



THE ROLE OF PHYSICAL TRAINING IN THE FUTURE LIFE OF STUDENTS OF NON-SPORTS INSTITUTES SPECIALIZING IN PHYSICAL EDUCATION

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Abstract: The purpose of the article is to highlight the urgent need to build a constant motivation in the lives of students of higher education institutions whose specialties are not related to sports, physical education and healthy lifestyle skills.

Keywords: Physical culture, therapeutic physical training, health culture, organization of physical culture.

Methods. The authors used sociological research, surveys, and questionnaires to determine the role of health in the lifestyle system of modern students and what might be the main motivations for their concept of a healthy lifestyle. Standard computer statistical analysis was used to process the results of the study.

Scientific novelty and results. Modern interpretation of the term "physical culture": The authors emphasize that physical culture and sports to work in the chosen specialty is not only a practical aspect of education that helps to achieve the highest level of human health and acquire professional sports skills, but also personal development. achieving structural coherence is the science of methods and technologies to ensure successful preparation. Research shows that students do not fully understand the stereotypical ideas about physical culture as a way to improve muscle function and increase their mass, and that muscle activity is reflected in emotional-figurative thinking, without which successful assimilation is impossible. Modern scientific knowledge consists of active life, successful implementation of personal and professional plans.

The main reason why students are not able to organize a healthy lifestyle properly is that they lack the skills and competencies to maintain their own health - parents, school teachers, educators and higher education. the literacy of teachers in educational institutions about the interdependence of physical education and medicine is insufficient.

Practical significance. The system of mass physical education is one of the most urgent reforms of today, including the need to reconsider the place and role of physical education and sports science in non-physical education and non-sports higher education institutions.

Physical culture is not only a practical aspect of education that helps to achieve high quality of human health and acquire competencies in professional sports. Physical culture is the study of ways and technologies to achieve harmony in personal development and to successfully prepare to work in a chosen field of specialization.

In non-physical education institutions, managing students' physical education is a complex process. One of the main tasks is to provide students with a deep understanding of tactics and strategies of physical culture, as well as careful selection of ways to improve the quality of health, the formation of students' motivation for a healthy lifestyle.

There are two main ways to organize physical education classes.



- Conducting physical education classes for practically healthy students of basic and preparatory groups.
- Special medical group to organize classes for students with physical disabilities or students temporarily relieved of physical activity.

The first step in this division is to analyze the key indicators of the quantity and quality of student health, and the attitudes of boys and girls. Such an analysis will reveal the composition of the target audience, the existing problems, more clearly identify ways to increase motivation for a healthy lifestyle and engage students in physical education, assess the resources of the institute's sports base, their proper use and can contribute to the improvement of performance.

Physical education should be an integral part of the modern education system as it has great educational, pedagogical, health, economic and general cultural significance. Its value is not only in the acquisition and maintenance of health, but it is an effective means of shaping the human personality and improving character, helping the next generation to successfully socialize and adapt in a professional society.

There are objective difficulties in conveying these ideas to students. Physical education has ceased to be a hobby for many people and is an integral part of their daily work and life.

To date, issues related to the physical development and health of citizens of Uzbekistan have risen to the level of public policy. One of the first laws passed after Uzbekistan gained independence was the Law on Physical Culture and Sports. An analysis of the scientific and medical literature shows that cardiovascular diseases are still the number one threat to human life today. Advances in technology have led to the spread of hypodynamics. At a time when science and technology are at their peak, the role of physical education and sports in restoring people's health, maintaining a high level of physical fitness and active recreation is invaluable.[1]

The region of Uzbekistan also has conditions for exercise (swimming, swimming, sports, tourism, athletics and oriental sports) in all four seasons of the year.

In the National Program of Personnel Training of the Republic of Uzbekistan, the goal of the Program is to radically reform the education system, to completely rid it of ideological stereotypes, to develop a national system of training highly qualified personnel at the level of developed democracies, meeting high moral and ethical requirements. consists of creating. The National Program of Personnel Training is prepared in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education", based on the analysis of national experience and achievements in the world education system and contributes to high general and professional culture, creativity. and social activism, focused on the formation of a new generation of personnel capable of advancing and solving future tasks, with the ability to independently set the right goal in socio-political life. The program aims at the implementation of the national model of training, socio-political, legal, psychological-pedagogical, etc. for the conscious selection and subsequent development of comprehensive, socially oriented, educational and professional programs. to create such conditions, to educate citizens who feel responsible to society, the state and the family. [2]

Unfortunately, the direct link between physical activity and health is still unclear to many. For schoolchildren and students of non-physical education and non-sports institutes, the subject of the same name (physical narbiya) is not considered an important subject and they find reasons to refuse to attend classes when possible, visits to gyms, courts and stadiums are weak for them. become motivated.

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The fact that the modern system of mass physical education requires conceptual reform is a clear indication in many publications. The scientific literature suggests that interest in physical education is weak, especially among students who are in poor health and clearly outside the statistical average. In Uzbekistan, the number of such youth groups, according to statistics, is 35% of schoolchildren and 40% of students, and this figure is still moving towards a critical value, which is worrying.

One of the main factors influencing a person's individual health is his or her lifestyle. It is it that allows a person to maintain a health level of more than 50%. Health is an integral part of human life. But in the environment of youth, it still remains an abstract concept that does not require special individual efforts to maintain and develop it. It is common for many young people to mismanage their time, go to nightclubs, use various psychotropic drugs, cigarettes, hookahs, and alcohol without worrying about their healthy lifestyle. it cannot be ignored as it becomes a state. [4]

As a result, health plays an integral role in all personal characteristics of a person, including: his abilities, inclinations, temperament, willpower, emotional state, behavioral motivations, physical and spiritual strength, social relations. The quality and quantity of health determines a person's actions and self-awareness. A culture of health in this area is one of the most important tools for achieving good results.

Contrary to the conclusions of our youth about the benefits of physical culture and the need for regular physical education and sports, world experience shows that such activity successfully shapes the human locomotor system, which mainly affects its short and long term, ie life and determines the direction of personal development, stimulating its activities and mobilization for useful work.

Physical culture has emerged and evolved not as a way to improve the organism, but as a universal way for a person to be in the natural environment, without disturbing it, but instead to enrich it.

The problem of shaping the culture of health is a product of the problem of meeting the set of urgent needs of an individual in everyday life. Neither the school, nor the medicine, nor the police, nor even the parents can fully ensure the "health care" of human life in modern conditions. We need to recognize this and teach children to take responsibility for their own health and the health of their loved ones. This responsibility is based on key words - relationships: [3]

- I would like
- "I can learn."
- I can do it.

In order to determine the role of health in the current system of traditions of modern students and what may be the main reasons for a healthy lifestyle for students, we conducted online social networks, using questionnaires, three major higher education institutions in Namangan. conducted sociological research in institutions. The object of research was selected students with physical disabilities in a special medical group, because it is easier for them to compare the positive impact of physical education on health and success in future careers. More than 500 students from Namangan State University, Namangan Engineering and Construction Institute and Namangan Engineering and Technology Institute took part in the survey. The results of the survey were analyzed by a standard computer statistic.

The results of the self-assessment of physical and social well-being were as follows: only 16% of students rated their health as “good” and 44% as “satisfactory”. One-third of students (32%) said they did not experience any difficulties with the existing disease. 29% are often forced to limit physical activity, 19% are worried about their future, and 17% are unsure of their abilities. Most students understand the inevitability of complications in their future lives related to their health. Despite low levels of physical health and impaired social well-being, 67 percent of students take care of their health “from time to time” and only 27 percent do so regularly.

Results of self-assessment in physical and social well-being



More than half of the students (58%) understand that their health depends on them in many ways. However, 46% said they could change their attitude towards their health “only if they are sick” or “if there is a real threat of the onset of the disease” (35%). This highlights the mismatch between the need for health and efforts to maintain and strengthen students’ physical and emotional well-being.

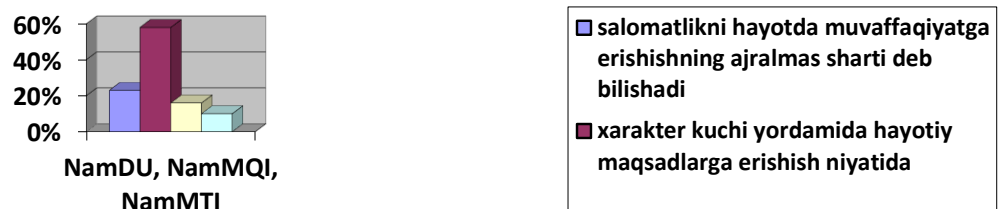
We decided to analyze the reasons for the mistreatment of students’ health and identify their set of life values. The last places in the ranking are occupied by the family (29%), welfare (26%), health (17%) and education (16%).

Causes of stupid health of students



Types of work that benefit creativity and people; the need for spiritual development has unfortunately taken a low place in the rankings. Only 23 percent of students believe that health is an essential condition for success in life; 58% intend to achieve life goals using character strength; 16% cited education as the key to success; 10% - material wealth.

creativity and benefits to people types of work



These data confirm that in modern society there is a stable opinion among young people that success in life depends on financial security, pragmatism in education and career growth. It does not reflect the behavior of young people when deciding whether to attend physical education classes.

Realistically assessing their efforts to maintain and strengthen their health, 68% of students rated their healthy lifestyle as “to a certain extent”, 12% as healthy, and 16% as unhealthy. .

It is also worth noting that in the survey we asked "What factors do you use in your daily life for a healthy lifestyle?" The students' answers to our question were as follows; while 66 percent of students answered that the main factor was to attend physical education classes, while about half of the students, in their opinion, preferred to exercise independently and try to eat properly (49 and 45, respectively). percent), 42 percent gave up bad habits. Given the fact that students with disabilities took part in the survey, this move does not seem to matter much. It is important to note that the most important factors of a healthy lifestyle are not required. Only 26%: "I strive for self-improvement, spiritual development"; 12 percent follow a work and rest regimen, only 8 percent are interested in healthy lifestyle literature, and 5 percent use wellness techniques.

Unsystematic care for your health leads to low effectiveness of efforts to strengthen it. Although 89% of students were positive about the idea of engaging in physical education, only half of them (49%) expressed their willingness to attend such classes and test their knowledge of the subject. preferred to show in the form of. For 66%, the main reason for exercise is to improve health, and for 51% to improve external data. The share of “self-improvement” (11%) and “professional preparation” (7%) was low.

In general, it can be concluded that students do not pay enough attention to their health, which is expressed in the fact that they do not take enough care of it and the need to develop and maintain it is not formed. According to the survey, we have identified several reasons for this:

- 34% of students believe that they have mastered all the necessary types of exercise, which is enough to strengthen their health in other ways, without regular participation in the activities of the Department of Physical Education;
- 57% of students said that they do not have enough skills to manage health quality, so they want to go to classes;
- 5% know almost nothing about how to fight to improve the quality and quantity of health;
- 47% indicated their inability to answer the question of what “specific features of their lifestyle should be in the presence of disease”;
- 34% have no idea about "proper organization of independent exercise";
- 28% do not know "how to create a set of exercises for the disease."

According to a sociological survey, slightly less than half of students (45%) have a family, 27% a university, 12% a school, and almost a fifth have health skills. (19%) No one has ever taught health care methods and techniques. Thus, the main reason for the lack of skills and competencies for students to organize a healthy lifestyle, to maintain their well-being is the lack of physical education and medical training of parents, school teachers, educators and university teachers. is a low level of literacy about how inextricably linked it is to one another.

A healthy lifestyle is a necessary condition for a person to be socially active, to fully express his spiritual and physical strength. "Why do you think you should lead a healthy lifestyle?" to the question. - 54% of students answered: "Have a good family and healthy children"; 49% - "to be physically stronger and more attractive"; 40% - "feeling confident, psychologically comfortable". For 36% of students, health is necessary to “enjoy and enjoy life”. Compared to these data, the share of socially significant motives is low: 29% of students need to take care of their health in order to “succeed in business, career”, 26% need to take care of their health as a person, self-improvement ”.



The results recorded confirmed, on the one hand, the stereotypical presentation of physical culture by students as a way to improve muscle function and increase their mass, and, on the other hand, a complete lack of understanding of the emotional impact of muscle activity . - figurative thinking, without which it is impossible to successfully assimilate, modern scientific knowledge, active life, successful implementation of personal and professional plans.

Thus, it is necessary to form a stable motivation of students to health activities, in order to provide students with more information about the amount of knowledge, skills and abilities necessary for successful work in the chosen profession. It is necessary to provide information, to enrich their worldview on professional physical training. For example, increasing the workload of physical education classes introduced in non-physical education institutions is possible through special exercises such as professional physical training, morning physical education, personal hygiene gymnastics, movement and national games. It is possible to contribute to the training of qualified personnel as healthy, energetic, hardworking, selfless people. In order to achieve the quality and effectiveness of assimilation, we consider it expedient to increase the workload of physical education classes introduced in non-specialized higher education institutions.

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