

**Means and methods of forming a positive attitude among students to physical exercises**

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**Annotation.** The article shows the importance of forming a positive attitude towards physical culture among students, but by no means by force, but by educating their cognitive interest and convincing them of the need for physical exercises.

**Key words:** physical culture, physical exercises, method, means, learning process.

The main means of physical education is *physical exercise* . - *this is a motor action, specially organized to solve the problems of physical education in accordance with its laws.*

*Exercise means the repetition of an action in order to influence the physical and mental properties of a person, so physical exercise can be considered as a specific action and as a process of repeated repetition. Not every movement is a physical exercise. You can often come across an erroneous opinion when the motor load when cleaning the house, in the garden, in the garden is considered as a substitute for physical exercises. Therefore, it is necessary to point out the distinguishing features of physical exercises from labor or other motor actions.*

*Firstly*, when performing physical exercises, a pedagogical task is solved, aimed at the physical improvement of a person, and a labor motor action solves a production task aimed at the subject of production activity.

*Secondly*, physical exercises are performed in accordance with the laws of physical education, and labor motor action in accordance with the laws of production [1,2,3,4,5,6,7,8,9,10,11,12,13,14].

*Thirdly*, labor motor actions can positively influence the physical development of a person, but only complexes of physical exercises create opportunities for the development of all organs and systems of the body in an optimal ratio.

As additional funds natural \_ factors ( sun, air and water, their hardening effect ) and hygiene factors ( personal and public hygiene - daily routine, sleep hygiene, diet, mode of work, body hygiene, sportswear, shoes, places of work ).

The greatest health-improving and developing effect is provided by their complex interaction.

In physical education, two groups of methods are used: general pedagogical and specific.

1. General pedagogical methods include:

- Methods of using the word: story, explanation, conversation, analysis, task, assessment, indication, command.

- Methods of visual perception: personal demonstration of the coach; demonstration of posters, cinematographs , drawings, films; light signaling; sound signaling (for correction of tempo, rhythm, amplitude of movements).

2. Specific methods of physical education (practical methods of application of exercises, used only in the classes of physical culture):

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- Methods of strictly regulated exercise.

They provide optimal conditions for learning motor actions and developing physical qualities and include:

- a) a firmly prescribed program of movements (composition of movements, the order of their repetition, connections with each other);
- b) the exact dosage of the load (in terms of volume and intensity) and rest;
- c) the creation or use of external conditions that facilitate the management of the actions of those involved.

- Methods of partially regulated exercise. The main ones here are *game and competitive methods* [15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30].

The game method in physical education is realized mainly through outdoor games and sports games. Sports games are the highest level of outdoor games. Signs of the game method:

- pronounced elements of rivalry and emotionality;
- high requirements for creative initiative in movements;
- lack of strict regulation in the nature of movements and their load;
- a complex manifestation of various motor skills and qualities;
- variability of conditions of wrestling and conditions of performance of movements.

The main defining feature of competitive method - a *comparison of forces in conditions of rivalry, struggle for superiority or high achievement*. The competitive method can act as an independent form of organizing a lesson (official competitions, control and credit standards) and as a way to stimulate interest in classes when performing individual exercises - Who is higher? Who is stronger? Who quickly?

The competitive environment leads to a significant change in *the functional state of a person* - there is an adjustment to a new, higher level of motor activity, a greater mobilization of the body's resources. At the same time, objective indicators change: heart rate increases *to 130 - 140 beats . / m in.*; at 2 - 2.5 times the oxygen consumption increases; increased body temperature and blood pressure; increased sweating [31,32,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49].

All this enhances the effect of exercise. Therefore, the impact of the same physical exercise will be different, depending on where it is performed - in training or in competition.

There are three stages in movement training:

1. Initial learning involves familiarization with the movement, the creation of a semantic and visual representation of it and the method of its implementation, the holistic execution of the movement at the level of the initial skill, the correction of gross errors.
2. In-depth learning involves clarifying the details of the movement technique, performing an action while controlling its spatial, temporal and dynamic characteristics, and eliminating minor errors.
3. Improving the movement involves bringing the skill to the level of skill.

A motor skill is understood as such a degree of mastery of the technique of movement, in which the control of movements occurs automatically, without control by the human mind, and is characterized by high reliability of performance in changing and becoming more complex situations.

At the same time, in the process of teaching technical skills and abilities, the method of learning the exercise in parts and the method of learning the exercise as a whole are used.

The method of learning by parts provides for the initial study of individual parts of a motor action with their subsequent combination into the necessary whole.

The ability to break down an exercise is a necessary feature of the piecemeal method.

The method of learning an exercise as a whole provides for the study of a motor action in the form in which it should be as the ultimate task of training.

When choosing a teaching method, one should proceed from the rule: "Integral - if possible, with dissection - if necessary." That is, if the exercise is coordinatively not difficult or difficult, but it cannot be divided into parts (for example, a jump into the water), then it is learned in its entirety. If the exercise is complex and it is possible to break it into parts, then here it is necessary to use a method of learning an exercise in parts with subsequent connection into its holistic implementation [50,51,52,5,3,54,55,56,57,58,59,60,61,62,63,64,6,5,67,68,69,70,71].

Physical exercise has a beneficial effect on the current functional state of the body, normalizes it and thereby contributes to the creation of a functional "background" of life. They should be considered as a component of a healthy lifestyle.

Owning and actively using a variety of physical exercises, a person improves his physical condition and fitness, improves physically. Physical perfection reflects such a degree of a person's physical capabilities that allow him to realize his strengths to the fullest extent, to successfully participate in the social and labor activities necessary for society and desirable for her.

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