

Pedagogical Conditions That Ensure The Successful Development Of Physical Fitness Of Modern Youth

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Annotation. The practice of physical education of students is not yet sufficiently focused on the development of physical culture of the individual involved, and the pedagogical process itself is most often replaced by the solution of private tasks. At the same time, the target setting in the physical education of students is determined by the culturological approach to the formation of personality; the requirements of the modern education system and social requirements for its formation.

Keywords: pedagogical conditions, development of physical fitness of modern youth, physical culture of personality, pedagogical conditions, motor activity.

Introduction

Physical culture is one of the complexly organized systems of social reality. Despite significant changes in its development, it has not become a need for most people, it functions at an extremely low level in the main spheres of life of society, without giving a margin of safety in the form of health, functional fitness, mental stability and emotional satisfaction.

Currently, there is a contradiction between the steadily growing demands of society on the individual and the insufficient level of his general and physical culture. The culture of society and the individual cannot be complete without the progress of the physical culture of the individual. Despite the fact that physical culture is an integral component in all parts of the system of continuing education: preschool institutions, secondary school, secondary and higher professional education, the formation of physical culture of the individual occurs in a mosaic, as evidenced by the data of numerous scientific studies.

In theoretical studies of physical culture and in the process of organizing appropriate educational activities, philosophical and cultural aspects of the phenomenon of physical culture are ignored. According to A.S. Zapesotsky, the reasons for the suboptimal functioning of this sphere of educational activity should not be seen only in the

low quality of the organization of the study of relevant disciplines. They are of a general nature: pedagogy has failed to reflect the true essence of physical culture, to formulate the values and goals of physical education in the unity of intellectual, moral and physical development of a person. The unresolved general theoretical issues give rise to more specific problems.

In accordance with the concept of B.T. Likhachev, "physical culture is a part of a person's lifestyle, which, nevertheless, is reduced to a system of special exercises and sports activities. At the same time, the concept of physical culture" cannot be reduced only to exercises. But it is precisely this restrictive justification of physical education that has conditioned the organization of physical education classes as physical exercise training. This is an obligatory part of physical culture, but clearly an insufficient condition for a full consideration of this phenomenon from the perspective of humanistic pedagogy. Physical culture is considered as a qualitative, systemic and dynamic neoplasm that determines its education, physical fitness and perfection, reflected in the types and forms of active physical culture and sports activities, in a healthy lifestyle.

Thus, it follows from the above that the understanding of physical education as a teacher's activity space that creates special conditions for the

successful versatile development of the student's personality should change. In general, we can say that modern education comes into conflict with the traditional ideology of physical education, since the new goal set by it does not correspond to the existing, even if scientifically based, means of achieving it.

From the analysis of the work done, it follows that the creation of an educational situation in physical education classes with university students has prerequisites for learning, where pedagogical conditions must be observed, under which such qualities as diligence, discipline, organization, accuracy are brought up first. Education performs the background function of accompanying learning, passing by the activity of consciousness to comprehend the proposed actions. It can be argued that it is necessary to create and use other, new pedagogical conditions when creating an educational situation in the classroom. Such conditions under which the actions of a physical education teacher are not rejected, but are accepted by the trainees.

Pedagogical conditions contribute to the transformation of students from a passive object of pedagogical influence into a creative person who is able not only to carry out regulated physical culture activities, but also to set directions for the development of physical culture of the individual. Students' awareness of the importance of physical culture in health promotion contributes to the development of interest in self-selection of physical activity, preservation, strengthening and development of mental, physical, moral health.

The conditions that ensure the success of the formation of physical culture of the individual are: organizational and pedagogical, providing optimal ways and means of pedagogical activity aimed at the formation of physical culture of the individual; psychological and pedagogical, contributing to a favorable psychological state for the formation of physical culture of the personality of students; personal-activity, ensuring the active participation of students themselves in their physical development.

Let's dwell on these conditions in detail. Organizational and pedagogical conditions include the constant training of a physical culture teacher to carry out holistic educational activities for the

formation of physical culture of students' personality. In the course of the work done on the formation of physical culture of the personality of university students, it proves that the level of professional knowledge of a physical culture teacher should be significantly higher than stipulated by the program requirements. The qualitative formation of the physical culture of the personality of students at the university cannot take place without the teacher's understanding of the interests, capabilities and moral needs of the trainees. Students who perceive a physical education teacher as a person who understands them and helps them, entrust him with the right to concretize and voice their existing ideas about the physical ideal and their place in achieving it.

The success of the work of a physical education teacher depends on the presentation of the most essential elements and relationships in the object of subsequent pedagogical influence, the physiological and psychological characteristics of students. The joint pedagogical action of students and teachers in physical education classes form more complete ideas and judgments about the problem of preserving, strengthening, and developing health. When doing the work, we tried to combine the pedagogical experience gained by practitioners during physical education classes with the constant search for new forms of organizing physical education activities.

The pedagogical system of the process of forming the physical culture of the personality of students at the university included: an increase in motor activity during the school day; extracurricular activities with a physical education orientation; the development of memos on physical education; the compilation of chains of homework for each student according to physical fitness. This system, combining individual and group methods of education, creates for each student a new idea of himself, opportunities to realize and assert himself, to experience a sense of success, self-confidence.

The active participation of students themselves in physical culture and sports activities can be attributed to organizational and pedagogical conditions. At the present stage of the development of higher education, it is extremely important to take into account the position of students in relation

to the goals and directions of the organization of the educational process in physical education.

In practice, the active involvement of students in physical culture and sports activities is one of the ways to form the physical culture of the individual, as well as an open social environment that ensures the leadership role of each individual in its formation. Our work has been implemented in two directions: 1) discussing with students the problems of preserving, developing and strengthening health; 2) strengthening the subjective position of each student.

The psychological and pedagogical conditions include the collective activity of students. The ability of each individual student to see the positive in others, correctly understand their emotional state, resolve conflicts arising in joint activities, determine the ability to conduct physical activity. It is important for a physical education teacher to select such methods, forms of pedagogical interaction that help each student to feel part of the team. It follows from this: in order to ensure the successful formation of the physical culture of the personality of students at the university, special work is needed to organize collective interaction.

We paid special attention to students with a low level of physical development and physical fitness. According to physical fitness data, small groups were recruited. The "strong" group includes students who easily complete tasks and exceed the normative results. For this group of students, an increase in physical activity was a prerequisite, taking into account the correctness of the exercise technique. The "average" group consisted of students who hardly meet regulatory requirements. The "weak" group included students with a critical level of physical fitness. When working with this group of students, the individual characteristics and capabilities of each were taken into account, the training material was based on general development, preparatory, special exercises, complex coordination exercises with high intensity and speed were excluded.

Therefore, students of the "medium" and "weak" groups tried to change their place in the peer group, to assert their position in some other field of physical activity. It is the activity of a physical culture orientation that provides them

with such an opportunity, supporting any initiatives (preparation of reports on major sports competitions and their winners, preparation of presentations and video materials about Uzbek athletes and university student-athletes). The desire to keep up in one of the activities encourages the assertion of one's own capabilities, responsibility for one's own motor activity to the teacher, comrades, and oneself and determines the successful development of a stable psychological readiness to preserve, strengthen, and develop the physical culture of the individual.

A physical education teacher should not ignore the presence of a youth subculture, which includes signs of value orientations, norms of behavior and interaction within the group; specific hobbies, tastes and their use; attitude to the world of their carriers, as well as their self-awareness. Value orientations can be not only fundamental, but also insignificant in the opinion of an adult, but having great value for a student. Most often, they protect them from the influence of adults, trying to cope with the difficulties that arise on their own.

The effectiveness of any educational system depends on what kind of relationships develop between the members of the educational team. The creation of a psychological climate in the team, permeated with goodwill, trusting relationships with the teacher, is the next psychological and pedagogical condition of our research. The sincerity of the teacher, the ability to listen to the opinion and desire of students, the fulfillment of promises, the manifestation of empathy, assistance in any situations that arise cause students to have a trusting attitude towards the teacher, forms the need for his advice, help, communication. In pedagogical work, this principle contributes to the creation of a trusting atmosphere of communication, learning, and upbringing.

The next psychological and pedagogical condition in our study is the use of theoretical knowledge in the process of educational activity, which helps in expanding and clarifying students' knowledge on the problem of the formation of physical culture of the individual, form beliefs, motives of behavior. Based on the analysis of the work carried out, it can be concluded that the level of formation of physical culture of the personality of university students depends on the amount of

knowledge, concepts of students on issues of tasks, content, practical application of physical exercises and physical culture in general, as well as their emotional perception.

The theoretical material studied in the classroom was given to students using visual aids, technical means of teaching. The material corresponded to the sections of the program for the study of the subject "Physical Culture" based on the ongoing sports competitions of any level (university, city, regional, etc.). During such classes, students sought to express their emotional attitude to what was happening.

The process of organizing motor activity during the school day and after it was built taking into account the fact that students were aware of the need to take care of their physical development, motor fitness as a personally significant goal. As a result of the research work, it became obvious that only reasonably planned theoretical material ensures students' awareness of the value of physical culture and its transformation into personal beliefs.

The content of non-educational activities with a physical culture orientation should also be clearly planned. The purposefulness of the content outside of educational motor activity consists in influencing the consciousness, feelings, will of students, contributes to the acquisition of a sense of self-confidence, self-strength, purposefulness. The active involvement of students in physical activity reflects the concern for the physical development and physical fitness of everyone.

The next pedagogical condition for the formation of physical culture of the personality of students is a personal-active condition that ensures the attitude of each student to physical activity as a personal and social value. This is the formation of the need for physical activity, the organization of active recreation; the search for individual ways of physical development and physical fitness as a means of preserving and strengthening health; development of reflexive abilities – the ability to analyze, evaluate their motor actions and the actions of fellow students, to regulate their actions, communication, well-being.

The specifics of the development of physical culture of the personality of students, given the complexity of its formation, should be based on a

conscious approach, brought to the level of need, which develops into a habit and a sense of pleasure from the work done. From what has been said, it can be concluded that in the work studied, an important place is occupied by the awareness of the need for students to comply with the motor regime, motor activity during the school day and outside of classes.

The organization of the work done has shown that if a creative, fascinating physical activity is organized, then it undoubtedly forms the physical culture of the students' personality. Students are not only involved in this activity, but also offer and invent new forms of interaction (viewing and sharing video materials, printed materials on physical culture, visiting sports facilities and watching sports competitions in various sports, personal participation in various forms of motor activity).

In the development of students' reflexive abilities in the course of the study, we gave students the task to analyze the causes of mood changes during physical education; their feelings when performing physical exercises on certain muscle groups. As a result of the work done, there were changes in the indicators of the reflexive position of students, there was a desire to justify the performed motor actions, readiness for an adequate assessment of their actions.

Thus, in our study, we proved that the complex formation of physical culture of students' personality manifests itself under the following conditions: organizational and pedagogical (constant preparation of the teacher for work on the formation of physical culture of the individual; creation of an integral system of organization of classes, on the formation of motor activity as a value; diagnostics, revealing the levels of physical fitness; psychological and pedagogical (interaction in a team; creating an optimal relationship between teachers, students; theoretical knowledge of physical culture); personal-activity (development of habits for systematic physical culture; organization of active recreation; search for individual ways of physical development, physical fitness; development of reflexive abilities).

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