



## **BASIC CONCEPTS AND APPROACHES TO IMPROVING PHYSICAL EDUCATION AMONG STUDENTS**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
The analysis of modern concepts and approaches to the improvement of physical education of students is carried out, promising ways of transformation of the physical culture and sports environment are identified. It is proved that the organization of the physical culture and sports environment expands the field for humanitarian transformations of physical education of students, promotes diversification and personality-oriented orientation of physical education.	<i>physical education of students, concepts, approaches,, efficiency, improvement, humanitarization, organization, physical culture and sports environment.</i>

### **Introduction**

Modern innovative and integration processes in the world as the driving forces of evolutionary development naturally cause the emergence of crisis situations in education, including in the system of physical education of students. In the modern educational situation, there is a deterioration in the health of students at all levels of education, the underdevelopment of their needs for physical education and sports. This is also affected by a decrease in motivation for physical culture and sports activity among the population due to a low socio-economic level. In addition, unfortunately, in educational institutions there is a lag behind the foreign practice of physical education, insufficient material and personnel support. The problem of increasing the effectiveness of physical education of students in the education system is more relevant than ever at the present stage. In this regard, it seems appropriate to analyze conceptual approaches to solving the problem of physical education.

The purpose of this study is to analyze the main concepts and approaches to improving physical education of students, to identify promising ways to transform the physical culture and sports environment.

In the field of physical education in recent years, there has been an intensive process of developing physical culture and wellness technologies that can provide each student with an individual approach to the problem of his personal health and his level of preparedness.

A number of researchers in search of ways to improve the effectiveness of physical education in educational institutions give preference to strengthening motor activity, training orientation of classes, the development of motor (conditioned) abilities before the process of learning motor actions. Other researchers believe that the formation of a culture of movements should be a priority, and therefore the main thing for optimizing the physical condition of students is not the number of movements (the

amount of load), but the quality of motor actions, their interaction both directly with each other and in the structure of the main educational activities.

The direction of integration of motor and cognitive activity in the process of physical education (scheduled classes, optional training sessions) is highlighted on the basis of an integrated solution of educational, educational and health-improving tasks. It is proposed to strengthen the educational orientation of training sessions in the system of general physical education, when the process of forming a system of special knowledge, ways of their independent development and rational use in everyday life should be put at the forefront. The priority of educational tasks (spiritual, moral and aesthetic) in relation to the tasks of training (formation of knowledge, skills and abilities) and the development of students' abilities (physical, mental) is noted.

Meanwhile, in a number of studies there is a discussion about the expediency of sportization of physical education of students. The most significant objection is the idea that the methodology and organization of training sessions should be based on the concept of training, because with this approach less attention is paid to other urgent tasks of physical education.

In addition, the early physical education specialization of students, embedded in sports-oriented physical education, in our opinion, is also not entirely appropriate, because it does not contribute to the full development by students of the main sections of the educational material on the discipline "Physical Culture", the child is not yet sufficiently oriented in the types of motor activity, he has not identified personal interests.

Connects the increase in the effectiveness of physical education in educational institutions with the principle of conformity of the orientation of physical training to the conditions of the geographical environment of human habitation, according to which the programming of physical training of various groups of the population should be based on a number of factors, based on which:

- At preschool age, it is necessary to take as a basis a guideline for cognitive (cognitive) methods, the leading method of physical training should be gaming as the most effective at this age;
- In primary school age, physical training should be aimed at the development of functional physical capabilities of the student, in middle school age - at the development of physical abilities and in senior
- At the formation of physical qualities;
- For students studying in secondary vocational and higher educational institutions, physical training should be aimed at improving, first of all, those qualities that, according to the professionogram, are necessary for the future activity of a specialist in this profile.

Studies have shown that taking into account the regional characteristics of the habitat and the individual needs and interests of children largely ensures the success of physical education activities in the system of physical education of secondary school students.

In the concept of school education, physical education is considered as a process of formation and satisfaction of the dominant basic needs of students. The reform of physical education, taking into account the need-motivational sphere of students, is aimed at forming such a set and such a hierarchy of needs that are most favorable for their health, physical self-development and self-improvement.

The formation of the physical culture and sports environment of the educational institution and the actualization of its pedagogical potential aimed at the formation of the physical culture and sports lifestyle of students should be paramount in the modernization of physical education.

It is possible to distinguish the Olympic paradigm, the non-classical model of youth sports based on the humanistic paradigm - the Spartian concept, the paradigm of the physical culture and wellness

movement associated with the development of new physical culture and wellness technologies, the paradigm of the social strategy for the development of physical culture, sports and physical education in the country, aimed at giving a person a culture of motor activity, which he himself will be able to use it to satisfy his needs and interests, thereby satisfying the needs and interests of society.

In addition to specific paradigms related to the profile of physical culture and sports activities, general paradigms of education that determine the strategy of its development and set their vector in the modernization of physical education, such as the personal paradigm, cultural paradigm, cognitive-information paradigm, competence paradigm, can also be attributed here.

Noting the alternativeness, competitiveness and originality of the practical implementation of ideas in practice, it is impossible not to strive to find their compatibility, reflecting the unity of positions. Such a field of compatibility, the unifying basis is the humanitarian paradigm of improving physical education in the education system.

Here we share the point of view that it is necessary not to blindly copy aspects of sports training, but a serious analysis and selection of the most successful conceptual ideas and technologies that can make the process of physical education interesting and effective in a short time. The most optimal way to put ideas into practice, in our opinion, is step-by-step, starting from the elementary grades, introducing students to sports and recreation activities with in-depth specialization in their middle and senior levels. At the same time, a prerequisite is the implementation of the basic educational standard for physical culture, which includes not only the motor, but also the educational component.

In the physical education of students, the following processes are most well known and technologically provided: sports-oriented physical education, personality-oriented physical education, valeological education, sports-patriotic education, Olympic education. These processes are referred to as innovative, which will allow us to talk about the implementation of new ideas and the introduction of new projects into practice, on which the success of the modernization of physical education as a whole significantly depends. Based on the experience of implementing innovative projects, an algorithm has been developed for their implementation at the regional level, information support of the idea, adaptation of the project to regional conditions, creation of a working group on project implementation, sociological studies of readiness for innovative transformations, project implementation at the level of pilot research, evaluation of the effectiveness of the project, the main implementation of the project and evaluation of its effectiveness.

However, the introduction of new projects and innovative technologies of physical education involves an increase in the number of physical education lessons per week, which is difficult for objective reasons. The task of a physical education teacher is to form the need for motor activity, to interest students in physical culture and relevant knowledge about it, about health. One of the ways to increase the effectiveness of physical education becomes obvious - the organization of a physical culture and sports environment. The physical culture and sports environment cannot be limited only by the framework of one educational institution, it must be an open system that includes a municipal environment, which ensures the availability of sports facilities for physical culture and sports in residential neighborhoods. The principle of following the sportized vector can become the fundamental principle of combining the educational potential of the municipal environment.

Improving the effectiveness of physical education of students is widely discussed in foreign studies, where questions are raised about the need to increase the time for physical activity and sports, creating conditions in schools for everyday educational physical activity of students, classes in school sections

and participation in interscholastic sports events. National health goals will be achieved only if the efforts of schools, society and politicians are made to provide young people with the opportunity to engage in physical activity.

Strategies to promote physical activity among students should be integrated at the family level, at home, at the level of public organizations, and should also take into account important gender differences as factors related to the physical passivity of young people.

The rationale for the development of physical activity standards and programs is as follows:

- 1) Providing interesting, safe and age-appropriate physical activity;
- 2) Promoting family involvement of children, interaction with society and increasing access to sources of physical activity;
- 3) Helping children avoid the risk of physical inactivity. The following categories are reflected in the programs: the scope of the program, time and intensity, opportunities, assessment, schedule of classes, qualified personnel and trainers, equipment. Methods of obtaining information for standards include team planning, online surveys, focus groups, systematic reviews of literature, external expert opinion. Summarizing all of the above, we can draw the following conclusions.

The phenomenon of physical culture in modern conditions requires new concepts of physical education of students, related to the leading stimuli of human activity (needs, motives, interests, values, etc.), a general focus on self-development and self-realization of the individual.

The considered approaches and concepts of improving physical education of students determine promising ways of transforming the physical culture and sports environment:

- Providing conditions for the realization of the human-making nature of physical education, the formation of an integral person in the unity of his somatopsychic (bodily) and socio-cultural (spiritual) development;
- Formation of a new paradigm of the physical culture and wellness movement associated with the development of new physical culture and wellness technologies.

The analysis of concepts and approaches to improving the effectiveness of physical education reveals the diversity and polarity of views on the problem under study. Most of the positions reflect the need for the humanitarization of physical education, the implementation of activity-based and personality-oriented approaches to the organization of the educational process in physical culture. The most important direction of the implementation of the humanitarian essence of physical education at school is the organization of physical culture and sports environment. Firstly, the very process of organizing the physical culture and sports environment expands the field for humanitarian transformations of physical education of students; secondly, it contributes to the diversification of physical education and personality-oriented orientation of physical education.

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