

FUNDAMENTALS OF THE PHYSICAL EDUCATION SYSTEM

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Annotation: Physical culture is an organic part of universal culture, its independent field. At the same time, it is a specific process and result of human activity, a means and a way of physical improvement of the personality. Physical culture affects the vital aspects of an individual, obtained in the form of inclinations that are genetically transmitted and develop in the course of life under the influence of upbringing, activity and the environment.

Key words: Physical education, physical culture, modern approach, sport sciences, sport events, development of person.

The life and studies of a modern student are becoming more intense every year, requiring a rational expenditure of time and effort. In these conditions, physical education can become one of the means of improving mental and physical performance. Therefore, the purpose of physical education in universities is to promote the comprehensive development of personality, the training of highly qualified specialists.

In our society, the comprehensive and harmonious development of the individual is carried out not only in the interests of social production, but also of the person himself. The physical culture of a university student's personality represents that part of culture that determines the degree of development of physical strength and motor skills, as well as the level of activity and vitality of a young person, his state of health, reveals the potential of physical activity.

Physical education of students includes many areas: general preparatory, sports, vocational and recreational, therapeutic. Such an approach to the problem of physical education, student improvement allows you to clarify the ratio of an individual's physical culture, the necessary structure of motivation for physical exercises and the nature of individual knowledge in this area, the content of an individual's activities to achieve a high level of physical culture and its maintenance for a long time and, of course, the person's awareness of the goals of his physical improvement.

In sports science, higher and higher demands are placed on the justification of research works, ways to obtain reliable and effective pedagogical knowledge. The nature of such justification should correspond to the orientation of science towards an objective reflection of the actual state of affairs and, taking this into account, to the improvement and transformation of sports practice.

Sport is entering a stage of development when the growth of achievements is associated with the search for uniquely talented athletes, careful cultivation of their abilities throughout many years of training, jewelry polishing skills based on the data of modern science. Thus, the science of sports is a natural result of many years of analytical and cognitive activity and generalizing research in the field of sports training and competitions. An analysis of the content and structure of sports science indicates that its purpose is the knowledge of the phenomena of sports and sports activities combined into a central discipline — the theory and practice of sports. And only a highly qualified specialist, a coach-scientist, can educate an athlete who is ready to climb the sports Olympus.



The role of physical culture in the higher education system is high and multifaceted, since physical culture is the basis of an individual's socio—cultural existence, the basis of his general and professional culture. As an integrated result of education and professional training, it manifests itself in a person's attitude to their health, physical abilities and abilities, in lifestyle and professional activity and appears in the unity of knowledge, beliefs, value orientations and in their practical implementation. Physical culture acts as an integral quality of personality, as a condition and prerequisite for effective educational and professional activity, as a generalized indicator of the professional culture of a future specialist and as a goal of self-development and self-improvement. It characterizes the free, conscious self-determination of a person who, at different stages of life development, chooses from a variety of values and masters those that are most significant to her.

Components of physical education. Physical education, included in the education and upbringing system, starting from preschool institutions. It characterizes the basis of physical fitness of people — the acquisition of a fund of vital motor skills and abilities, the versatile development of physical abilities. Its important elements are the "school" of movements, a system of gymnastic exercises and rules for their performance, a system of exercises for the rational use of forces when moving in space. Physical development is a biological process of formation, changes in the natural morphological and functional properties of the body during human life. Physical development is manageable. The management of physical development is based on the biological law of controllability and the law of unity of forms and functions of the body.

Physical development is closely related to human health. Health acts as a leading factor that determines not only the harmonious development of a young person, but also the success of mastering a profession, the fruitfulness of his future professional activity. Health and rehabilitation physical education. It is associated with the targeted use of physical exercise as a means of treating diseases and restoring body functions that are impaired or lost due to diseases, injuries, overwork and other causes. Background types of physical education. These include hygienic physical culture, recreational physical culture — active recreation. Physical exercises, natural forces of nature (sun, air and water), etc. are used as means of physical culture.

Physical education of students includes the following main directions: general preparatory, sports, professionally applied, hygienic, health and recreational. The general preparatory direction provides comprehensive physical training of students and its maintenance at the level of the requirements of the state program of physical education. Means: general developmental exercises without objects and with objects, athletics, swimming, skiing, tourism, etc.

The sports direction provides specialized systematic knowledge of one of the sports in the departments of sports improvement (sections), as well as participation in sports competitions in order to increase the level of sports skills. The professionally applied direction promotes the use of physical education tools in the system of scientific labor organization, as well as in preparation for work in the chosen specialty, taking into account its features. The hygienic direction provides for the use of physical education tools in the system to restore working capacity and strengthen health. Tools: morning hygienic gymnastics, hardening, rational study and rest regime.

Meals in accordance with hygiene requirements, wellness walks, etc. The health and recreational direction provides for the use of physical education tools in the organization of



recreation and cultural leisure on weekends and during the holidays to strengthen health. Tools: hiking trips, excursions, outdoor games, etc. The therapeutic direction ensures the restoration of health in general or individual body functions that are reduced or lost as a result of diseases, injuries. The needs for physical culture are the main motivating guiding and regulating force of personality behavior. They have a wide range: the need for movement and physical exertion; in communication, contacts and spending free time with friends; in games, entertainment, relaxation, emotional relaxation; in self-affirmation, strengthening the positions of one's self; in cognition; in aesthetic enjoyment, etc.

The system of motives that arises on the basis of needs determines the orientation of the personality, stimulates and mobilizes it to be active. The following motives can be distinguished:

physical improvement, associated with the desire to accelerate the pace of one's own development, take a worthy place in one's environment, achieve vocation, respect;

friendly solidarity, dictated by the desire to be with friends, communicate, cooperate with them; duties associated with the need to attend physical culture classes, fulfill the requirements of the curriculum;

rivalry, characterizing the desire to stand out, assert oneself in one's environment, achieve authority, raise one's prestige, be the first, achieve as much as possible;

imitation, combined with the desire to be like those who have achieved great success in physical culture and sports activities or possess special qualities and virtues acquired as a result of training;

sports, defining the desire to achieve any significant results;

procedural, in which attention is focused not on the result of the activity, but on the very process of occupation;

a game that acts as a means of entertainment, nervous relaxation, and relaxation;

interests are also important in encouraging students to engage in physical education and sports. They reflect a person's selective attitude towards an object that has significance and emotional appeal.

The successful implementation of the educational process in physical education is possible if the entire arsenal of physical and technical training tools is rationally used in strict compliance with the principles of physical education methodology, taking into account physical development, functional capabilities and the level of preliminary training of students. Recent scientific data indicate that the educational process becomes effective under the condition of differentiated and individual approaches to physical education and its training effects.

However, these promising areas are gradually being introduced into the practice of work. This is due to a number of reasons, primarily lack of knowledge and a small number of scientifically based methodological recommendations on differentiated and individual approaches to physical education, the extensive organizational work required by these approaches, the need for qualitative changes in the educational process and the conservatism of a number of teachers. Opponents of the differentiated approach believe that students of different levels of preparedness can study in the same study group. At the same time, the main argument is the thesis that poorly prepared students will reach out for the rest. This approach violates the basic provisions and principles of the methodology of physical education, and primarily the methodological principles of accessibility, individualization and gradual increase in requirements (dynamism).



Physical education is characterized by certain qualitative and quantitative indicators of the training effect of physical exercises. Thus, only as a result of physical training, cumulative changes develop in the body, contributing to the deployment of the mechanism of general adaptation, aimed, in particular, at energy and plastic provision of specific homeostatic reactions, restructuring of various organs and systems, expansion of their functional capabilities, improvement of regulatory mechanisms. This is important for maintaining health, improving performance, and the body's resistance to various harmful factors.

Education and upbringing should be built in accordance with the capabilities of those involved, taking into account their age, gender, level of preparedness and individual differences in physical and moral-volitional qualities. In the presence of deviations in the state of health, compliance with these principles is the key to the health-improving effect of physical education, whereas if a feasible measure of physical exertion is exceeded, there may be a threat to the health of those involved. In addition, physical exercises that do not correspond to the capabilities of students entail improper performance. And an incorrectly fixed skill is much more difficult to fix than to form a new one. Analyzing the state of the problem of individualization of the educational and training process in physical education, in particular, the physical fitness of students, it is necessary to conclude that its solution is possible provided that the teacher uses information that objectively reflects the condition of students and plans training loads in accordance with the structure of the preparedness of students.

The life and studies of a modern student are becoming more intense every year, requiring a rational expenditure of time and effort. In these conditions, physical education has become one of the means of improving mental and physical performance. The purpose of physical education in universities is to promote the comprehensive development of personality, the training of highly qualified specialists, as well as the primary task is to strengthen health and improve performance by means of physical culture. Recent scientific data indicate that the educational process becomes effective under the condition of differentiated and individual approaches to physical education and its training effect. This allows us to achieve the main task — to raise a healthy and harmoniously developed person.

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