



THE ROLE OF PHYSICAL CULTURE AND SPORTS IN THE EDUCATION OF A PERSON'S PERSONALITY

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Received	11 th July 2022	The article deals with the problems of educating a person's personality and the role of physical training and sports. The article indicated ways to solve these problems, which will help form and develop students for systematic sports.
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A necessary prerequisite for any expedient activity is, as you know, primarily in its motivation. In the process of physical training, it is extremely important to form and develop aspirations in students that would encourage them to systematically go in for sports, to achieve the most useful results for society and the individual along this path.

One of the serious educational tasks in the process of playing sports is to ensure that the athlete masters the special norms and rules of conduct provided for by "sports ethics". In sports activities and in connection with it, diverse ethical relations are manifested and formed: relations between a teacher and a student, between a student - members of the same sports team and sports rivals, between athletes and "fans", etc. These relations are regulated in part by the rules of competitions and other guidelines that are part of the concept of "sports ethics". However, its norms in themselves do not yet determine highly moral behavior, if they are not based on more fundamental moral principles.

On the same basis, the upbringing of sports industriousness, the ability to overcome specific difficulties on the way to sports achievements, strong will and other personal qualities and properties of a "sporting nature" is carried out.

There are no easy ways to the heights of sports, they become available only with extraordinary diligence. Thousands of kilometers covered annually, tens and hundreds of thousands of repetitions of various exercises - this is what precedes at least some estimated sports achievement. The education of sports industriousness is provided, therefore, among the central tasks of training an athlete and is implemented (based on appropriate motivation) primarily through the systematic implementation of training tasks associated with increasing loads.

Equally significant in the physical training of students is the upbringing of aspiration for a sports victory, initiative, perseverance, courage, self-control and other volitional qualities. Sport is rightly called the school of will. In everyday situations, one does not often have to deal with high demands on volitional qualities, as in the conditions of sports competitions, training sessions and the lifestyle associated with them. Objective and subjective difficulties constantly arising in these conditions, self-restrictions caused by the requirements of the sports regime, which oblige to resist the temptations of everyday "worldly joys", the need to systematically overcome the inertia of peace and mobilize oneself for active actions in spite of negative experiences - all this continuously educates and tempers the will of the athlete, forms a "sporty character".

It is quite obvious that, regardless of the type of sports activity, an athlete must possess the entire set of volitional qualities. But each sport is characterized by its own specific difficulties, thus requiring special volitional manifestations. So, the runner-stayer must have a specific "ability to endure" - the ability to withstand extreme fatigue and the negative emotions associated with it during particularly long work; jumper and thrower - the ability to show extremely intense volitional efforts of an "impulse" nature (maximally concentrated, but relatively short-term and repetitive), etc. Taking this into account, as well as the peculiarities of regulating the student's mental state in various specific conditions of sports activity, along with the general versatile education of the athlete's volitional qualities, the so-called special mental (or "psychological") training is singled out.

Special mental training of students has the main content of educating the ability to overcome specific mental difficulties that arise in the conditions of preparation for competitions in the chosen sport and participation in them, and to optimally regulate their mental state in these conditions: to maintain and consistently implement the necessary setting, to fight the "pre-launch fever" or apathy, to overcome negative emotions, to resist the distracting influences

of stressful situations, to mobilize one's spiritual and physical strength to the maximum to achieve victory, etc. increasing difficulties associated with the performance of competitive exercises in conditions simulating competitive ones.

In order to manage the mental state of an athlete, along with the factors of pedagogical influence (explanation, motivation, encouragement with a word or example, etc.), special means, methods and techniques are used. These include, in particular:

- ways of "tuning", mobilization and relieving tension, based on the implementation of a specialized "warm-up", "relaxation" exercises and other motor actions that contribute to the achievement of the necessary mental state;
- ideomotor exercises (mental reproduction of motor actions with concentration of attention on the decisive phases) immediately preceding the actions themselves, as well as "self-orders" and similar self-motivation techniques used during the performance of competitive or preparatory exercises;
- specific methods and techniques of "psychoregulatory training", which is carried out in typical forms for it under the guidance of a specialist or independently. The methodology of "psychoregulatory training" in recent decades has undergone a rather detailed development in accordance with the demands of the sport of the highest achievements. It is designed, on the one hand, to achieve deep relaxation (removal of general tension, relaxation, calm), and on the other hand, for mental mobilization for upcoming actions and their organization.

From what has been said above, it is clear that the practice of systematic participation in sports competitions can serve as an exceptionally effective factor in the special mental preparation and education of the personal qualities of a trainee. Without regular competitions that make high demands on the mental and physical properties of a student, it is impossible to fully form the features of a "sporting character", to develop strong-willed and other qualities necessary for a sports victory. It is important to remember, however, that the same features of sports that give them great educational value can, under certain conditions, have the exact opposite effect. Thus, the set to win or possibly a high achievement, implemented in the competition, together with acute conflict situations that often arise in the process of wrestling, can contribute to the formation of a number of negative character traits in the trainee: an unbridled desire for self-assertion at all costs, selfishness, rudeness, etc. etc., if the motivational and ethical basis of the student's behavior and the proper social and pedagogical regulation of sports activities are not provided. In the same way, the atmosphere of wide popularity that surrounds an athlete as he moves to the heights of achievement, the honors and awards that accompany sports success, can give rise to excessive ambition, vanity, conceit, if this is not opposed by the upbringing of a sense of social duty, high demands on oneself, self-criticism, modesty and other moral qualities that create a strong "immunity" against reassessment of one's personality, no matter how circumstances contribute to it.

Thus, sport (especially the sport of higher achievements) poses a number of complex educational problems. Their solution as a whole depends not only on the educational influences of the teacher directly in the process of sports training, but also - and to no lesser extent - on the educational status in the sports team, and ultimately - on the entire system of general social and pedagogical factors of personality formation. From this it is clear that the moral education of a student, his general moral-volitional and special mental training cannot be limited only to the framework of sports training. In other words, these aspects of an athlete's upbringing are carried out not only in the process of sports training, but also in other forms typical of the general system of education (the coach's directed influence on the mind and behavior of an athlete in the course of everyday communication, ethical conversations and disputes, socially useful work in sports team and outside it, the organization of the general mode of life of an athlete, contributing to the education of the necessary volitional qualities and behavioral skills, etc.).

The same must be said about such a side of the preparation of students as theoretical, or intellectual, preparation. The role of special knowledge about the laws of sports activity and the ways to high achievements in it is steadily increasing as the sport develops. A deep understanding of the patterns of functioning and development of the body in the process of sports activities, the essence of sports, the principles, rules and specific methods of sports training is becoming more and more not only a prerequisite, but also a prerequisite for higher sports achievements. At the same time, this is one of the most important conditions for the effectiveness of sports as a means of harmonic improvement of the individual.

The transfer and development of a system of special knowledge in the field of physical culture and sports is, first of all, the content of the theoretical, or intellectual, training of an athlete. It also includes the education of intellectual abilities that are directly manifested in the process of sports activities (the abilities associated with sports and tactical thinking, the analysis of sports equipment, self-esteem, etc.) or indirectly determine the improvement in it.

The actual theoretical part of the intellectual training of students is carried out mainly in the forms characteristic of mental education and self-education (lessons, lectures, seminars, independent work with a book, etc.).

Modern sport, as the main means of physical education, the object and subject of pedagogical and psychological study, is characterized by three main factors: an increase in the ideological role, an increase in the social role and a general intensification on the basis of scientific and technological achievements in the development of the entire culture of sports.

Pierre de Coubertin devoted his life to this issue, namely the positive impact of physical exercises on the formation of a developing personality and interpersonal relationships (mutual understanding, mutual cooperation,

mutual respect), the founder of the modern Olympic movement, a teacher, an outstanding political figure, a humanist who supported the ideas of T. Arnold and also considered physical exercise to be the main means of influencing a growing personality. It was Coubertin who considered it necessary to revise the attitude towards physical education as the most important factor in strengthening the physical and spiritual health of the nation. An analysis of modern publications devoted to the crisis of pedagogical and educational activities at the present historical stage shows that the essence of pedagogical influence on a child is manifested in a contradiction between social needs in education, society and the possibilities of satisfying them. Existing trends indicate that society as a whole, in its development, has outpaced the education system by many years, in some cases, concerning difficult adolescents and children with mental retardation, by many decades. As a rule, we face increasing teenage aggressiveness and violation of the rules of behavior established by society.

The subject of scientific interest of many modern scientists is universal human values and value orientations. V.S. Mukhina, considering the issues of socialization and individualization of the individual in society, specifically emphasizes that the predisposition to deviations of varying degrees is laid down from childhood, and not least thanks to parents. "The identification relationship of the mother with the child organizes his social needs for positive emotions, the claim to recognition and a sense of trust in people." With the help of identification as a mechanism of assimilation, an individual appropriates all the achievements of mankind from society. However, the mother also teaches the child what is necessary for the development of his personality - isolation. This mechanism enables the individual to "preserve his individuality, self-esteem and thereby realize his claims to recognition." It is the isolation that individualizes the appropriated behavior, value orientations and motives of a person.

The main task of Man on Earth is to live, fully realizing his abilities for the benefit of society, but in order to live successfully, people must know something about themselves and about the world of which they are a part.

The explanations people give for their actions are not adequate, for even when the speakers are quite sincere, they too often justify themselves. Until now, most of the mutual adjustments of people are based on ideas of common sense, but the problems of our time are so urgent that more reliable knowledge is required. Social psychology is only one of many disciplines in which such knowledge is being sought. An experimental approach to social psychology was developed by such pioneers of this science as Floyd Allport, Frederick Bartlett, Kurt Lewin and Walter Meude. But this area of science is still very young, and it suffers from "growing pains". A considerable amount of literature has been produced, but much of it is speculative; indeed, in some respects it is only a slightly improved common sense.

Today, many authors, rightly, question the effectiveness of existing methods of pedagogical influence on the upbringing of the physical abilities of the younger generation (V.I. Lyakh, 1990; M.A. Godik, 1990; V.K. Balsevich, L.I. Lubysheva, 1995 ; V.P. Guba, 2000.); pointing to the need to search for more effective methods of pedagogical influence: in the formation of positive, stable socially conditioned personality substructures, as well as for the full physical development and motor fitness of young people.

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