THE ROLE OF PHYSICAL CULTURE AND SPORTS IN STUDENT ACTIVITY AND LIFESTYLE

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Annotation. This article talks about the theoretical foundations of the need for physical education and sports for students of higher educational institutions. It is also written about the uniqueness of educational and sports activities of physical education students.

Key words: university students, physical education and sports, physical activity, physical activity of the body, adaptation.

Physical education and sports are an integral part of culture, a sphere of social activity, and it is a set of spiritual and material values created and used by society for the purpose of physical development of a person, harmonious development of a person, strengthening of his health.

Our government paid special attention to the healthy lifestyle of our people, especially the young generation. A healthy lifestyle is a necessary condition for the development of various aspects of human life, active long life and full performance of social functions, active participation in work, social, family and other various spheres.

Today, physical education departments of higher educational institutions (except physical culture faculties of physical education and sports universities and pedagogic institutes) have educational programs that provide physical education training in the first and second years. they work. According to the program, a total of 30 hours of practical training is allocated for physical education. These 30-hour training sessions are not planned in all higher education institutions.

There is no need to express the opinion that the load allocated for compulsory physical culture training cannot satisfy the needs of the student-youth body for movement activity.

Practical-methodical trainings serve to master the basic methods and methods of formation of professional, educational and life skills and qualifications in physical culture. The theoretical and practical sections of the program are directed to the formation of the need for consistent training based on physical exercises based on the individual's physical culture. At the same time, one of the forms of student activity is considered as independent work. All sections of the program serve to illuminate the professional orientation of the educational process in physical culture (YU.V. Zakharov, 1995; I.K. Kashbakhtyev, K.M. Mahkamjonov).

The results of the conducted research show that the time spent by students on physical culture and sports activities decreases significantly from the lower years to the higher years, as well as in girls compared to boys. When the time expenditure is studied by the activities of students studying in different faculties, the most free time outside of classes is spent on physical education and sports in those with a large academic load on physical culture and a high level of physical activity. it became clear that it is being spent by students of the department related to the field. The least time in this regard is spent by students of special courses, although their health conditions require spending more time to eliminate existing physical deficiencies. This contradiction has the following reasonable explanation: along with high movement activity in students, the need for a higher physical activity regime is formed. At this point, it becomes clear that a class-pedagogical approach to students with different levels of physical fitness is necessary for the formation of health and a healthy lifestyle (M.YA.SHlensky, 1993).

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Studies on the dynamics of attention stability and stress on the cardiovascular system in students with different levels of physical fitness show that, although there is no direct relationship between high physical fitness and high level of work performance, high physical fitness improves the body's performance. determines the level of stability in relation to educational loads, especially during the period (exam session) that causes emotional stress of educational activities. At a higher level of physical fitness, less energy is spent on academic work. It became known that students with low physical fitness are more sluggish (M.YA. Vilex, 1978; E.M. Evirg, 1981; M.YA. Vilensky, 1993). Accordingly, it is necessary to talk about the means that allow to increase the effectiveness of physical loads in relation to the general loads on the body.

At the same time, it is necessary to note the following evidence, the tension of the organism during the exams is high in students who master subjects poorly, regardless of the student's physical fitness (M.YA.Volkin, 1978). This situation alerts us to the information about the mental factors of adaptation, the role of the intellect in the adaptation of the organism. The development of the ability to communicate with the surrounding people based on sufficient information, high professional training, various skills and qualifications - all this increases the level of adaptation (V.I. Garb, 1995).

Despite the fact that significant scientific research has been conducted in higher education institutions on the importance of physical culture and sports in the educational process, the issue of the effective balance between mental and physical activity of students remains unresolved. The importance of physical culture and sports in the general educational load of higher education institutions has been studied in the following scientific researches:

- effective forms of organizing physical education training in higher educational institutions (Yu.I. Evtushogan, 1974; A.P. Frolenkov, 1974; Yu.L. Yakub, 1990);
- organization of students' daily regime and activity in free time (G.M. Mizin, 1976; P.V. Nazarov, 1970);
- indicators of motor activity moderation (A.R. Kamolov, 1970; D.N. Kondrateva, 1990);
- dynamics of physical and mental work (M.YA. Vilensky, 1970; M.N. Pipeyko, 1970; V.A. Kudryashov, 1974; V.P. Rusanov, 1979).

In the works of P.A.Nazarov (1968), V.M.Vidrin (1969), M.YA.Vilensky and B.N.Minaev (1976), V.A.Siluyanov (co-author, 1985), A.V.Maglevanniy (1988), academic achievements of students with a high level of physical training, it is noted that it is better than that of students with low level of physical training. However, according to P.M.Voronsov (1973), P.A.Nazarov (1968), S.R.Rabadanov (1976), the mastering indicators of students with the II and III grades are higher compared to the indicators of the I grade and masters of sports. will be known.

At the student age, psychophysiological functions mainly pass on the basis of active development and relative stabilization, ending with the main stage in the formation of a person from a somatic (feeling through the body) aspect. At this age, the intellect that gives rise to thinking occurs, in which rounding and the formation of a structural structure take place. As a result, the practical action that characterizes the intellect with the constant organization of mental activity determines its general tone.

At the age of 17-20, the formation of its vegetative function and the resulting effect on physical exercises in the body comes to an end. At the age of 20-29, a person achieves a quality - endurance, which is determined by high levels that are important for his work. At the age of students, physical development comes to an end, a sufficiently high general level of functional activity and workability is formed and maintained (A.V. Korobkov, 1962; Vilensky, 1993).

Thus, in the "student age" the development of movement function is completed and relative stabilization begins. During this period, physical culture becomes an important means of training the organism and a biological basis for the effective process of cognitive activity. In this process, the transmission of impulses in various systems, which make up almost half of the body's muscles, is

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necessary for brain activity. Muscle movement creates a flow of impulses that stabilizes the activity of the brain, and also helps to create the necessary tone.

In mental work that does not require physical strain and well-coordinated movement, first of all, more strain of the neck muscles, shoulders, facial expressions and speech apparatus has been determined (A.A. Kraukmis, 1973). Accordingly, the impulses sent by tense muscles stabilize the activity of the brain. If this process continues for a long time and the same, then the brain gets used to such stress, as a result, the braking process develops and productivity decreases. As a result, the brain cannot process the flow of impulses, and nerve impulses spread to the muscles. This condition is considered a source for the same sensory impulses that the brain and the nervous system do not serve to control itself. Active movement is necessary to stop nervous excitement and eliminate excess tension in muscles. Consistently performed physical exercises help to maintain tone for a long time and increase brain activity. Here, the main role is played by the system of trained muscles, which helps to control the mental load in the nervous system.

I.M. Sechenev was the first to show that it is preferable to replace the work of one muscle with the work of another muscle in order to restore the workability of the muscles before complete immobility. This principle means that it is necessary to organize effective rest in the process of mental activity. In addition, in the course of consistent physical exercises, the sensorimotor region of the cerebral cortex is activated in the cerebral cortex, and the "dominant of movement" positively affects the condition of the muscles, breathing and cardiovascular system (temporarily taking priority through the nervous system a system of reflex action aimed at the organization of certain behaviors by a person) occurs, as a result of which the tone of the whole organism increases. This dominant active rest period ensures the start of restoration processes.

When physical loads are effectively distributed, by increasing emotional tone and creating a stable mood, it forms an emotional shell that is pleasant for mental activity, which I.P. Pavlov described in his time as "feeling the joy of muscles" (M.YA.Vilensky, 1993).

However, at the same time, it should also be mentioned that the means of physical culture, the necessary conditions and tasks of increasing workability are the exact optimal level of movement activity. An extraordinary increase in physical loads leads to a sharp decrease in external efficiency and the inability of the organism to fully or partially adapt (M.YA.Vilensky, 1993).

The relevance of the problem of the mutual compatibility of physical and mental activity plays a key role in the structure of the educational process of physical culture higher education institutions. However, unfortunately, the number of scientific researches on the adaptation of students to higher education in the areas of physical culture is not so great.

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