

RESEARCH OF STUDENTS' ATTITUDES TO THE VALUES OF PHYSICAL EDUCATION

Murodaliyeva Musharrafxon Tohirjon qizi

Kokand State Pedagogical Institute

Student of the Faculty of Physical Culture

murodaliyevamusharrafxon@gmail.com

ABSTRACT

The article presents the results of an anonymous survey conducted among students of the Kokan State Pedagogical Institute, which allows us to assess the real attitude of students from the faculties of primary and preschool education of the institute to the values of physical culture.

Keywords: student, physical culture and sports activity, physical culture of the individual, motivation, values of physical culture.

INTRODUCTION

In the process of professional education, the formation of a student's physical culture is manifested not only in indicators of physical condition and the amount of theoretical knowledge in the field of physical culture, but also in the student's attitude to the values of physical culture. Physical Culture. Of course, during student years, the level of physical education formed in previous academic years manifests itself to a certain extent. However, this is visible through university discipline.

"Physical culture" should further increase the level of a person's physical culture and the student's attitude towards the values of physical culture.

In our study, attitudes towards the values of physical culture and assessment of the level of development of physical culture of students were carried out according to the data of an anonymous survey.

The level of physical culture and sports activity of students largely determines the demand for physical culture and the effectiveness of its development in society. Therefore, it is very important to analyze the incentives that have a significant impact on the process of involving students in physical education and sports.

One of the objectives of the study was to assess students' coverage of various forms of physical exercise, their interests in physical education and sports, their needs and motivation in this area of activity.

Physical culture and sports activity is the improvement of the biosocial nature of a person with the help of physical culture. Quantitative and qualitative indicators of physical education and sports training can be expressed by indicators of the time spent on consuming a given culture, the regularity of physical exercise and the motivation of students in the field of physical education.

440 students took part in the anonymous survey - 220 1st year, 120 2nd year and 100 3rd year (including 160 men and 280 women) faculties of the Pedagogical Institute of Primary and Preschool Education named after Kokan Davlar.

Based on the survey data, the students who took part in the study can be conditionally divided into 4 typological groups in relation to physical education and the level of physical culture and sports, as well as the time spent on physical education activities.

1. Students who are physically sedentary and attend physical education classes no more than 0.5 hours per week. It turned out that this was 14% of the students surveyed (12% men and 17% women).

2. Students with low physical culture and sports activity, whose study time does not exceed 6 hours per week. It turned out that this was 60% of the students surveyed (54% men and 69% women).

3. For students who have optimal physical culture and sports activity, the duration of classes is 6-7 hours per week. 16% of students (20% men and 10% women) took part in the survey.

4. Students who are relatively actively involved in physical education and sports and practice 8 or more hours a week. It turned out that 9% of students took part in the survey (13% men and 3% women).

If we project these typological groups into academic courses, the picture looks like this: the proportion of students involved in physical education and sports for no more than 0.5 hours a week increases by the third year, respectively, from 8.8%. In the first and third years, 29.9% of students were surveyed (an increase of 11.1%). The percentage of students doing physical education lessons no more than 6 hours a week also decreases from the first to the third year: from 64.3% of students to 52.7% (a decrease of 11.6%). By the third year, the number of students who have optimal physical education and sports training, spending 6-7 hours a week, decreases: in the 1st year - 18.3% - in the 3rd year - 9.4% of students (decreased to 8.6%). Basically, the fourth typological group remains stable with relatively high physical culture and sports activity, spending 8 or more hours a week on training: in the 1st year - 8.6% of students who took part in the survey, in the 3rd year - 8.0% (only decreased). 0.6%.

At university faculties, according to the information received, about 1/3 of the students who took part in the survey practically do not engage in physical education and sports, physical activity has not become a vital necessity, and there is no motivation in this area. activities, healthy lifestyle skills are not taught.

The proportion of students with optimal physical culture and sports activity, spending 6-7 hours a week, is small compared to students with low physical culture and sports activity, which does not exceed 6 hours a week. Thus, at the Faculty of Economics with optimal physical culture and sports activity is 24.0%, with low activity - 60.0%, at the Southern Faculty - 13.8% and 63.0%, respectively.

In general, it can be noted that, for example, for law students (79.6%), the reason is mainly the need to fulfill the norms of the curriculum and obtain permission, like the vast majority of them. The students who took part in the survey consider themselves to be people who devote no more than 6 hours a week to physical education and sports. The actual volume of physical activity of students in this group does not ensure their comprehensive development and health promotion.

When analyzing student responses to the question about the suitability of a method of transportation for normal life and health, 58% of students who took part in the survey (64% of men and 52% of women) answered this question satisfactorily; 24% (21% men and 28% women)

found it difficult to answer; 21% (14% of men and 28% of women) found it difficult to answer; 16% (14% of men and 19% of women) are ready to admit that their physical activity is not enough.

It should be noted that the year of study has virtually no effect on a student's positive assessment of the adequacy of his motor regimen to maintain a normal life and health: 60% of first-year students and 57% of third-year students. positive responses.

In terms of negative assessments of students' physical activity in life and its impact on health, the dynamics across courses are more noticeable: 13% of first-year students, 18% of second-year students. students and 20% of third-year students consider their motor mode to be insufficient. These data show that high school students evaluate the meaningful aspects of their life activities more critically.

It should be noted that approximately 1/3 of the students who took part in the survey found it difficult to assess the adequacy of their physical activity to maintain normal activity and health.

The data obtained show that 16% of students regularly engage in physical education and consider themselves athletes; 54% of respondents consider themselves athletes and regularly attend physical education classes; 30% of students do not engage in physical education and sports. In general, only 16% of the students surveyed had the duration and regularity of classes meeting the requirements of a rational motor regime.

Analysis of data on courses allows us to conclude that the older the student, the less systematic his physical education and sports activities.

The attitude of students to physical culture and sports activities is largely determined by the nature of their interests and motivation. In addition, the level of formation of interests and motives serves as one of the leading indicators of students' personal physical culture. Showing interest evokes a desire to act, forms motives for behavior and the need to put them into practice.

The results of this study show that only 34% of students (33% of men and 36% of women) consider classes necessary for their future professional activities. This is far from a high level of awareness of the social significance of physical culture for physical, intellectual and spiritual development and personal improvement. A relatively large number of students (33% of students) are not sure of the importance of physical education in the formation of personality, and 17% of students do not know that physical education is a necessary element of professional training. This situation, first of all, characterizes students' poor knowledge of the social nature of physical culture and its importance in professional activities. At the same time, 13.5% of surveyed students (16% of men and 11% of women) completely reject the need for physical education for their future career.

In general, university students maintain a desire to increase the level of physical development during educational activities: among first-year students - 92% of students, second-year students - 93%, third-year students - 86% of surveyed students.

The data obtained showed that 84% of students who took part in the survey (80% men and 88% women) confirmed their desire to engage in physical exercise for health purposes. At the same time, 15.5% of students (19% of men and 12% of women) are not interested in using physical education for their health.

If we characterize the interest of students in using classes for health purposes according to the courses, then first-year students are more optimistic and show greater interest in physical education classes for health, which is 90%; accordingly, second year students – 85%; Third year students make up only 67 percent of the total student population. Over time, students, for a variety of reasons, lose interest in using physical education to improve their health and development.

Functional training.

The results of the study showed that 45% of students are not interested in systematically playing sports and participating in competitions. Moreover, the older the student, the less interested he is in sports: if in the 1st year 40% were not interested in sports at all, then in the 3rd year their figure was already 59%. The study showed that 55% of students are not interested in university sports events.

What motivates students to engage in physical activity and sports? From the data obtained it follows that this has a significant impact on the level of physical education.

Tourist and sports activities have an important priority of two factors: 1) the desire to improve the physical fitness of students (54% of positive responses from students) and 2) the need to optimize weight and improve their performance (46% of positive responses). In addition, the motivation to improve their physical fitness is important for students (64% of surveyed men), and for women, motives related to optimizing weight and improving their figure through active physical exercise are very important (68% of surveyed women).

The study showed that the next positive motivation for students is obtaining credits in the specialty “Physical Education” - 24% of the students surveyed. In addition, this motive is more important for 30% of women and 21% of men. The next most important positive motivation for physical education and sports activities among students is the opportunity to relieve fatigue and increase performance: 21% of students.

It is noteworthy that a relatively high percentage of respondents (15%) understand the importance of physical education and sports for the development of will and character and note the special impact of physical education and sports on human health. formation of value-motivational relationships.

Further analysis showed the relatively low importance of such a factor as achieving sports success for students: only 10.9% of respondents (16% of men and 2.7% of women) assess its formative influence on motivational attitudes in the field of physical education. Apparently, this situation explains the reluctance of students to participate in sports competitions and public events.

What reasons prevent students from engaging in physical education?

As a result of the analysis of data from a sociological survey, a complex of objective and subjective factors was identified that shape the attitude and motivation of students to engage in physical culture and sports. According to students, their needs, interests and motives for practicing physical culture and sports are the state of the material and sports base, the direction of the content of the educational process, equipment, sports uniforms, a friendly environment and other factors. .

Research shows that the level of formation of students' interest in physical education and sports training is largely determined by the possibilities of choosing sports and other forms of

organizing physical training. To increase the effectiveness of physical education and sports training, it is necessary to take into account the priority of choosing forms of physical exercise at a university. The data obtained show that students show great interest in sectional classes in their chosen sport - this form of training was chosen by 39% of the students surveyed. The second important form of physical activity for students is walking, playing and swimming (it is assumed that they can be organized according to free rules). A certain portion of students consider physical education and sports clubs to be the most acceptable form of study – 17.7% of students. Approximately the same number of students wish to use the form of independent training in physical education and sports.

The study found that only 2.4% of students (3% of men and 1.9% of women) consider physical education to be the most important aspect of life. This probably indicates the level of motivation of a young person to engage in physical education and sports throughout his life, understanding the physical and spiritual value of physical education and sports, and developing the ability to expand the boundaries of his knowledge. . physical education and sports activities.

Physical culture as an academic discipline is recognized as a necessary component of the educational process, which is confirmed by the majority of students. However, when analyzing the subjective assessment of students' need for "Physical Education" at a university, by the 3rd year the number of those denying such a need increases.

A significant portion of students are generally satisfied with the quality of physical education teaching at the university. However, about a quarter of students do not know the need for such a subject as physical education and are indifferent to the quality of education.

Physical qualities, abilities, skills, level of physical development, lack of desire to fully use physical education and sports to develop the physical and spiritual potential of students shows that physical education is a means of developing, maintaining and improving the capabilities of physical education. has not yet been properly appreciated by young people and is for the most part beyond student interest.

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