



PROBLEMS OF PHYSICAL EDUCATION AND SPORTS IN HIGHER EDUCATIONAL INSTITUTIONS STUDENTS

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Annotation. The article examines the problems of physical education and sports of students. It defines the basic principles of physical education, its means and methods, the main problems and proposals for solving them.

Key words: education, development, principles, methods, education, components, students, stages, problems, sports.

Introduction. At the present stage of development of society, the humanitarian direction of higher education involves a reorientation to the individual, to the education of a person as a unique creative individual striving for self-actualization, capable of making conscious and responsible choices in various life situations [4, 6, 7]. In this context, scientists and specialists from physical education departments in higher educational institutions are faced with the urgent task of restructuring the physical education system in accordance with the requirements of the new education paradigm, which consists in the affirmation of man as the highest social value [1, 3, 5].

Analysis of scientific literature. As practice shows, in the process of physical education, students predominantly do not pay attention to the means of professional applied physical training, the choice of which is carried out taking into account the principles of maximum implementation and ensuring the complexity of solving the problems of profiled physical education [2, 8, 11]. Consequently, the physical education of students must be aimed at the development of professionally important qualities that meet the requirements for future specialists in various fields.

Today, the problem of adaptation of first-year students to the conditions of study at universities is becoming increasingly acute [9]. The significant information load of the educational process and the new social environment of students require them to quickly adapt for effective life. Communication in physical education classes is a powerful factor in personality adaptation, because it actively shapes norms of behavior. At this stage, students should be actively involved in participating in and organizing physical education and sports events, mastering communication skills that allow them to effectively interact with other people [10, 12, 13].

Basic principles and methods of research. The basic principles of physical education in a higher educational institution are based on:

- general social principles of the educational strategy of society, providing for the comprehensive preparation of the individual for work and other socially important activities and the worldwide development of the vital forces and abilities of a person as the highest value of society;
- general pedagogical principles: personal approach, fundamentality, humanization, democratization of the pedagogical process;
- general methodological principles: consciousness, activity, accessibility, individualization, systematicity;



- specific principles of physical education: continuous systematic alternation of loads and rest, gradual increase in pedagogical influences, adaptive balancing of load dynamics, cyclical construction of a system of classes, general educational adequacy of physical education directions.

The selection of means and methods is carried out at the discretion of teachers, taking into account the sports interests and individual characteristics of the students, their level of health, physical education, physical fitness, availability of conditions for classes, and environmental well-being [14, 15, 16].

It is prohibited to use means and methods in physical education that involve an unjustified risk to the life and health of people, as well as those that do not meet ethical requirements and that form a cult of violence and cruelty.

An important component of the humanization of the higher education system is the formation among students of a sustainable interest in strengthening their own health, the right to choose goals, means and methods of its correction, taking into account their own needs and motivations, and not the authoritative dictate of a teacher or the order of society. However, low motivation for physical education and sports remains the most pressing problem in physical education in higher educational institutions [7, 17, 19, 20]. This is explained by the fact that today the physical education of students for the most part is not an educational process, the prerequisite for which is close cooperation between the teacher and the student [18, 21, 22]. Unfortunately, such interaction rarely occurs in practice; mainly, the teacher and student are placed in a situation of confrontation. Scientists see the reason for this condition in the teacher's failure to take into account the value orientations, needs, and interests that make up the orientation of the student's personality. Therefore, the process of physical education in the minds of students becomes a mechanical activity, the main goal of which is passing standards and obtaining a credit [26, 27, 29]. Teachers, in turn, need to organize the educational process so that physical education becomes a psychological and pedagogical process aimed at developing in students a motivational and value-based attitude towards classes.

Research materials. Problems of physical education at the present stage are faced with an increasing number of problems. The most obvious issues are material support.

However, modern specialists and teachers point to the following main methodological problems of physical education at a university:

- in pedagogical research aimed at studying and improving the physical education of students in higher educational institutions, as a rule, one side of this problem is analyzed - the "teaching" or "student";
- in the theory and practice of physical education, the pedagogical conditions for the formation of a student's conscious attitude towards physical education have not been sufficiently studied, which cannot be created and implemented without the closest personal cooperation between teacher and student;
- the process of physical education in the minds of students becomes a mechanical activity devoid of creativity.

The insufficient number of hours per week allocated to classes increasingly deprives students of theoretical and methodological training in the field of physical education, and the process of physical education is primarily aimed only at increasing the level of physical fitness, physical performance and health promotion [23]. However, the process of attracting students to the values of physical culture through theory and practice significantly activates the cultural potential of the student's personality, expands his worldview, increases spirituality, and contributes to the formation of an active life position [24, 25, 28].

Discussion. The focus of the discipline on meeting the needs of students for physical improvement creates the need to adjust approaches to organizing training sessions in the first years. The use of an integrated approach during the period of general physical training will allow students to choose a sport or a system of physical exercises for systematic training during their studies at a university [30, 31]. A significant step in this direction has been made by introducing a sports specialization, which students choose in their 3rd and 4th years, taking



into account their own preferences. Freedom of choice and independence in decision-making contribute to the active inclusion of students in the process of physical self-improvement, increasing the individual's demands on himself.

One of the reasons for the low effectiveness of physical education classes is the standardized forms of their implementation [32]. In order to increase the efficiency of the educational process, university teachers need to use the principles of individualization and differentiation.

Scientists see reforming the process of physical education of students in changing approaches and priority areas, introducing effective forms, methods and means of physical education and health activities. In this regard, the requirements for physical education teachers are increasing. Teachers must thoroughly master the system of knowledge in this area, constantly update it based on the latest scientific data, and find effective means of transferring it to students.

Conclusions. An urgent problem remains the insufficiency of material, technical and financial support for the process of physical education, which does not allow the full use of a wide selection of means of physical education. The solution to this problem must come from the state and university administrations. Only with an appropriate material and technical base can one expect a positive result from the process of physical education.

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