



Physical Education in General and Professional Training of Students

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Abstract: This article contains material that allows systematizing and expanding the circle of knowledge about the role of physical culture and sports in the life of students. The article gives the basic concepts and terms, principles and methods of physical education, provides information about the motivation and methodology for conducting independent physical exercises.

Keywords: physical culture, sport, motivation, methodology, exercises, physical education, occupations, personality.

Physical education at the university is an integral part of the formation of the general and professional culture of the personality of a modern specialist. The years of a student's stay in a higher educational institution is an important stage in the formation of the personality of a future university graduate. "Physical culture" in the university as an academic discipline in the cycle of general humanitarian and socio-financial disciplines combines into a single system a variety of means and methods aimed at developing and improving the physical and mental forces of a person closely related to them, performing an important social role in the preparation of highly educated and harmoniously advanced professionals of the future.

Students are a special social group, the process of preparing them for a qualified professional activity has become a type of complex, intense mental labor, which is objectively necessary for society. The interest of society in the training of highly qualified specialists is expressed in the creation of benefits - free education, state scholarships, the provision of hostels, libraries, reading rooms, sports facilities and sports equipment, classes in interest clubs, sports sections, amateur art circles, etc. All this creates conditions that allow students to make significant efforts in educational, labor and social activities, actively and interestingly spend their free time, widely use the possibilities of systematic physical education and sports.

During the period of study in a higher educational institution, the abilities and inclinations of students are revealed, the most active development of moral and aesthetic qualities takes place, the formation and stabilization of character, interests; sensory-perceptual, mnemonic and psychomotor functions develop; there is the greatest plasticity and learning in the formation of skills; mainly somatic development ends and psychophysical development reaches an optimum. All this emphasizes, on the one hand, the presence of potential opportunities for student youth, and on the other, the need to maximize these opportunities in the learning process.

Formation of a person's needs for physical activity, creation of motivational attitudes, assistance in choosing the forms of classes for the full self-realization of the individual is the meaning of physical education. At the present stage of the development of society, it is necessary to lay the methodological and value-humanistic foundations for the formation of a student's true physical culture.

The personal qualities of a person are decisive in relation to the development of motor qualities. Therefore, a student must have the freedom to choose a motor activity according to his motivation, needs (ideal ideas).

Implementation of the ideal model in the course of the educational (training) process, the essence of self-expression in sociocultural (physical) activities. In the case of the coincidence of the ideal ideas of the individual with the type of physical activity offered in the educational institution, the latter is perceived as an integral part of one's own lifestyle, which a person will never part with.

In the student's physical culture and sports activity, not only motor skills and abilities are manifested (in such sports as chess and checkers sports, radio sports, etc., they are not required at all or do not play a significant role), but also a wide range of other qualities.

For example, intellectual qualities, in particular, associated with the so-called "operational thinking", the development of combinatorial abilities, operational, visual and auditory memory, sensorimotor reactions, aesthetic abilities, moral standards of behavior, communication skills, etc.

The concept of "physical culture and sport" means a set of social goals, objectives, forms, activities, achievements and factors for the physical improvement of a person.

Physical culture is a more general concept, reflecting the most essential. Physical culture and sports are an effective means of organizing people's leisure. Identification and education of sports talents, satisfaction of a person's need for a reasonable, emotionally rich spending of free time is one of the essential aspects of the social function of sports. No social leisure activity attracts such a large number of people (billions of people watch the Olympic Games on television).

In this case, we can talk about the phenomenon of sports and physical culture. Being a complex multifunctional phenomenon in the life of modern society, physical culture and sports perform a number of social functions. Of these, the most significant are considered to be:

- ✓ upbringing of a comprehensively and harmoniously developed personality;
- ✓ preservation and strengthening of people's health, their physical development and improvement;
- ✓ preparation for labor activity;
- ✓ a means of communication, establishing human contacts, strengthening peace, friendship and cooperation between peoples.

Physical culture as a system is a unity of its specific physical needs, relationships, etc.

The disclosure of these aspects in the system of physical culture from the standpoint of a humanistic approach to personality formation makes it possible to most fully convey to the younger generation the true content of physical culture as a part of universal culture.

A person in the world of physical culture and sports operates in two areas: physical activity and the consumption of sports as a spectacle. For different types of people, these spheres are in different proportions.

The physical culture of a person should also be considered in two aspects - as a sphere of personality culture and in the aspect of its reflection in the lifestyle and physical appearance of the individual. As a social phenomenon, it should, first of all, contribute to the formation of individual physical culture. One of the most complete definitions of physical culture was given by L.P. Matveev. He believes that physical culture is a set of achievements of society in the creation of special means, methods and conditions for the directed development of the physical capacity of the younger and adult generations, one of the effective means of the comprehensive harmonious development of the individual, an effective social factor in promoting each person along the path of physical improvement.

Among the main criteria for the formation of physical culture of university students, it is necessary to single out objective (requirements of society in the training of specialists) and subjective (personal desire, goals, motivations) opportunities for a young person in the implementation of multifaceted physical activity. The priority components of the formation of the physical culture of the individual and its immediate components are the awareness of knowledge in this field of activity, the needs, motives and goals of the student's personality. At the same time, it is necessary to take into account the aspect of humanity, which reflects the modern direction of the humanization of the educational

process in a higher educational institution (ideological attitudes, value orientations of a future young specialist, etc.).

The formation of the student's personality is also self-realization, self-expression of his human essence, the unity of the natural foundations of socially significant qualities acquired in the process of learning. The content and direction of practical activity, needs, interests, motives, hobbies, ideals, etc., can change throughout a person's life. The factors that ensure the formation of the student's need for self-improvement are divided into external and internal. Among the external factors are the personality of the teacher, the content of training and teaching methods, among the internal factors are motives, interests, value orientations, the level of development of personal qualities, self-assessment of the state of health and physical fitness, etc.

The upbringing of a comprehensively and harmoniously developed personality is connected with the influence of physical culture and sports in the direction of educating a scientific worldview, as well as the moral, mental and aesthetic education of each student.

The professional qualities of a specialist are also formed on the basis of his moral characteristics. It is these qualities that determine the motivation in getting an education by each individual. From these positions, the requirements for a specialist in modern conditions acquire an additional color. At the same time, the teacher, as a representative of a certain culture, plays an important role in the formation of a future specialist, and only a person can act on the development and definition of a person, only character can form a character, wrote K.D. Ushinsky.

However, only the individual must determine for himself what is good and what is necessary. The student must make decisions on his own, without shifting responsibility to the teacher. Any artificial restriction of freedom undermines the creative potential of the individual and prevents its self-actualization. Therefore, in the upbringing of students, it is necessary to create conditions for the formation and self-development of the individual. It is important to emphasize that physical culture as a relatively independent, specific part of the culture of the individual and society is determined by the objective requirements of its financial, socio-political and spiritual development.

Spiritual culture, as defined by B.M. Sapunova, is "the totality of a person's knowledge about the surrounding reality and about himself, a system of values and beliefs that determines his attitude to the world, to other people, these are the goals and motives of his activity." Consideration of some trends in the interaction of physical and spiritual culture leads to the conclusion that the main constraint on their development at the present time is a specific contradiction between the objective spiritual, moral, socio-economic need for the development of physical culture and the subjective underestimation of its role in human life and society.

Physical culture is an important means of managing the deep biological processes of the human body, improving its natural features for social purposes. Managing the biological sphere of a person is based on his social essence and is subordinated to the task of his further social development. Biological qualities are manifested in the interaction of a person with his social and natural environment. In an ideal society, according to Plato, the basis for the education of citizens should be the unity, harmony of bodily and spiritual forces (abilities), from which all intellectual and moral virtues arise and are concentrated.

The ways and means of educating a personality in their original premises converge on the fact that in the process of physical education, firstly, a measure is necessary, and secondly, the conviction that there can be no soul, no will, no desires outside the body, no needs, etc.

In the East, physical education, merging in line with views on the cosmos, the world, man, nature with the characteristics of people's life, fully meets the purpose of this education. For here the great principle, formulated by the ancients, dominates: "In a healthy body - a healthy mind!". In other words, the wider, more diverse the possibilities of the body, its physical properties, the healthier the spirit of the body, expressed in its psychosocial qualities, orientations and goals. A distinctive feature of the process of physical and spiritual development of a person is the mandatory presence of elements of self-education.

The basis of self-education by means of physical culture is an internal need for self-improvement, for the development of one's physical abilities, the improvement of body shapes, the struggle against one's own negative aspects of character and other shortcomings (V.A. Kovalenko, 2000).

The formation of students' need for physical self-improvement in the conditions of university education involves the following: promoting the social and professional development of the personality of a future specialist, the unity of educational and non-curricular forms of physical exercise, the rational organization of study, life and recreation. Physical perfection should be considered as a dynamic state that characterizes the desire of the individual for holistic development through the chosen sport or physical culture and sports orientation.

Concretization of the criteria for the formed need for motor activity can reflect objective indicators of health, physical fitness, quality and volume of special and professional knowledge and skills, satisfaction with the degree of one's own enrichment and personal development, the level of interests (M.Ya. Vilensky, 1990). One of the developed humanistic theories, the theory of A. Maslow, proceeds from the main postulate, which says that the development of personality is a process of gradual satisfaction of needs. Moreover, the ability to satisfy them is considered as acquired in the process of ontogenesis, and not an innate property (K. Bayer, L. Sheinberg, 1997).

A person has needs of "low" and "high" levels. The stronger the highly spiritual needs, the higher the responsibility of a person for his physical ability to realize them, and therefore, the faster and more stable the process of forming the need for physical improvement. According to the views of A. Maslow, the hierarchy of human needs looks like a pyramid. At its base are physiological needs, at the top is the need for self-realization, which implies the possibility of maximum expression of abilities and the giftedness of the individual. This is the highest need. Higher level needs appear only when the lower needs are satisfied, but not before. With the transition from a "lower" need to a "higher" one, the activity of the individual increases. There is a group of needs that are themselves to some extent satisfied in the process of physical culture and sports activities. These can be, for example, the need for active rest, restoration of working capacity and health promotion, communication and collective activities, moral and aesthetic development, recognition by other people and self-affirmation, new information, etc. Obviously, the more developed these needs are, the deeper and stronger the need for physical culture and sports will be. In the process of training, the completeness and depth of perception and cognition change, and the formed level of human need also changes (A.V. Tsarik, 1989).

A complex system of the needs of the individual, his abilities appears as a measure of the development of the physical culture of society and a measure of creative self-expression in it. Self-esteem is essential to well-being. Self-esteem is the ability of a person to evaluate the features of his character, moral qualities, natural features, actions, appearance (personal self-esteem), as well as the process and result of his activity (activity self-esteem).

Self-esteem is an element of self-consciousness, characterized by emotionally rich assessments of oneself; it is an important regulator of behavior. It determines the relationship of a person with others, criticality, exactingness towards oneself, attitude towards successes and failures.

Inadequate (overestimated or underestimated) self-esteem, as well as unstable self-esteem, deform the inner world of the individual, distort his motivation and emotional-volitional sphere, and thus hinder the harmonious development of the personality, mental and social health. A high degree of coincidence corresponds to good mental health. Self-esteem depends on the extent to which a person feels belonging to a significant social group for him.

In the future, as experience is accumulated, the evaluation of the results of one's own activities becomes increasingly important. Formed, i.e. adequate, differentiated, conscious self-esteem to a certain extent is freed from the assessments of others, becomes an independent result of human behavior. According to the statements of K. Rogers, a high, "looking ahead" self-assessment of real opportunities is necessary for the personal growth of each person.

Adequate, differentiated, conscious self-esteem allows a person to correlate his strengths (capabilities) with the goals and objectives of varying difficulties and the requirements of others. The success of pedagogical influence is largely determined by what kind of self-esteem one manages to form in one's student.

High adequate, differentiated, reasonable self-assessment makes it easier to learn new material, confidently take on a new business, actively express one's opinion and critically perceive the experience of others. Goodwill towards people, interest, reasonable exactingness and a democratic style of communication in the family and society are necessary conditions for the development of self-esteem. Positive self-esteem and self-respect should be an integral part of self-awareness. The inability to adapt to the environment and inadequate behavior are often caused by the inability of people to correctly assess themselves, the inability to integrate all their knowledge, thoughts and feelings into self-image.

The student sets himself goals of a certain difficulty, i.e. has a certain level of claims, which must be adequate to its real capabilities. If this level is underestimated, then the initiative and activity of the individual in physical improvement is fettered; an overestimated level can lead to disappointment in classes, loss of faith in one's strength. A mentally and socially healthy person has both the desire and the ability to satisfy any needs. However, those who reach the top of the "pyramid" of needs, only from 1 to 5%, the rest are at one stage or another of their satisfaction. The system of motives that arises on the basis of needs determines the direction of the personality.

Beliefs determine the orientation of assessments and views of the individual in the field of physical culture, encourage her activity, become the principles of her behavior. In encouraging students to engage in physical culture and sports, interests are also important. Interest reflects the needs of a person and the means of satisfying them. Needs are closely related to emotions - experiences, sensations of pleasant and unpleasant, pleasure and displeasure. Satisfaction of needs is accompanied by positive emotions (joy, happiness), dissatisfaction - negative (despair, disappointment, sadness). A person usually chooses the type of activity that to a greater extent allows him to satisfy the need that has arisen and receive positive emotions. No less important is the fact that physical culture and sports bring up in students a natural need to organize a healthy lifestyle - one of the parameters of a holistic harmonious being of a person. It is impossible to underestimate the role of physical culture and sports in the formation of labor discipline - this highest spiritual value - through the mechanisms of educating composure, collective responsibility, the ability to concentrate attention acquired in the process of competitions, team games, physical exercises less and critically perceive the experience of others.

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