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THE STUDY OF MOTOR ACTIVITY AND INTEREST IN PHYSICAL CULTURE AMONG STUDENTS OF SECONDARY SCHOOLS

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A B S T R A C T

This article provides information on how, using questionnaires, to determine the popularity of various sections of the school curriculum in the areas of physical culture, physical activity, interest in physical culture and sports. The dependence of the level of physical activity and the level of health of students is considered. The influence of their physical activity on the levels of academic performance and morbidity is proved.

K E Y W O R D S

Questioning, physical activity, physical education, healthy lifestyle, physical culture, students' health

INTRODUCTION

According to the Decree of the President of the Republic of Uzbekistan No. PF-5924, dated January 24, 2020, "On Measures for Further Improvement and Promotion of Physical Culture and Sports in the Republic of Uzbekistan," sequential measures are being taken to promote physical culture and sports, advocate for a healthy lifestyle among the population, and ensure the country's strong performance on the international sports stage.

At the same time, there is a need to implement specific programs in the field of physical culture and sports that contribute to improving the health of the population, engaging youth in sports, identifying talented athletes among them, forming national teams with skilled athletes who achieve high results in various sports, and creating additional opportunities for coaches.

In order to promote physical culture among schoolchildren, students of vocational and higher educational institutions, and to identify their talents, it is proposed to organize the festival "Sports of General Education Schools," "Children's Sports Games," the competition "Institution with Developed Physical Training," the "Children's Sports Games" competition, and the establishment of a nomination for the title of the best general education school with an enhanced level of physical training.

LITERATURE REVIEW

In the process of developing human motor abilities, a special place is occupied by well-rounded physical fitness. In a number of literary sources (L.P.Matveev, N.G. Ozolin, A.O.Romanov, V.M.Zaumersky, Z.I.Kuznetsova), physical fitness is characterized by a combination of physical

qualities such as strength, speed, endurance, and agility. It is largely determined by the morphological features and functional state of the entire organism and its individual systems, primarily the cardiovascular and respiratory systems.

A.D.Novikov believes that an athlete's physical training is the development of physical qualities and abilities necessary for sports activities, the improvement of physical development, and the strengthening and hardening of the body.

N.A.Lupandina divides it into general and special physical training. General physical training refers to the well-rounded development of physical abilities, including the level of knowledge and skills in basic life-essential or, as they are called, applied natural types of movement.

Special training is understood as the development of physical abilities that meet the specific features and requirements of the chosen sport.

N.G.Ozolin and B.A. Ashmarin, like Lupandina, also divide physical training into general and special, but they propose further dividing the latter into two parts: preliminary, aimed at building the special foundation, and main, which focuses on the broader development of motor qualities in relation to the requirements of the chosen sport.

Thus, N.G.Ozolin proposes a three-stage process for achieving the highest level of physical fitness, where at the first stage, both special and general physical training should be combined. When transitioning to the higher special stage, both general physical fitness and the special foundation must be maintained at the achieved level.

The concepts of "physical fitness" and "training" are closely related and, to some extent, characterize the degree of health.

G.M. Kukolevsky and N.D. Graevskaya, V.L.Karpman note that in the process of systematic training, the body gradually adapts to the loads, accompanied by functional and morphological changes in various organs and systems, expanding their potential capabilities.

Physiological shifts in the body during systematic physical culture and sports activities occur parallel to the improvement of motor skills, development of physical qualities, and mastery of technique and tactics in the chosen sport. The authors define training as a condition that develops in an athlete's body as a result of repeated physical exercises and characterizes their readiness for the most effective muscular activity.

I.M. Yablonovsky and M.V. Serebrovskaya, in their study of the motor activity of schoolchildren, used tests involving types of movements that, to some extent, reflected the physical fitness of the students.

In recent years, a number of works have been carried out by physiologists (V.S.Farfel, N.V.Zimkin, V.V.Vasilyeva, Z.I.Kuznetsova). From the wide range of issues related to physical improvement, we would like to focus more closely on the question of physical fitness in the process of physical education for schoolchildren.

In the theory of physical education, general and special physical training are distinguished. While physical training includes the level of knowledge and skills in vital, applied, natural, basic types of movements, special physical training is related to professional or sports activities (such as training for a gymnast, skier, etc.).

The main characteristic of a high level of general physical fitness is the ability to consciously control the movements of one's body, achieving the greatest results in the shortest time with the least expenditure of energy.

ORGANIZATION OF THE STUDY

In this regard, to enhance the mobility of schoolchildren, we conducted a study among 367 students of elementary grades aged 10-15 years regarding the physical education and sports interests of students at secondary school No. 4 in Fergana. The sample was divided into three age groups: 10-11, 12-13, and 14-15 years old. The number of students in these groups was approximately the same: 120, 126, and 121 students, respectively. According to the survey, on average, only 78.2% of students attend physical education lessons. With age, this percentage gradually decreases: among 10-11-year-olds, it is 86.7%, among 12-13-year-olds, it is 78.6%, and among 14-15-year-olds, it is 69.4%. Additionally, 42.8% of high school students stated that they would like to have between three to six physical education lessons per week.

Primarily, these are students with high or above-average physical activity levels. A third (34.1%) of the students preferred traditional physical education classes twice a week. 14.4% of middle school students stated that one physical education class per week is sufficient to maintain their health. A portion of high school students (8.7%), unfortunately, do not wish to engage in physical education. The study's findings indicate a significant correlation between physical development, physical fitness, and motor activity, as well as the desire of students of this age to engage in physical culture.

The results of the survey allowed us to determine the popularity level of various sections of the school physical education program. Among students aged 10-11 (54.2%), the most exciting activities are action games. Among students aged 12-13, national wrestling (44.4%) and sports games (29.4%) remain popular. The greatest interest among students aged 14-15 is drawn to national sports (38.4%) and athletics (28.9%). In each category, there are also teenagers to whom the proposed sections of the school program are not interesting. The majority of them (26.4%) are students aged 14-15.

The study shows that during their education in general education schools, students' interest in traditional forms of physical education decreases as they grow older. A negative attitude toward traditional forms of physical culture was identified among those with a significantly higher physical status across all age groups. It can be said that one of the most effective ways to overcome this problem is the use of national sports in the educational process under the "Physical Culture" program. According to our survey, 89.4% of students are interested in engaging in national sports. The interest in such a training method suggests the need for thorough, detailed study and its broad implementation in physical education practices at school. According to the survey results, only 9.5% of students were able to correctly name national sports, specifically national wrestling, belt wrestling, hand-to-hand combat, and Turon combat (a national sport of Uzbekistan with its own rules, methodology, and athlete training system).

They provided detailed descriptions of these sports, were able to state the main rules of the competitions, and identify the winners. 21.3% of high school students are generally oriented toward national sports. Unfortunately, the majority of students (53.9%) have only a fragmented knowledge of some of the national sports. According to our data, 15.3% of students are unfamiliar with national sports and were unable to name any of the sports included in the Uzbekistan championship. All students were asked to rate their knowledge in the field of physical culture and sports on a 5-point

scale. The average rating was 3.52 for students aged 10-11, 3.51 for students aged 12-13, and 3.46 for students aged 14-15. 12.8% of students rated their knowledge in this area as 5 points, 34.6% rated it as 4 points, 42.0% rated it as 3 points, and 10.6% rated it as 2 points. The participants' age did not significantly affect the level of knowledge, but there was a tradition of decreasing this indicator with age.

The assessment of motor activity indicators goes hand in hand with the analyzed description. Therefore, to increase interest in physical education, it is necessary to apply both movement regimes based on national sports and theoretical training in the physical education department. According to our data, 20.4% of schoolchildren aged 10-15 consider their motor activity to be adequate. According to the respondents, the most important factors in increasing their physical activity are an interesting exercise program, individualization of the learning process, and the use of national sports in lessons. 54.8% of students stated that they would engage in regular physical education classes if all obstacles were removed. 26.2% of high school students rated their motor activity as moderately sufficient, 18.0% rated it as above average, and 22.3% rated it as below average. Only a few students (6.8%) scored high, while 16.6% scored low. No distinct features were identified in these descriptions.

10.1% of students were unable to independently assess their motor activity, especially students aged 10-11. The majority of respondents (53.1%) believe they have sufficient knowledge for independent practice, while 27.8% do not possess such knowledge, and 19.1% of the boys could not answer this question. As students grow older, the proportion of those with sufficient knowledge for independent physical activity increases. The majority of adolescents (73.3%) said that physical activity is beneficial, 12.3% disagreed, and 14.4% did not answer this question. Unfortunately, most students (64.0%) were unable to formulate the norms of physical activity appropriate for their age. 69.2% of students are unaware of daily motor activity guidelines. In terms of general education, only 7.9% of adolescents have excellent grades, 25.9% have good grades, the majority (61.8%) have mixed grades (good and satisfactory), and 4.4% have unsatisfactory grades. As students age, the number of those studying in mixed classes increases.

The level of motor activity positively affects the academic performance of boys. 52.6% believe that physical education and sports are essential for strengthening health. 47.3% believe that one can live without physical exercises. The majority of teenagers in this group suffer from hypokinesia. Most of the respondents (55.3%) prefer to engage in physical education in groups of 10-15 people under the guidance of an instructor, while 44.7% of boys prefer to work in smaller groups but also under the guidance of a teacher. According to our data, only 10.6% of students regularly participate in the preparation and organization of physical education events in general education schools, while the majority (62.9%) do not participate in such events. As students grow older, the proportion of those displaying passivity in this area increases.

RESULTS OF THE STUDY AND DISCUSSION

The survey results allowed us to determine the self-assessment of students' health. 9.3% of respondents consider themselves "absolutely healthy" (mostly those who are physically active enough), 54.0% consider their health to be satisfactory, and 24.3% consider their health to be unsatisfactory. Some students (12.4%) had difficulty answering this question. The level of physical activity has a significant impact on how students assess their health. According to the survey, 59.1% of boys strive to lead a healthy lifestyle, while 21.5% of the respondents regularly violate this regimen.

The assessment of the level of physical activity influences the desire to lead a healthy lifestyle. Only 23.7% of respondents said that their family follows a healthy lifestyle. The rest were unsure how to answer this question.

Regularly engaging in morning physical activity (exercises) is done by 10.9% of boys, 35.1% do so occasionally, and 54.0% do not engage in it at all. The level of physical activity among those aged 10-15 positively affects the prevalence of this description.

For high school students, listening to audio recordings (38.7%), watching videos and going to discos (26.7%), and socializing with friends (25.1%) are the most enjoyable activities outside of lessons. In this area, physical culture and sports have a low rating.

The level of motor activity of students significantly affects their rating in physical education. 58.5% of adolescents are satisfied with their relationships with peers during physical education classes, while 27.8% are dissatisfied with such relationships.

The indicators of motor activity significantly influence the relationships between educators and students. The majority of respondents reported that they do not smoke, consume alcohol, or use drugs (94.0%). With age, the prevalence of harmful habits increases. The indicators of motor activity also have a significant impact on the prevalence of harmful habits. The survey results show that, on one hand, respondents have a desire to engage in physical education and sports, but on the other hand, there are many factors that hinder this process. In the motivational-needs characteristic of physical education, it is evident that they influence the level of motor activity and should be considered in the educational process in general education schools. The survey results show that the majority of adolescents aged 10-15 (54.8%) have a positive attitude toward physical education. They believe that physical education and sports are an integral part of their lives, understand the value of physical education and sports, and actively incorporate them into their daily activities through physical exercises. Their total motor activity amounts to more than 10 hours per week. Another group with a positive passive attitude toward physical education and sports includes 29.4% of respondents aged 10-11, 29.4% aged 12-13, and 33.1% aged 14-15. This means that young people understand that physical exercises have a positive effect on the human body and approve of sports activities, but not in the role of a fan or observer. They believe that physical education is beneficial, but unfortunately, they do not have enough time for it, and as a result, they engage in physical activities only in certain situations under the pressure of external factors.

The group of students with a negative attitude toward physical education and sports includes a large number of children of middle school age (10-11 years - 20.0%, 12-13 years - 15.1%, 14-15 years - 12.4%). Respondents in this group dislike engaging in sports because they are more interested in "intellectual" activities. Hypokinesia is pronounced in them.

CONCLUSION

Our attempt was to determine the level of self-mobilization of students in academic and sports activities. The following data were obtained as a result. Students who are sufficiently active, based on their indicators, seem more attractive. Engaging in physical education and sports also generates positive emotions, increases energy, and creates a good mood. This helps explain why a person who has experienced the "taste" of physical exercises and sports strives for regular participation in them. The data obtained allow us to conclude that those with a higher level of motor activity perform better

academically and are significantly less likely to get sick. Reduced activity leads to many disorders and premature deterioration of the body.

This means that we, as educators, need to create conditions for children that will spark their interest in physical education and sports, so they understand the benefits of movement for their health. After all, movement is life. Even in the 18th century, the famous French doctor Tissot wrote: "Movement, in itself, can replace any medicine, but no medical treatment in the world can replace the action of movement."

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