



Development and Approbation of The Methodology for Analyzing the Attitude of the Subjects of the Educational Process to the Formation of Physical Culture in Universities

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ABSTRACT

In recent years, our state has paid great attention to the physical education of students. Sport has become one of the priorities of state policy. But, despite the development of sports infrastructure, the allocation of colossal funds to promote a healthy lifestyle and increase the number of people systematically involved in physical education and sports at a meeting on the development of the physical education system in Uzbekistan. It can be said that physical culture still remains on the sidelines of the educational and upbringing processes. The purpose of the article is to study the model of managing the process of forming a conscious constructive attitude to the problems of physical culture in all subjects of the educational process at universities.

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When implementing the subject of the program "Physical Education", it is necessary to take into account the needs and interests of the subjects of education. High-quality physical education can be considered if it can take into account the interests of the subjects of the educational process, such as students, their parents, physical education teachers. It will also meet the needs of the state and society. Those. horizontal and vertical lines of the education system. The harmonious combination of these components will allow to achieve actual improvement in the field of physical culture and sports. And in the context of our work, nominal university physical education.

Characteristics of the concepts "culture", "culture of personality", "physical culture of personality", "education", "physical education", "relation to physical culture".

"Culture"

For the first time the word "culture" appeared in the Latin lexicon. Ancient Roman poets and scientists began to use it in their treatises, letters to refer to the process of cultivating or processing something.

Already in ancient Rome, the word "culture" began to have a meaning close to human actions. To describe them, the word "culture" was used with the second word, which denoted the object, was in the genitive case. For example, "culture of speech", "culture of behavior", etc.

In the Middle Ages, the word "cult" was more common, that is, the veneration of someone or something.

During the Renaissance, the meaning of the word "culture" also varies with the level of human development. Used to describe it, it is used together with the adjectives "harmonious", "sublime".

Only in the 17th century did the word "culture" acquire the features of a concept. It has values that indicate the level of development of such human qualities as enlightenment, education, upbringing. This was a

prerequisite for the formation of the basis for understanding the concept of "culture" as an independent phenomenon.

There are definitions that characterize this concept.

Culture is the result of the combined activities of people and the process of preserving the production, distribution and consumption of what has been created. Man and culture mutually develop each other. Culture is impossible without the man, so he is the creator or the subject of culture. The man is only given from nature an organism with certain characteristics. But only under the influence of culture (acquisition of a language, familiarization with the values available in society, mastery of labor skills) do they manifest themselves human, personal qualities and there is a creative subject. A person is not born a social being, but becomes one in the process of activity. Education and upbringing are not what other than the mastery of culture, the process of its transmission from one generation to another.

Culture is a multifaceted concept. First of all, culture is a tool necessary for the survival of mankind; a mechanism that enables people to cope with the circumstances in which they find themselves. In this sense, culture is communicated knowledge that is passed down from generation to generation to help group members live in a particular time, place, or situation.

Culture is a phenomenon that distinguishes the human species from other living beings. This learned behavior and knowledge that is integrated by the group and shared by group members. Group beliefs and practices become habitual, traditional and distinguish one group (civilization, country or organization) from another.

The variety of scientific approaches has generated different interpretations of the role, place and essence of culture. Culture is always associated with creative activity, and in its material and spiritual incarnation is it an integral characteristic of the human mind [1].

"Physical culture of personality"

Physical culture covers such properties and qualities of a personality that allow it to develop in harmony with the culture of society. Achieve harmony of knowledge, action of creative physical and spiritual. To resolve contradictions between work and rest, physical and spiritual. Achieving such harmony by a person provides her with social stability, creates her mental comfort.

Thus, the phenomenon of physical culture of a person allows us to present it as an integral quality, which is a condition and a prerequisite for effective educational and professional activity, as well as the goal of personal self-development and self-improvement.

The largest experts in the field of theory and methodology of physical culture and sports, Mikhail Yakovlevich Vilensky and Matveev Lev Pavlovich, when defining the concept of physical culture of a person, agree that "physical culture of a person is one of the main parts of human culture. It represents the optimal level of physical perfection, the development of an individual in unity with his mental development based on the effective use of his own motor activity, level of culture, lifestyle" [4].

"Physical education"

Thinkers have tried to define the concept of "physical education" since the Renaissance. In order to trace the evolution and all the variety of interpretations of the concept of "physical education", we conducted a short historical review of this topic and present the most vivid and accurate, in our opinion, definitions of this concept.

Jan Amos Comenius (1592-1670), an outstanding Czech teacher, paid considerable attention to physical education. He believed that without physical education is unthinkable normal spiritual development. A sick person cannot become comprehensively developed. Is it bright in the book "The World of Sensual Things in Pictures" expressed the possible forms of physical education. Voiced bold for that time thought what any student, regardless from him origin, maybe educate as a comprehensively developed, physically strong person. In the works of Comenius clearly bold, completely new methods of education were visible.

The basis of these methods was physical development, without which a person with good health is unthinkable. 'Physical education, along with the exercise of physical development should Awaken in students the need and interest in physical education and sports. To promote a deep understanding of the psycho-physiological foundations of the physical development and promotion of health, as well as mental, moral and aesthetic development and the development of skills and habits of healthy lifestyle [2].

Physical education at university is a subject of the university curriculum, within the framework of which students form ideas about the optimal motor activity, performs the task of comprehensively educating a student's self-sufficient, self-regulating personality [5]. Physical culture at university is aimed at maintaining and strengthening the health of the student, at achieving certain sports results. Physical education at university can be divided into three components: a motor or operational component, a motivational-value component and a practice-oriented or profile component.

The main attention and time in the process of a physical education lesson, unfortunately, is given to the activity component. Within the framework of the university subject, it can be divided into the following stages of the physical development of the student,

- motor skills;
- physical fitness;
- physical improvement.

These stages are dominant in the physical education lesson, starting from the first grade. But at the same time, the motivational-value component is overlooked and not given due attention, which includes the relationship of such indicators, without which it is impossible to build a positive, constructive attitude of the student to physical education. Such as: knowledge, beliefs, needs, motives, interests, relationships, value orientations, volitional efforts. And the third component, practice-oriented, which should also be paid attention to in the process of physical education of a student, consists of such activities as cognitive, propaganda, physical self-education and self-development, a healthy lifestyle.

And this means that the presence in the curriculum of the university of the subject "physical culture" is due to its specific functions. He, the only one of all other subjects, is able to provide, firstly, the necessary impact on the physical side of the personality - the versatile physical development and strengthening of the health of students, their achievement of the required level of motor fitness, and secondly, the acquisition of a full-fledged "physical education" by students, which guarantees literacy in the use of physical culture for the purpose of their own physical improvement.

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