

**IMPROVING PHYSICAL QUALITIES IN STUDENTS IN THE FIELD OF ARTS AND
CULTURE**

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Summary: The article discusses the issue of identifying the characteristics of the worldview in the field of physical culture and sports among students in the field of art and culture. Analysis of theoretical knowledge and ideas about strength, flexibility and endurance as physical qualities of a person showed that students identify several semantic ranks, which can, in turn, be grouped into several categorical groups.

Keywords: Worldview, strength, flexibility, endurance, health, physical education, physical exercise.

Modern man experiences great mental and psychological stress, especially in connection with the transition to new programs. The working and school day today is compressed to the limit, leaving less and less time for active recreation. It is easy to see the need to change physical and mental exercises. We often hear that a student does not want to study because physical exercise prevents him from concentrating on more intellectual subjects. Students also know that any monotonous action is tiring.

Purpose of the study: to attract students to independent physical education and sports.

Before the start of the pedagogical experiment, in order to identify the characteristics of the worldview in the field of physical culture and sports, a survey of first-year students was conducted at the State Institute of Arts and Culture of Uzbekistan.

The study involved 500 people. The questionnaire consisted of 3 open questions: How do you understand 1. What is endurance? 2. What is force? 3. What is flexibility? Testing was carried out over 2 days.

The students were offered 3 tests showing their level: 1) endurance (1000 m run); 2) strength of the abdominal wall muscles (abdominal exercise); 3) flexibility (leaning forward from the bench).

Analysis of theoretical knowledge and ideas about strength, flexibility and endurance as physical qualities of a person showed that students identify several semantic ranks, which can, in turn, be grouped into several categorical groups: 1. Strength, flexibility, endurance as the ability to perform certain movements - was defined as the ability of an organism. 2. Strength, flexibility, endurance as the general state of the body, a state of good health - the state of the body. 3. Strength, flexibility, endurance as an activity, performing various exercises, type of sport - process, type of activity. 4. Strength, flexibility, endurance as a correlation with muscle shape, level of physical fitness - as an achievement of results. 5. Strength, flexibility, endurance as courage, willpower, courage, bravery - as a character trait.

Analyzing the data obtained, we can say that 48.4% of respondents have a correct idea of "strength" as a physical quality; for 35.9% of respondents, "strength" is associated with achieving a result, that is, with appearance, muscle relief, tall, etc. 15.7% found it difficult to answer. 46.5% of students defined "flexibility" as a physical quality; 20.8% of respondents have

no idea about this physical quality; 33.7% of respondents associate flexibility with the result (beauty, fit figure, beautiful gait, smooth movements).

As for the physical quality “endurance,” no one had any difficulty answering, but students at the Institute of Art and Culture do not perceive endurance as a physical quality of a person. 67.9% of respondents showed that endurance is a character trait (endurance, willpower, etc.)

Subsequently, a group of subjects (30 people) studied for 3 months (18 lessons) according to a program based on our experimental method. To implement the mental component in the process of practical training, a certain emphasis was placed - conversations were held with students about the physical qualities of a person such as “strength”, “endurance”, “flexibility”.

The process of studying at a university is constantly becoming more complicated and requires significant mental and neuropsychic stress from students. Only a well-trained person can successfully resist this.

Physical development, mastery of knowledge, improvement of thinking, in self-awareness in physical culture should act as the core of the comprehensive development of the student's personality.

There is a close connection between the mental and physical development of a person. Mental growth requires corresponding physical development.

When restructuring the pedagogical process in physical education and sports, one should focus on the following leading ideas: 1. “Difficult goal” - ensuring the development of volitional qualities, personal responsibility, and faith in the possibility of overcoming difficulties. 2. “Support” - allowing any student to consistently advance in learning. 3. “Advancement” - which consists in the accelerated development of strong, most capable students in this type of activity. 4. “Large blocks” - allow you to assimilate the main essential concepts, connections, master the “systems” of means and methods of physical education, which helps to increase the volume of assimilated material and reduces the load on the student. 5. “Self-analysis” – allowing the student to independently assess his personal physical fitness and plan the load.

We also used the method of student motivational interest in getting physical activity: 1. Motivation for the possibility of self-improvement. Formulation: “If I am healthy, I can rise to a higher rung of the social ladder.” This motivation is very important in the new millennium, when it is necessary to be competitive in order to achieve a high level of social recognition.

A healthy person has a better chance of success. 2. Motivation for the ability to maneuver. Wording: “If I am healthy, I will be able to change my role in the community and location at my discretion.” A healthy person can change professions, move from one climate zone to another, he feels free regardless of external conditions.

At the end of the pedagogical experiment, repeated testing was conducted to identify the level of physical fitness and an oral survey, during which students showed knowledge of the basic physical qualities of a person. Based on the survey results, scores were assigned: 63.4% of students showed excellent knowledge, 28.6% - good; 7.1% – satisfactory.

The results of the pedagogical experiment confirmed that the use of a set of techniques for managing the educational process of physical education, including determining the optimal ratio of mental and physical components of the formation of the need for physical self-improvement of students; the development of an optimized model of the educational process in physical

culture, clarification of the focus and content of the motor and intellectual blocks of the educational process turned out to be quite effective.

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