

THE EDUCATIONAL PROCESS OPTIMIZATION OF STUDENTS' PHYSICAL EDUCATION IN THE UNIVERSITIES OF ARTS AND CULTURE

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Abstract: The article discusses the issue of identifying the worldview peculiarities in the physical culture and sports among students of the art and culture. The theoretical knowledge and ideas analysis about strength, flexibility and endurance as physical qualities of a person showed that students distinguish several semantic ranks, which can, in turn, be grouped into several categorical groups.

Keywords: education, worldview, strength, flexibility, endurance, health, physical education, physical exercises

A way of life is nothing more than a certain way of integrating his needs and the corresponding activities and accompanying experiences. The structure of a lifestyle is expressed in the relationships in which different types of life activities exist. This is manifested in the portion of the individual's time budget that is spent on them; in what types of life activities a person spends his free time on, what types he gives preference in situations where choice is possible. If the lifestyle does not contain creative types of life activity, then its level decreases. Some use their free time more for reading, others for physical exercise, and others for communication. By consciously planning the expenditure of time and effort, a student can either become involved in a wide network of such connections or become isolated.

A lifestyle cannot be imposed from the outside. A person has a real opportunity to choose forms of life activity and types of behavior that are significant to him. Possessing a certain autonomy and value, each person forms his own way of acting and thinking. A person is able to influence the content and nature of the lifestyle of the group or collective in which he is located.

The expression of a person's self-regulation in life is his lifestyle. This is a behavioral system characterized by a certain constancy of its components and including behavioral techniques that ensure the achievement of intended goals with the least physical, mental and energy costs. By becoming a habit, a lifestyle acquires some freedom from the sphere of conscious control. But the sphere of personal self-government may also be characterized by purposeful volitional acts of self-influence. This level of self-regulation becomes possible with the development of the hierarchy

of personal motives, the presence of high-level motivations associated with the general orientation of interests and value orientations, and generalized social attitudes.

A person's life depends on the state of health of the body and the extent to which its psychophysiological potential is used. All aspects of human life in a wide range of social life - production and labor, socio-economic, political, family, spiritual, health, educational - are ultimately determined by the level of health.

There are different approaches to defining the concept of "health", which can be classified as follows: 1) health is the absence of disease; 2) "health" and "norm" are identical concepts; 3) health as a unity of morphological, psycho-emotional and socio-economic constants. What these definitions have in common is that health is understood as something opposite to disease, different from it, as a synonym for normality.

The functional approach is currently the most widely used. Its peculiarity lies in the individual's ability to carry out his inherent biological and social functions, in particular, to perform socially useful labor and production activities. Their loss is the most common and most significant social consequence of human illnesses for an individual, family, and society.

A modern person experiences great mental and psychological stress, especially in connection with the transition to new programs. The working and academic day today is packed to the limit, there is less and less time for active rest. It is easy to see the need for a change in physical and mental exercise. [1 p.83-85] It is often heard that the student does not want to study, as physical exercise prevents him from concentrating on more intellectual subjects. Students also know that any repetitive action is tiring.

The research purpose: attracting students to independent physical education and sports.

Before the start of the pedagogical experiment in order to identify the worldview features in the physical culture and sports, the State institute of arts and culture of Uzbekistan conducted a survey among first-year students.

The study involved 500 people. The questionnaire consisted of 3 open questions: How do you understand: 1. What is endurance? 2. What is strength? 3. What is flexibility? Testing was carried out in 2 days.

Students were offered 3 tests showing their level: 1) endurance (running 1000 m); 2) the strength of the muscles of the abdominal wall (exercise on the press); 3) flexibility (leaning forward from the bench).

Analysis of theoretical knowledge and ideas about strength, flexibility and endurance as the physical qualities of a person showed that students distinguish several semantic ranks, which, in turn, can be grouped into several categorical groups: 1. Strength, flexibility, endurance as the ability to perform certain movements - was defined as the ability of the body. 2. Strength, flexibility, endurance as the general state

of the body, the state of good health is the state of the body. 3. Strength, flexibility, endurance as an activity, performing various exercises, a kind of sport is a process, a kind of activity. 4. Strength, flexibility, endurance as a ratio with the shape of muscles, the level of physical fitness - as a result achievement. 5. Strength, flexibility, endurance as courage, willpower, courage, bravery - as a character trait. [3p.113]

Analyzing the data obtained, we can say that 48.4% of the respondents have the correct idea of "strength" as a physical quality, for 35.9% of the respondents "strength" is associated with the achievement of a result, that is, with the appearance, relief of the muscles, tall, etc. Found it difficult to answer 15.7%. 46.5% of students defined "flexibility" as a physical quality; 20.8% of respondents have no idea about this physical quality; 33.7% of respondents associate flexibility with the result (beauty, fit figure, beautiful gait, smooth movements).

As for the physical quality of "endurance", no one had any difficulties with the answer; however, students of the Institute of arts and culture do not perceive endurance as a physical quality of a person. 67.9% of respondents showed that endurance is a trait of character (endurance, willpower, etc.)

Subsequently, a group of subjects (30 people) for 3 months (18 sessions) were engaged in a program based on our experimental method. For the implementation of the mental component in the process of practical training, a certain emphasis was made - with the students were conducted conversations about the physical qualities of a person such as "strength", "endurance", "flexibility". [2p.17]

The process of studying at the university is constantly becoming more complicated and requires significant mental and neuropsychic stress from students. [7p.12] Only a well-physically prepared person can successfully resist this.

Physical development, mastery of knowledge, improvement of thinking, in the awareness of oneself in physical culture should act as the core of the comprehensive development of the student's personality.

There is a close connection between the mental and physical development of a person. [4p.373] Mental growth requires appropriate physical development.

Rebuilding the pedagogical process for physical culture and sports, one should focus on the following leading ideas: 1. "Difficult goal" is ensuring the development of strong-willed qualities, personal responsibility, faith in the possibility of overcoming difficulties. [6p.6] 2. "Support" is allowing any student to consistently advance in learning. 3. "Leading" is the accelerated development of the strongest, most capable students in this type of activity. 4. "Large blocks" - allow you to master the main essential concepts, connections, master the "systems" of means and methods of physical culture, which helps to increase the volume of assimilated material and reduces the load on the student. 5. "Self-analysis" - allowing the student to independently assess personal physical fitness, plan the load.

We also used the method of student's motivational interest in getting physical activity: 1. Motivation for self-improvement opportunities. Formulation: «If I am healthy, I can rise to a higher rung of the social ladder». This motivation is very important in the new millennium, when it is necessary to be competitive in order to achieve a high level of public recognition.

A healthy person has a better chance of success. 2. Motivation to maneuver. Formulation: «If I'm healthy, I can change my role in the community and location as I see fit». [5p.432] A healthy person can change professions, move from one climatic zone to another, he feels free regardless of external conditions.

At the end of the pedagogical experiment, repeated testing was carried out in order to identify the level of physical fitness and an oral questioning, during which the students showed knowledge of the basic physical qualities of a person. According to the results of the survey, points were awarded: 63.4% of students showed excellent knowledge, 28.6% - good; 7.1% - satisfactory.

Consectary. The results of the pedagogical experiment confirmed that the use of a set of methods for managing the educational process of physical education, including the determination of the optimal ratio of mental and physical components of the formation of the need for physical self-improvement of students; development of an optimized model of the educational process in physical culture, clarification of the orientation and content of the motor and intellectual blocks of the educational process turned out to be quite effective.

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