

ISSUES OF SOLVING THE PROBLEM OF THE DEVELOPMENT OF EDUCATIONAL AND COGNITIVE ACTIVITY OF STUDENTS IN THE FIELD OF PHYSICAL CULTURE

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A B S T R A C T	K E Y W O R D S
The article discusses methods and systems for solving problems of the development of physical culture and physical education of students.	physical and mental development, educational and cognitive activity, physical education, physical exercises.

Introduction

Based on the world experience of the formation of educational and cognitive activity of a student's personality in harmony with his physical and mental development, physical education as a separate branch of our national educational system in all its specific aspects should be focused on educational, educational, developmental goals, and the goals provided for by other general education disciplines should be considered a priority. The science of physical education by its development should contribute to the formation and development of the child along with other general education subjects. One of the ways in which the science of physical education influences the educational process of general education activities in the field of the formation of educational and cognitive activity in harmony with physical and mental development is the mastery of students in ways of full awareness of their body, the acquisition of skills and skills of self-physical improvement, the formation of skills and abilities that provide intellectual development for the independent acquisition of knowledge.

The reason why experts consider the issue of increasing the volume of motor activity in students to be a priority is that, according to the views adopted in the methodology and theory of physical education, the productivity of classes is evaluated depending on their intensity in practical terms. In accordance with this, the training of special knowledge and methods of physical mastery in educational activities in the field of physical education is aimed at achieving sufficient assimilation by students of exercises in any kind of sport, special movements that are part of a sports game, improving forms of motor activity. At present, theoretical and instructional and methodological knowledge is affected only directly in the course of the lesson, with insufficient emphasis on their importance as the main part of general physical education. According to the research results, students get acquainted with special theoretical knowledge in the processes of motor activity, the longest of which is the information and methodological instructions of the teacher for 3-5 minutes.

Such conditions do not allow to introduce the theoretical part of the program material of the discipline “physical education” into the educational activity qualitatively enough, and therefore, to fulfill the requirements of the DCS for the quality of general education in the field of formation of educational and cognitive activity in harmony of physical and mental development.

As the main elements provoking this condition, we note the following factors:

- the lack of a tradition of systematic teaching of special knowledge when teaching the subject of physical education in secondary schools;
- that the student's view of physical education lessons as a means of increasing motor activity was formed as a psychological and pedagogical imagination;
- lack of conditions for the manifestation of basic knowledge, practical and methodological skills and skills that ensure a reduction in the intensity of motor activity by more than seventy percent in the processes of traditional physical education classes;
- orientation of the modern general education system in the field of formation of educational and cognitive activity in harmony of physical and mental development, as in previous periods, to take into account only pragmatic, practical results-physical development, physical fitness, achievements of students in sports competitions, etc.;
- the presence in the theory and practice of physical education of an approach based on the definition of the effectiveness of lessons in the discipline of physical education, first of all, the tradition of determining the effectiveness of the lesson by the density of movements;
- the main attention is paid to maximizing the student's motor activity in accordance with the involuntary, intuitive, but insufficiently scientifically grounded habits of physical education teachers;
- insufficient understanding in the imagination of most physical education teachers of the need to provide systematic theoretical knowledge on this subject during the lesson;
- insufficient perception of the DTS requirements for the quality of general education in the field of the formation of educational and cognitive activity in the harmony of physical and mental development and insufficient understanding of their significance.

Another problematic aspect of the issue is that when assessing the professional activity of a teacher of a physical education subject in schools at the level of an institution or higher organization, as well as with appropriate qualification certification, the main evaluation criteria are not the level of systematic theoretical knowledge of students in this academic subject or the general worldview in this area, but the level of their physical fitness, the results of sports competitions.

It should be noted another case when, according to the results of observations in secondary schools, the absolute deficit is made up of physically highly developed students in each class (on average 1-5 people). Most students have a medium or low level of physical fitness. It should be taken into account that when studying the motor activity of schoolchildren by testing, it was found that many medical and biological factors affect the level of physical fitness. These factors include the peculiarities of the age stage of development for each child, genetic predisposition to physical activity, bad habits, environmental factors, and the like. Considering in this aspect, we can say that the practice of assessing professional competence, the effectiveness of physical education teachers based on the level of motor activity and physical fitness of students has practically no scientific basis.

The reason why teachers of the academic subject "Physical Culture" pay attention to increasing the level of motor activity of students is that in professional competitions, it is not teachers who are striving to increase the theoretical knowledge of students in the field of physical and mental development, to give

high-quality, consistent knowledge on this subject, but teachers whose students have achieved high results in sports competitions or sporting events. When summing up the results of the professional activity of a physical education teacher, the number of students with theoretical systematic knowledge, who can rhythmically engage in physical exercises, independently organize physical activity on a methodological basis and generally show educational and cognitive qualities in harmony of physical and mental development is not taken into account as the main indicator.

Thus, there are sufficient grounds to believe that there is a discrepancy between the presence of students with a system of special knowledge in the field of physical and mental development, practical skills and methodological skills of rhythmic exercise and the state of underdevelopment of pedagogical conditions, taking into account, in accordance with them, specific aspects of general education in the field of physical culture, forms of practical and methodological approach to organization of the educational process. It is this discrepancy that negatively affects the successful conduct of general education in the field of the formation of educational and cognitive activity in harmony of physical and mental development.

Based on their own views on the approach to educational processes in physical education, we can note three groups of teachers who organize classes in different ways. In the eyes of teachers belonging to the first group, knowledge is a “decoration” of the lesson, that is, the process of visual transfer of knowledge about concepts, terms and subject area. Teachers forming the second group carry out the phenomenon of knowledge transfer and bringing them into a new form or appearance. Finally, there is a third group of teachers who consider knowledge an important tool, as well as an important resource in the student's self-development. In our opinion, in order to ensure universal education in the field of physical education, only the approaches of teachers belonging to the third group to the organization of educational processes in the discipline of physical education are correct and in demand.

The idea that 3-5-minute teacher's messages on the subject material in general form during the lesson are enough for students to achieve theoretical and methodological training during the lesson, is completely ingrained in the minds of many. This has become a generally accepted rule of most experts. It is in contrast to this point of view that teachers belonging to the above-mentioned third group consider the distribution of theoretical material into three types of educational activities - theoretical, practical and methodological - to be conditional and expedient. It also emphasizes the need to achieve an optimal - in all respects favorable and effective level of correlation between the intellectual and motor components of learning-ratio in the organization of course work on the discipline of physical education. Along with the fact that physical education in schools takes place in a purely theoretical form, it is important to create conditions for independent study of theoretical material by children, starting from school age, a good result is given by teaching theoretical material on physical education in primary classes for 10-15 minutes per lesson, and during a quarter-four or five theoretical classes. In increasing the level of educational and cognitive activity of students in harmony with their physical and mental development, scheduled classes in other academic subjects, as well as extracurricular activities, are becoming important. This means that in order to control the theoretical knowledge of students in the academic subject of physical culture, the teacher must allocate special time for theoretical classes.

Taking into account that during the organization and conduct of lessons, the physical culture and educational discipline in most cases is still a means of demonstrating the motor activity of students, until the necessary pedagogical conditions are created for the implementation of the educational function of this discipline, the most important sections of many theoretical materials remain inapplicable

in educational practice. It is impossible to even imagine that such a thing would happen when teaching any other general education subject included in the school curriculum.

Consequently, we can say that in the existing approaches to the problem of the formation of cognitive activity in the field of the formation of educational and cognitive activity in the harmony of physical and mental development, we have witnessed that there are very few views aimed at using the system of theoretical knowledge formulated in the discipline of physical education. This indicates that physical education does not have sufficient conditions for the manifestation of the potential of an educational subject as one of the general subjects of secondary education. This problem should be discussed in theoretical and practical fields, scientifically investigated and find its solution.

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