FORMATION OF PHYSICAL CULTURE

Soliyev Mukhammadjon
Abdisalomov Diyorbek
Andijan state medical institute

ANNOTATION: The methodological basis of personality-oriented approach to support the system of non-professional physical education students is considered. The concept of linking physical fitness of a man with his physicality is conducted.

KEY WORDS: Physical education, personal, focused approach, non-professional, education, student.

INTRODUCTION: Not so long ago conception "physical culture" was understood as a combination of society achievements in creation and rational using of special means, methods and conditions of orientated physical perfection of a person, while physical education was regarded in this context as the process of motion actions training, formation of a person's physical qualities, which could guarantee oriented development as well as acquiring of abilities, basing on it (L. Kun, L.P. Matveyev, A.D. Novikov, N.I. Ponomarev et al.).

However, as it is known, phenomenon "person" includes physical, spiritual, psycich and other faces of human essence manifestation. As a phenomenon of nature, body is only initial precondition of socio-cultural existence of a man. All natural, which is characteristic for a person, is a subject of socially significant transformation, as far as they are some important for a person's life activity potentials, the necessity of whose development and realization resulted in appearance of physical culture. It is obvious that this field is a complex social-cultural phenomenon, which is not restricted by solution of physical developments tasks, but has a number of other functions, including "social order of society in the fields of policy, morality, education, aesthetics, and in this sense belongs to social consciousness" [2]

At present time, principally new conception has developed and established among progressive scientists. It connects physical culture of a person with his body and originates from the idea, that physical state of a person (the state of body) gains a status of leading personal qualities of an individual, becomes social by its content, i.e. a cultural value as a result of spontaneous and organized pedagogical influences (in compliance with social ideals, norms and patterns on the base of specially and purposefully developed means) [8, pg. 21-22].

In accordance with this conception the main elements of physical culture are culture of health, culture of motion and culture of body build, while the indicators of personality's physical culture are:

-person's attitude towards his body and health as to a value, extent of this attitude expressiveness; -character of this attitude (declarative or active);

-the level of knowledge about organism, physical state, means and methods of health improvement, including health improvement itself;

-means for health support, good physical state and ability to apply them;

-values of health and own body in compliance with social ideals, norms and patterns;

-at last, wish to assist other people in health improvement and physical perfection, as well as availability of required for this purpose knowledge, skills and abilities [8, p.g.22].

With such approach not only age norms of development, temper and character are considered but also main personal qualities of students, and pedagogical process shall be constructed with consideration of their interests and demands. Educational activity shall be oriented not only on

students' mastering knowledge and skills, but also on formation of appropriate attitude to their health. With it, significant attention shall be paid to development of self cognizing ability of own inner states and emotional responses, physical and mental features, correlating of self evaluation with other people's opinions [8, c. 25-26].

Physical in its integrity and completed objectiveness (meaning actual reality) has subjective-individual character. Developing this thesis, we want to underline not only traditionally specified subjective-personal side of physical culture, but rather the fact, that it is resumed in formation of a student's personality as a free individuality. Attention is accented on the statement, according to which there is no real physical culture outside of personality. That is why, physical culture is an objective formation, which, however, has subjective and, more over, individually-personal character. In this connection it shows itself as a basic, fundamental layer, integrating link of culture, containing great potential of reproduction of a personality as an integrity.

Hence, it is obvious to what extent higher educational pedagogical system in Ukraine is able to solve the problem of youth's reasonable demands formation, including demands in physical culture activity (educational, sports, recreational, rehabilitating); how education of an up-to-date personality and, consequently, the society's cultural progress depend on it.

It is known that the level of social activity of students is determined by the extent of their readiness to social activity and by the level of this activity's motives significance, in the sphere of physical culture inclusive. It is conditioned also by the degree of a personality's knowledge of social necessity of such and such activity forms. It is shown rather clearly in the light of education humanization in the field of physical culture. In higher educational system, not connected with professional physical culture education, it means that student's personality becomes the main value of pedagogical being, but not only his body functions sphere. His inner world (emotions, relations, value orientations and so on) also are the components of it as well as outside world (nature, environment, preparation to professional activity and life in society) [1, pg.28].

Physical culture in higher educational institutions of not sports profile shall be an active transformer of a personality, consolidating its best qualities, enriching its ideas, mental, moral and aesthetics principles. Different aspects of physical perfection of youth, as an important side of its harmonic development express the degree of society's conscious and purposeful influence on its system of physical and mental potentials. That is why, the functioning and development of physical culture in society, in certain higher educational institution can be regarded as an act of production of specific social values by society.

Practical realization of personally-oriented approach to non professional physical culture education of students is conditioned, firstly: by increasing of role od dialogue between the subjects of physical culture-educational activity (teachers and students). Secondly, it is conditioned by overcoming of physical culture education's excessive unification, which takes place with development of module type problematic-oriented teaching programs, ensuring advanced character of education and stimulation of students innovative thinking. Thirdly, by democratization of non professional physical culture education sphere, which ensures development of higher educational physical culture infrastructure as well as optimization of conditions for the students' self realization in physical culture and sports activity.

Basing on the above mentioned we come to conclusion that the project of development of model of students' non professional physical culture education personality-oriented system in university conditions is based on a solid methodological foundation.

Philosophical level of methodology of professional's, as comprehensively educated personality, training process in university is world-view statements of cognition theory, ideas about personality's consciousness and self consciousness, its development in the system of social relations, dialectics of future bachelors and masters' professional formation, axiological approach

to its ensuring, doctrine about specific (single), special and universalin projection to formation of student's personality at different faculties, in different directions of training and specializations.

REFERENCES:

1 Vilenskij M.Ia. Fizicheskaia kul'tura: vospitanie, obrazovanie, trenirovka [Physical culture: upbringing, education, training], 1996, vol.1, pp.27-32.

2 Vydrin V.M. Teoriia fizicheskoj kul'tury (kul'turovedcheskij aspekt) [The theory of physical culture], Leningrad, LNSUPE Publ., 1988, 45 p.

3 Grigor'ev V.I. Nespecial'noe fizkul'turnoe obrazovanie studentov vuzov Sankt-Peterburga kak ob'ekt social'nopedagogicheskogo issledovaniia [Non-special physical education students of St. Petersburg as an object of sociopedagogical research], Problemy fizkul'turnogo obrazovaniia uchashchejsia molodezhi na rubezhe XXXI veka [Problems of physical education of students at the turn of the XXI century]. Sankt Petersburg, 1999, pp.16-31.

4 Davidenko D.N., Ponomarev G. N. Teoriia i praktika fizicheskoj kul'tury [Theory and practice of physical culture], 2004, vol.5, pp.52-55. 5 Dziubenko M.I. Visnik Chernigivs'kogo derzhavnogo pedagogichnogo universitetu [Bulletin of the Chernihiv State Pedagogical University], 2012, vol.98(3), pp.126-129.

WORDLY KNOWLEDGE