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THE HISTORICAL GENESIS OF PHYSICAL EDUCATION AND ITS PEDAGOGICAL FOUNDATIONS

Osmonbekova N. M.
Senior Lecturer, Department of Physical Culture,
Urgench State Pedagogical Institute

Adambayev J. X.
Associate Professor, Department of Sports Games and Physical Education,
Urgench State University named after Abu Rayhan Beruni

Abstract
In this article, the types, topics, group leaders (coaches) of educational activities conducted with students should always be conducted in accordance with the characteristics of the group, paying attention to their tastes and interests, and in the theory of physical culture, the process of physical education is defined by a unique concept of "education". and that's why the characterization of any pedagogical process with all its features, according to the definition of physical culture theorists, specific features of physical education, such as the formation of movement skills and the development of physical qualities of a person, have been revealed.

Keywords: Physical education, physical culture, general culture, physical condition, level of development of physical qualities, theory of physical improvement, universal (humanistic) principles, physical maturity, biological, social, moral.

Introduction

Аннотация:
В данной статье виды, темы,групповые руководители (тренеры) воспитательной деятельности, проводимой со студентами, всегда должны проводиться в соответствии с особенностями группы, с учетом их вкусов и интересов, а в теории физической культуры, процесс физического воспитания определяется своеобразным понятием «воспитание», и поэтому характеристика любого педагогического процесса со всеми его признаками, по определению теоретиков физической культуры, специфическими чертами физического воспитания, такими как формирование двигательных навыков и развития физических качеств человека.

Ключевые слова: Физическое воспитание, физическая культура, общая культура, физическое состояние, уровень развития физических качеств, теория физического совершенствования, общечеловеческие (гуманистические) принципы, физическая зрелость, биологическая, социальная, нравственная.

INTRODUCTION

The system of mass sports plays a certain role in the social structure of society and functions as an independent social subsystem. The social subsystem of sports, which is closely related to public health, possesses a certain degree of autonomy in relation to other social subsystems. From this perspective, it can be stated that the social subsystem of sports is directly connected with the subsystems of healthcare, science, culture, upbringing, and education. Sport also has a significant impact on socio-economic and political processes. Therefore, as an important area of state social policy, sport plays a vital role in promoting a healthy lifestyle and encouraging mass participation in physical activities.

Almost every person has engaged in mass sports at least once in their life. At the same time, this type of sport is included in all educational programmes. It is precisely through this form of physical activity that the educational-training, preparatory-training, and health-improving functions of sport are implemented.

Every individual should not only possess high moral standards, diligence, and humanistic qualities but also maintain good health, sufficient strength and energy, as well as a range of other physical abilities. It should be remembered that health is important not only for an individual's personal well-being but also for many other aspects of life. In other words, a physically healthy, active, and energetic person can participate in construction activities during difficult times and contribute to the defence of the Motherland, thereby becoming a useful member of society. In short, such an individual is able to benefit more effectively from all the opportunities and blessings that life offers.

In modern society, every individual should be characterised not only as a citizen who sincerely loves their homeland but also as a person possessing rich physical and spiritual qualities, capable of defending their country and increasing their productive capacity. All these qualities are directly related to an individual's health. It is no coincidence that great thinkers have regarded human health, above all, as a form of spiritual wealth.

The famous Eastern philosopher, physician, and scholar Ibn Sina (Avicenna) stated: “No medicine can replace physical activity, and regular movement is the guarantee of good health.” Unfortunately, in our daily lives, we often fail to pay sufficient attention to the genuine impact of various physical activities on the development of health and physical abilities.

Activities such as “helping a five-year-old child learn to stand independently in a vehicle,” “carrying water using a wooden handle,” “cutting grass with a sickle,” “preparing the soil for planting crops,” “pruning trees and chopping firewood,” and many others are examples of everyday physical activities. These activities do not have specific names as sports exercises. However, they involve various types of joint, muscular, and neuromuscular movements that are rarely encountered in physical education lessons or sports training sessions.

Such activities frequently involve certain elements that are not always taken into account when designing physical education lessons and training programmes, including maximum stretching and contraction of particular muscles and joints, movement speed, duration, intensity, and other factors essential for developing physical qualities.

There is an increasing tendency in our daily lives to avoid physical activity. For example, what is the rationale behind teaching a physically capable five- or six-year-old child to give up their seat in a vehicle to an elderly passenger? On the contrary, we sometimes deprive children of

opportunities to develop their ability to adapt to uncomfortable positions and different types of physical movements.

The popular proverb, “Fresh air brings joy to the heart,” was not created without reason. There are grounds to suggest that common health problems such as osteochondrosis, hypodynamia, and hypertension are associated with a lack of physical activity. A healthy person is capable of productive work and entrepreneurship. Such an individual is not afraid of difficulties and believes in their ability to overcome challenges. Their desire to live is strong, their willpower is firm, and they maintain a positive outlook on life. Self-confidence and determination are characteristic qualities of healthy, alert, and energetic individuals.

There are numerous opportunities within the field of sports, including games, training sessions, and competitive activities, for developing the above-mentioned qualities.

This is the power of sport. Athletes systematically perform thousands of physically demanding exercises and expend considerable energy. Emotional excitement, psychological tension, and anxiety before and after important competitions are characteristic phenomena not only of athletes as sports professionals but also of individuals who experience nervous and emotional stress. Most importantly, these activities are performed voluntarily rather than under compulsion. Therefore, it is no secret that physical qualities are developed through sports activities as a result of an athlete's systematic and demanding efforts. Teaching these qualities to young students is the responsibility of qualified and experienced teachers. This does not mean moving away from discipline and order; rather, it emphasises their importance.

Everyday life requires a certain level of responsibility and physical preparedness because household activities are an essential part of human existence. Even though students of the Faculty of Physical Culture regularly engage in sports activities throughout their four years of university education, their physical abilities may gradually decline after graduation if they do not continue training.

Scientific research has demonstrated that physical qualities such as speed, speed-strength, and strength abilities develop at different rates depending on age. In particular, physical development during the ages of 6–10 is characterised by the formation of certain abilities, while speed-strength qualities are especially important during the ages of 11–16. After the age of 16, various physical characteristics may gradually begin to decline without appropriate physical activity.

Therefore, in order to maintain physical qualities and abilities for a longer period and preserve a high level of work capacity, it is essential to develop these qualities thoroughly during the university years. However, it would be unreasonable to assume that only specialists who have mastered the best personal qualities are suitable or fully prepared to solve various pressing problems of pedagogical education. In this regard, it is appropriate to emphasise that specialists in physical education possess specific professional characteristics and qualifications.

“Raising healthy young people through physical education and sport should be the responsibility of the entire society. Every individual, family, neighbourhood community, and parent should not only make physical education and sports activities a regular habit but also value them as an important part of social life. This will contribute to the continuous development of physical education and sports participation throughout society. Thus, engagement in physical education and sports creates new physical opportunities for individuals.

From this perspective, it is essential to study the relationship between certain characteristics of young people and physical education and sports."

LITERATURE REVIEW AND METHODOLOGY

According to Diderot's principle, "A person who stops learning stops thinking." Providing students with literary and artistic works is of great importance. Students who have not read any literary books during their four years of university education and have not participated in discussions, meetings, or thematic events organised at the university or faculty level may demonstrate a relatively low level of spiritual development and general outlook.

To achieve these objectives, we propose that group mentors include the following topics in their educational programmes:

1. Improving students' working capacity and teaching them entrepreneurial skills;
2. Enhancing their spiritual, moral, and cultural development;
3. Promoting the effective use of leisure time for activities that contribute to physical development;
4. Teaching students to harmonise intellectual and physical labour;
5. Strengthening willpower and civic responsibility;
6. Developing the ability to overcome life's difficulties and challenges;
7. Developing a conscious approach to combating various diseases.

The types and topics of educational activities conducted with students by group supervisors (mentors) should always be selected in accordance with the specific characteristics of each group, taking into account students' interests, preferences, and individual needs.

Historically, the development of physical culture has been associated with society's need for physically developed citizens who are capable of working and prepared to participate in military activities. With the formation of the education system, physical culture became one of the main factors in developing practical skills and abilities.

Furthermore, it is generally emphasised that physical education has two distinctive characteristics: preparation for physical movements and the development of physical qualities.

L. P. Matveev defines physical culture as follows:

"Physical culture is a combination of achievements in creating and rationally using special means, methods, and conditions for the purposeful achievement of physical perfection by members of society. Physical culture is an integral part of general culture, contributing to its advancement and serving as a foundation for the development of society."

DISCUSSION AND RESULTS

An individual's physical condition, including their posture, level of development of physical qualities, and physical fitness, is achieved through natural growth and development. Its improvement is ensured through purposeful and pedagogically organised influences, namely physical education.

The theory of physical culture and one of its constituent components represent an important field of scientific knowledge. The fundamental content of the first part of educational theory, namely the theory of physical development, has not undergone significant changes as a result of social transformations.

The second part has been fundamentally reoriented towards the development and implementation of universal humanistic principles and standards aimed at the moral improvement of individuals within the physical education process.

“Physical culture represents the totality of material and spiritual values accumulated by humanity, which should be widely and purposefully used for human development. To achieve physical perfection, it is necessary to create special means, methods, and conditions and to use them rationally in a purposeful manner.”

CONCLUSION AND RECOMMENDATIONS

In conclusion, it should be noted that within the theory of physical culture, the process of physical education is characterised by the specific concept of “education” and, therefore, possesses all the characteristics inherent in any pedagogical process.

According to many theorists of physical culture, the distinctive features of physical education lie in its focus on developing motor skills and improving an individual's physical qualities. The combination of these components largely determines an individual's overall physical development.

At present, physical education and sport are regarded as important social phenomena that contribute to the transformation of both individuals and society as a whole.

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