applied, while at the high-level assessment of military personnel, a transition is made to condition simulation. This difference itself is not a defect—the functions of large-scale selection and elite certification are different—but it poses a question: in the period from the conscription test to the high-intensity assessment in military service, has the content of daily physical

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training made the transition from "maintaining the norm" to "preparing for conditions"? Analysis of existing institutional documents shows that this transition mechanism is not clearly normatively regulated [5].

Furthermore, the 2023 Resolution of the Cabinet of Ministers No. 591 regulates pre-conscription initial training, includes "physical and psychological training" among the goals of educating youth of conscription age, and provides for strengthening training content through military-sports competitions and military-applied sports. However, this resolution also leaves the specific content criteria and assessment methods of "physical and psychological training" without practical operationalization. In other words, at the institutional level, a principled consensus has formed that "physical training should be oriented toward combat conditions," but at the level of daily organization of training content, the question of how this principle is translated into an implementable curriculum still lacks a systematic normative foundation. This gap is especially important because it is precisely the content of daily training—not the indicator on a separate test day—that is the main factor continuously shaping the combat readiness of military personnel.

The method of integrating physical and psychological loads: from "parallel application" to "functional coupling." In the current system of Uzbekistan, the integration of physical and psychological loads is most concentrated in the "Dovyurak jangchi" badge test. The simulation of explosion and gunfire sounds during the march stage, the smoke environment and gunfire sounds on the obstacle course, and the time pressure throughout the entire process together constitute a complex stress environment. The theoretical basis of this design is as follows: the load that military personnel bear in combat conditions is never purely physiological; physical exertion and psychological pressure act simultaneously, and therefore training and assessment should also be conducted in a state where both are combined [6].

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However, in the expression of this integration logic in institutional documents, there is a noteworthy feature: the method of introducing psychological load is carried out mainly in the form of "adding environmental stimuli," not in the form of "internalizing task complexity." More precisely, the explosion simulation and smoke during the march are added to the march task as external disturbing factors, while the core requirement of the march itself remains completing the distance and controlling time. Genuine "functional coupling"—that is, psychological load arising within the task structure itself, for example, assessing activity when decision-making is required under incomplete information simultaneously with physical exertion—is not systematically designed into the current test procedure. There is a requirement to complete the obstacle course "without errors," but error types and error-tolerance mechanisms are defined with limited precision, with attention directed more toward movement normativity than toward the quality of cognitive-physical interaction [7].

From a research perspective, the level of integration of physical and psychological loads in military physical training can be divided into three stages: the lowest stage—"parallel application" (both exist simultaneously, but do not affect each other in assessment); the middle stage—"disturbing influence" (the psychological factor affects the physical result, but is not measured separately); the highest stage—"functional coupling" (psychological and physical components unite within a single task structure and are assessed together). The current "Dovyurak jangchi" test is located mainly between the first and partly the second stage: stress factors exist, their influence is observed, but the qualitative indicators of this influence (for example, the speed of decision-making under stress, the dynamics of accuracy decline at the peak of fatigue) are not measured separately. In this sense, the existing system verifies psychological training together with physical training "in the same arena," but does not diagnose the mechanism of interaction between them.

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The practical consequence of this situation is that it is not determined which functional link of the military personnel who passed the test has a weakness—whether it is physical endurance, attentional stability under stress, or fine motor control during fatigue. Assessment remains in the "pass/fail" format and does not provide information about development dynamics and the individual weakness profile. In modern military physical training theory, precisely this "weakness profile" is the main input for designing subsequent training content. Therefore, introducing the principle of "functional coupling" as the next stage of integrating psychological and physical loads—that is, structuring test tasks so that the psychological factor becomes an integral component of the physical result and is measured separately—can be indicated as a promising direction.

The practice of transitioning assessment criteria from "volume completed" to "functional indicator." The change in the assessment system is one of the most significant renewals of military physical training in Uzbekistan. In the traditional approach, physical training was assessed on the logic of "exercise performed—norm met": number of pull-ups, running time, repetitions of exercises. The "Dovyurak jangchi" system changes this logic in three respects. First, the subject of assessment shifts from the result of an individual exercise (for example, the time of the 3000-meter run) to the ability to perform a complex task (covering 30 kilometers with obstacles, a water obstacle, and stress factors). Second, the assessment criterion shifts from a quantitative indicator to a qualitative-functional criterion: not "in how much time did he run," but "under what conditions, in what state, and with what accuracy did he act." Third, assessment is based on the principle of sequential selection: passing one stage grants the right to enter the next stage, which shows that the result of each stage has a "conditional" rather than "accumulated" significance [8].

At the same time, the full transition to a "functional indicator" in current assessment practice has not yet been completed. Three main limitations can be identified. The first is the "binary" nature of assessment: the test result is recorded

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mainly in the "pass/fail" form, which does not show the dynamics of change in the functional state of military personnel (for example, at which minute of fatigue accuracy begins to decline). The second is the insufficient coverage of physiological indicators: indicators such as the functional capabilities of the cardiovascular and respiratory systems and the rate of recovery after load are not designated as mandatory measured parameters in the test procedure. The third is the failure to take individual dynamics into account: assessment is conducted relative to the average norm in the group, and the increase or decrease of military personnel relative to their own previous indicators is not systematically monitored. Together, these limitations mean that although the assessment system has taken a significant step toward "verifying functional state," it does not yet fully perform the function of "managing functional state"—that is, redesigning the training process on the basis of individual data.

The particularly urgent aspect of this shortcoming is that under modern combat operation conditions, the preparedness of military personnel is determined not by a one-time test result, but by the stability of functional state over long-term service. After a test "passed once," military personnel must maintain their physical training regime and not lose their adaptation to stress factors. If the assessment system is conducted only at periodic "control points" and the dynamics between these points are not monitored, there is a risk that the training process will shift into a "preparing for the test" regime. Therefore, as a promising direction, transforming assessment into a continuous monitoring system—regularly recording functional state indicators (heart rate recovery, dynamics of accuracy under load, subjective response to stress) and individualizing training content on the basis of these data—can be proposed.

General analysis: the interconnection of the three dimensions. The three dimensions examined above—the linkage of content with combat tasks, the integration of physical and psychological loads, and the transition of assessment criteria to a functional indicator—are not independent of each other. Their

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interconnection determines the overall quality of the system. If content is not linked to combat tasks, the introduction of psychological load remains artificial and external: stress factors are "attached" to an existing task, but the task itself does not contain the problem that must be solved under stress. If physical and psychological loads are not functionally coupled, assessment cannot move to a functional indicator: if it is not clear what is being measured, it is groundless to speak of "functional state." If assessment does not move to a functional indicator, there is no data for individualizing training content, and the system remains at the level of "normative equalization."

This interconnection allows the current state of the Uzbekistan system to be characterized as follows: at the institutional level, in all three dimensions the principle of "orientation toward combat conditions" has been declared and partially implemented (especially in the "Dovyurak jangchi" system), but the interconnection of the three dimensions—the holistic operation of the content–psychological load–assessment chain—has not yet been systematically ensured. More precisely, separate steps have been taken in each dimension, but their integrated mechanism (for example, the procedure for designing the next training cycle on the basis of assessment results) has not been normatively defined. Therefore, the priority direction for improving the system is not further development of individual dimensions, but transforming the connection between them into an institutional mechanism—that is, designing content, load integration, and assessment as a single continuous process.

This article examined three interrelated dimensions of organizing military-applied physical training in the Armed Forces of the Republic of Uzbekistan: the mechanism linking training content with combat tasks, the integration of physical and psychological loads, and the transition of assessment criteria from "volume completed" to "functional indicator." The analysis leads to the following conclusions.

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First, at the institutional level, a clear orientation toward combat condition simulation has been formed at the high assessment stage. The "Dovyurak jangchi" intensive test system established by Presidential Decree No. PQ-40 of December 10, 2021 structures its assessment around a three-stage sequential selection mechanism: complex strength exercises, a 30-kilometer forced march under simulated combat stress factors, and an obstacle course combined with firing and knife throwing. The normative document clearly defines the goal as testing "physical strength and endurance" and "psychological tolerance to various physical loads under extreme conditions." This represents a substantive transition from individual physical indicators to task-embedded functional verification. However, a parallel analysis of the conscription-level assessment standardized by the July 2025 government resolution reveals a persistent gap: entry-level selection uses decontextualized tests (pull-ups, 100-meter sprint, 3000-meter run), whose combat relevance is structurally lower than that of high-level military tests. The normative basis does not define a transition mechanism showing how daily training content should evolve from "maintaining the norm" to "preparing for conditions" between these two poles.

Second, in current practice, the integration of physical and psychological loads is carried out mainly by adding environmental stress factors, not by internalizing task complexity. The march stage introduces explosion simulation, smoke, and gunfire sounds as external disturbing factors, while the main requirement of the task remains completing the distance and controlling time. Genuine functional coupling—when psychological load arises within the task structure, for example, when decision-making under incomplete information is accompanied by physical exertion—is not systematically designed into the current test procedure. The obstacle course requires "error-free" completion, but error typology and tolerance mechanisms are defined with limited precision, with attention directed toward movement normativity rather than the quality of cognitive-physical interaction. This means that the system verifies psychological and physical readiness "in the

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same arena," but does not diagnose the mechanism of interaction between them. The practical consequence is that assessment remains binary ("pass/fail") and does not create an individual weakness profile showing whether the limiting factor is physical endurance, attentional stability under stress, or fine motor control after fatigue.

Third, the assessment system has taken a significant step toward functional verification, but has not yet completed the transition to functional management. Three limitations can be identified: binary recording of results, which hides the dynamics of functional state change during the test; insufficient mandatory inclusion of physiological indicators (cardiovascular recovery rate, respiratory function, accuracy decline curves under load); and the absence of systematic individual dynamic monitoring relative to the military personnel's own previous indicators. As a result, although the system has moved toward "verifying functional state," it does not yet perform the function of "managing functional state"—that is, redesigning the training process on the basis of individual diagnostic data.

Overall, the three dimensions are not independent of each other. Content not linked to combat tasks makes psychological load artificial and external; physical and psychological loads that are not functionally coupled do not allow meaningful functional assessment; and assessment that does not create a functional indicator provides no basis for individualizing training content. The current system of Uzbekistan has taken separate steps in each dimension, particularly within the "Dovyurak jangchi" framework, but the integrated mechanism connecting content, load integration, and assessment—for example, the normative procedure for designing the next training cycle on the basis of assessment results—has not yet been fully developed. Therefore, the priority direction for improvement is not further refinement of individual dimensions in isolation, but the institutionalization of their interconnection as a continuous process.

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