

STUDY OF FORMATION OF INTERESTS AND NEEDS OF STUDENTS FOR PHYSICAL CULTURE AND HEALTH-IMPROVING CLASSES

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ABSTRACT

The article discusses the organization and conduct of mass sports among students. The work presents the results of the questionnaire, which allow to identify the interests and needs of students for physical education and sports. The data obtained can be used by specialists in physical education of universities to organize and conduct mass sports among students.

Keywords: Physical culture and sport, student sports, interests and needs.

INTRODUCTION

Physical culture and sports are an integral part of the general culture of the people, the basis for ensuring the physical and moral improvement of every citizen of the country. Spiritual and moral education of the young generation on the basis of national ideology, of course, also involves the protection and strengthening of physical and mental health, the formation of the foundations of a healthy lifestyle. In the process of educating students of an active life position, morality, high ideals of kindness and humanism, one of the priorities should be the use of means, forms and methods of physical culture and sports. A natural consequence of insufficient motor activity against the background of high intellectual loads is the deterioration of physical fitness and health of students, which affects their academic performance (1, 5, 6, 8).

In leading foreign countries, research on the health of students attracts the attention and efforts of physical education specialists, teachers, doctors and psychologists who seek to solve the problem of lack of motor activity of students and find reliable methods of forming a healthy lifestyle. According to a number of authors, the existing program on physical culture for higher education institutions does not provide compensation for motor activity in University students, which is confirmed by the low level of physical development and insufficient functional readiness of students (5, 6, 8).

Currently, in our country, some experts in the field of physical education, searching for a way out of the current crisis, offer to increase the volume of mandatory physical education classes at the University.(1,8) However, such a path is unacceptable, since it requires significant material and financial investments aimed at intensive construction of sports facilities, training of professional personnel, and significant changes in the curriculum for training specialists with higher professional education. A more promising direction in solving problems of physical education students, according to most scholars and teachers of the higher school, is the scientific development and substantiation of innovative forms a portion of the classes in the universities, taking into account the interests and needs for sports and recreational activities. It is necessary to search for such forms of organization of physical education at the University that would significantly increase the motor activity of students without increasing the number of training hours.

To date, there are a number of studies on the organization of the educational process in physical education in higher education institutions and its focus on health and educational activities. The main task of these studies is to identify the features of the formation of students' physical culture of personality and the ability to use a variety of means of physical culture and sports to preserve and strengthen health, psychophysical training and self-preparation for future professional activities. The article examines the features of organizing sectional work in various sports, Hiking, sports holidays and festivals, sports competitions and quizzes; criteria for the effectiveness of physical education of University students: individual growth rates of physical development indicators; the level of formation of physical culture of the individual. Thus, the analysis of scientific and methodological literature has shown that the organization of physical education of students of higher educational institutions will be pedagogically appropriate and productive, if its development is based on systematic knowledge, including the formulation of goals, corresponding tasks, principles, criteria for the effectiveness of the pedagogical process, adequate organizational forms of sports and recreation and sports events that take into account the interests and needs of students, as well as the mechanism for its implementation in the practical activities of universities.

Aim of research

Identify the interests and needs of students to physical culture and health classes held in physical education classes in higher education institutions.

Research methodology and organization

160 students of KSU took part in the research. A survey was conducted among them. When drawing up the questionnaire, we used the methodological recommendations for organizing questionnaires set out in the works(2,3,4,7). The structure of the questionnaire contains 3 parts. Introductory and main-include more than 16 questions of various forms, functions and content (direct and indirect questions, questions with a fan of answers, open, closed, semi-closed questions, control questions, filtering, questions about motives and facts) Demographic part (passport data), allowed to determine the level of sports qualifications, their experience in sports and recreation sections, age aspect, etc. All of the above made it possible to characterize and examine the survey data from various positions.

Research results and their discussion

The first thing that was revealed in the course of research is the interests and needs of physical training in the subjects. For this purpose, students were asked the question: "What is the driving motive for You is the predominant one when doing physical culture?". Processing of questionnaires showed that each student has his own motive and the overall distribution of opinions is very uneven (see table 1). The data obtained indicate that the majority of subjects would like to improve their health and appearance. However, as an additional oral survey showed, regular physical education classes cannot help them in this matter, i.e. special classes are needed that Express their interest.

Table 1: Sharing of interests and needs for physical training of students

#	Interests and needs for physical education	Number of subjects who are prone to motive (%)
1	Recovery	35,4
2	Improve your appearance, correct your figure, gait, and image	28,2
3	Getting a credit	14,5
4	The excitement, the rivalry	7,9
5	Mode of communication	5,3
6	Sports improvement, achievement of success, sports result	4,9
7	Discharge, switching	1,2
8	Other	2,6
	Total	100

Our next study was to identify students' interest in various types of physical exercise. For this purpose, students were offered a questionnaire and a question: "What physical exercises do You prefer?". Please indicate where the above exercises are most important for your health (the most important one is in the first place). Please indicate where the above exercises are most important for positive emotions (the most important one is in the first place) (see table 2). According to the rating, the first places were taken by sports (42.4%) and martial arts (41.5%), respectively. A relatively lower percentage of those who want to engage in athletic gymnastics and on simulators (29.6%) probably indicates that many students are still cautious about physical exercises for the development of the muscular system, since they are not sufficiently aware of their role in improving the physique and correcting the figure.

Table 2: Students' interests in various sports and physical exercises

Type of exercise	Expressed interest in the selected types of physical exercises (%)	Rating	
		Positive health effects	Emotional impact on health
Sports game	42,4	1	1
Single combat	41,5	4	4
Exercises on simulators	29,6	6	5
Swimming	26,5	3	3
Athletics	11,4	5	2
Endurance exercises	6,8	2	6

Swimming and sports games attracted fewer people who wanted to engage in sports, but they ranked higher in terms of their positive impact on health and emotional attractiveness.

And finally, a special place was taken by endurance exercise. The majority of students gave a high rating of positive impact on health, but in emotional terms, endurance exercises took the last place. However, if you consider that aerobic exercises can include both cross-country running, swimming, and aerobics (dance movements to music with high intensity), which is confirmed by research conducted using a heart rate monitor that determines heart rate and calorie expenditure, then you can conduct an alternative, partially replacing even running with aerobics. At the same time, we take into account the positive attitude of students to non-traditional means of physical education. Physical fitness of students, as well as physical development, is subject to the General biological laws of age, gender and largely depends on natural data and health status. The indexes of physical preparedness of students, particularly the results of the exercise are to a greater extent reflect the influence of process of physical education in comparison with indicators of physical development. In this regard, it is important to constantly monitor and study the results of students, on the basis of which it is possible to judge the effectiveness of the educational process in physical education and make timely adjustments to the organization, content and methodology of classes.

CONCLUSIONS

As a result of the conducted research, it was revealed:

- the subjects have their own motives for physical education. The most powerful of them are: health improvement (35.4%) and improvement of appearance, correction of the figure and gait, image (28.2%). Next in importance are: discharge and switching (14.5%), getting a credit (7.8%), communicating with friends (5.3%), as well as excitement and rivalry (4.9%) and achieving a sporting result (2.7%).

When organizing physical education classes these motives must be taken into account:

- physical exercises used in the classroom, cause students to have different attitudes, the greatest interest in them is sports (42.4%) and martial arts (41.5%). In total, these types of activities make up the majority of the total amount of exercises (83.9%). This means that sports games and martial arts in the content of modern classes must be mandatory. The next group of interests is exercise on simulators (29.7%) and swimming (26.5%), in total, 56.2%, i.e. more than half of the possible. The total amount with the previous exercises is more than 100%, because some subjects indicate their interest in physical activities several times. These data indicate that physical education classes should contain those exercises that are of the greatest interest to the subjects.

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