



## PEDAGOGICAL CONDITIONS NECESSARY TO IMPROVE THE QUALITY OF THE EDUCATIONAL PROCESS IN PHYSICAL EDUCATION

**Rakhimov Abdumalik Abdusattarovich**, Senior Lecturer  
Tashkent State University of Economics  
[a.rakhimov@mail.ru](mailto:a.rakhimov@mail.ru)

**Annotation:** The article presents the authors' research materials on improving the quality of the educational process in the field of physical culture. The authors note that in order to increase the effectiveness of the educational process, it is necessary to create the following conditions: to take into account the interests of students in the organization of classes; for students with a low level of motor activity, it is recommended to include emotional physical exercises in classes (sports and outdoor games, relay races, pair exercises, exercises with subjects, etc.); to develop criteria for assessing academic performance in physical education; in order to widely attract students to regular physical education and sports, the university's sports club needs to conduct mass health, physical education and sports events more often.

**Key words:** Physical education, sports events, mass health, effectiveness, educational process, quality.

### Introduction.

In modern conditions, the educational process of students should be aimed at fulfilling a new social order - the formation of an independent, proactive, creative and healthy personality. One of the ways to solve this important social problem is to study the degree of involvement of students in physical culture and sports activities of students in the educational process.

The student's motor activity is formed through compulsory (included in the schedule) physical education classes, as well as through voluntary classes on their own or in groups of sports interests. According to a number of experts, students who regularly engage in physical education and sports are highly active, they have increased self-confidence, they are more sociable, they are characterized by optimism, energy, perseverance, determination [1]. These data confirm the positive impact of systematic physical education and sports on the personality of students. The purpose of the study was to identify the attitude of students who differ in the level of physical activity to physical culture and sports, to determine their motivation to exercise, and to assess the quality of services provided in the field of physical education.

### Literature review.

Unlike compulsory physical education classes, which are regulated in universities and provided with fundamental documents at the federal level, as well as the state educational standard, extracurricular activities are carried out as an amateur movement. It should be noted that extracurricular activities have a health-improving orientation, which is determined by scientifically established patterns: the relationship between the physical condition of students and their level of health; physical and mental performance; dependence of the level of motor activity and physical fitness; the positive effect of outdoor activities on the body's recovery processes. Despite the fact that much attention has recently been paid to the development of mass student sports, it is impossible to talk about the effective system of student sports movement created in our country [2]. At the same time, an analysis of the literature has shown that among the factors that positively affect the stability of physical education classes, in addition to organizational ones, which include the group form of



classes, the personal qualities of the teacher, the ability to choose the form of motor activity, personal factors are of great importance, in particular, the individual's participation in physical education and wellness programs [3]. Thus, there is a need to find ways to involve female students in physical education and sports conducted outside of school hours, to increase the activity of their participation in sports and fitness activities conducted according to the educational work plan of the university, which was the purpose of this study.

After analyzing the results, we found out that girls involved in aerobics and swimming, in general, are looking forward to physical education classes, as they help to strengthen their health. To a lesser extent, this is typical for girls who have chosen to practice volleyball. Students of all specializations agreed with the statement that physical exercises improve their well-being and mood, that they mainly want to engage in physical education in order to learn how to move beautifully, have a slim figure and strong muscles. This indicates that the girls consciously approached the choice of their physical education and sports specialization and physical education classes cause them positive emotions and give them pleasure. Female students involved in volleyball and swimming do not consider it necessary to accumulate experience in physical education and recreation, unlike girls who have chosen aerobics[3]. All the girls have little interest in physical education and sports work at the university, they try not to take part in it. They have not formed the habit of using physical culture during their leisure time. Having studied the manifestation of motives of dominance and rivalry among girls, it turned out that female students who chose volleyball and swimming for physical education are more likely to become winners by participating in physical education and sports events and competitions, compared with girls engaged in aerobics. Students who have chosen sports for their classes like physical education and sports events related to wrestling and rivalry more than others.

## **Result and analysis.**

As a result of the analysis of the answers to the Questionnaire questions of the students of the groups according to the level of motor activity, the following conclusions can be reached:

1. There was no reliable statistical relationship between medical contraindications to physical education in the main group and the level of physical activity. That is, medical contraindications to classes in the main group are not an obstacle to active motor activity.

2. Significant differences in the field of physical culture and sports between students with low and high levels of physical activity have been identified in a number of positions:

- high-level students' motives for physical exercise motor activity disorders are more often internal (personal) in nature, while students with a low level of motor activity have an external character;
- a reliable moderate direct dependence of self-assessment of the level of physical fitness on physical activity has been established. The higher the level of physical activity, the higher the self-assessment of the level of physical fitness;
- students with a low level of physical activity often do not like physical education classes;
- when choosing popular sports, students with low levels of physical activity are more likely to be guided by their attractiveness rather than their applied value;
- students with a high level of physical activity are distinguished by qualities such as determination, confidence, and self-control;
- students with a high level of physical activity are more concerned about the quality and quantity of sports equipment, exercise equipment, classroom equipment, as well as the content of training sessions;
- students with a low level of physical activity are more likely to offer a transition to an optional form of physical education at a university, reducing the number of physical education classes and reducing credit requirements.





3. The varying degree of physical activity of students necessitates differentiated approaches to their physical education, taking into account the characteristics of motivation, interests and attitudes towards the discipline of physical education.

4. One of the important conditions for increasing students' physical activity is the availability of an educational and training base, while taking into account the needs for specific sports equipment, simulators, equipment and necessary living conditions.

Thus, the main pedagogical conditions necessary to improve the quality of the educational process in physical education at universities are:

- The noted differences in gender and level of motor activity in relation to physical culture and sports should be taken into account in the organization of classes, the definition of sports used in classes and the planning of the content of classes.
- For students with a low level of physical activity, we recommend that physical exercises with a high emotional component (sports and outdoor games, relay races, pair exercises, exercises with objects, etc.) be included in classes.
- The educational and training base of the University should meet the needs of students in providing their physical culture and sports activities.
- The formation of personally significant motives and the elimination of the main causes that prevent students from exercising significantly increase their physical activity.
- Optimize time for physical education and sports within the academic schedule. In addition to the academic classes, students can organize independent classes, which can be conducted outside of school hours on the instructions of teachers or in sections.
- In order to widely attract students to regular physical education and sports, sports club needs to hold mass health, physical education and sports events more often.

We believe that holding such an event outside of school hours in combination with classroom classes organized on the basis of free choice of physical, cultural and sports specialization can greatly influence the interest of female students in physical education and sports and increase attendance and participation in sports and fitness activities held at the university, contributing to formation of their skills in the targeted use of physical culture and sports for the preservation and promotion of health, the needs and motives for systematic physical exercise.

## **Discussion.**

Today, the problem of the state and maintenance of student health is becoming urgent. Analyzing the health status of the younger generation, we come to the conclusion that there is a negative trend of deterioration in health. Important features of the younger generation are self-knowledge, independence, self-education, self-determination, self-affirmation, maximalism, collectivism. Consequently, the final stage of progressive age development is precisely the student age[4].

The formation of motivation for physical education is one of the most important problems of a modern university. The organization of the educational process in higher education reflects the fact that, along with general education and special disciplines, due attention is paid to physical education and sports activities. However, there is a contradiction: the social order of society in the formation of a healthy and harmoniously developed young generation and the real low level of physical development and health of young people, unwillingness to engage in physical culture and sports systematically[5]. Motivation for physical activity should be considered a special state of personality, which is aimed at achieving a favorable level of physical fitness and working capacity. The formation of interest in physical education and sports is a multifaceted



process: from initial hygienic knowledge and skills to deep physiological knowledge in the field of theory and methodology of physical education and intensive sports.

Higher education assigns an important role to positive motivation in the student's learning process in various disciplines. Recreational activities have a significant impact on the formation of this motivation. Recreational activity is characterized by conscious, purposeful human activity, as a result of which an optimal level of functional state, formation of motor skills, physical qualities, and body health is achieved. The position of the younger generation in relation to physical education and sports is an urgent pedagogical problem of the educational process. The appeal to the research topic is caused by this urgent problem: in the pedagogical practice of higher education, the conducted physical education and recreation activities for the most part do not contribute to the formation of independent, motivated and sustainable self-healing activities among students with the help of physical culture.

The system of physical education in higher education does not take into account the needs and interests of students, as a result, there is practically no stable motivation for motor activity, the formation of physical culture of students' personality. It can be stated that the traditional system of physical education is not characterized by effectiveness. The analysis of physical education classes revealed the lack of formation of personal motivation for classes[6]. When assessing the value potential of physical culture, special attention should be paid to the attitude of students towards physical culture and sports activities themselves, the social significance of physical culture, and the systematic conduct of classes. It should be noted which factors are objective and which are subjective, contributing to the formation of interest in physical culture as a value, to identify the reasons that hinder classes. It is noted that the effectiveness of classes directly depends on the students' awareness of goals and the personal value of classes. Consequently, there is an urgent question of finding methods of organizing classes and ways to influence students who can effectively form a positive personal orientation of students.

## Conclusion

Thus, classes organized on the basis of the chosen sport are more promising in terms of self-improvement, preservation and strengthening of the health of the younger generation, it is an effective means of forming sports culture, psychophysical development and professional training of a highly qualified specialist, unlike traditional physical education classes. Sports classes contribute to solving the main task of physical education in higher education - introducing students to a healthy lifestyle [16]. Classes organized on the basis of the chosen sport help to form the initial motivation for physical education and in the future will prove to students that physical education is not only a health-improving tool, but also an integral part of the general human culture.

## References:

1. Griban G. et al. Psychological and Pedagogical Characteristics of a Teacher in the Process of Physical Education of Students //Revista Romaneasca Pentru Educatie Multidimensionala. – 2023. – №. 15 (1). – C. 402-421.
2. Asatillaevich A. B. Management in sports //South Asian Journal of Marketing & Management Research. – 2021. – T. 11. – №. 10. – C. 15-19.
3. Abidovna K. D., Asatillaevich A. B. Sport Management: Sport Management //JournalNX. – C. 342-345.
4. Asatillaevich A. B. PEDAGOGICAL FOUNDATIONS OF THE FORMATION OF PHYSICAL CULTURE //The XVI International scientific and practical conference «Modern and new technical



trends that help humanity», December 16-18, 2024, Thessaloniki, Greece. 325 p. Text Copyright© 2024 by the European Conference (<https://eu-conf.com/>). Illustrations© 2024 by the European Conference. Cover design: European Conference (<https://eu-conf.com/>). – C. 152.

5. Abbasov B. A., Mavlyanov F. A. SPECIFIC FEATURES OF VOCATIONAL AND PRACTICAL PHYSICAL TRAINING OF STUDENTS //ПРИОРИТЕТНЫЕ НАПРАВЛЕНИЯ НАУЧНЫХ ИССЛЕДОВАНИЙ. – 2019. – С. 3-4.
6. Dyson B. Quality physical education: A commentary on effective physical education teaching //Research Quarterly for Exercise and Sport. – 2014. – Т. 85. – №. 2. – С. 144-152.
7. Asatillaevich A. B. et al. THE IMPACT OF SERVICE SECTOR ON WELFARE //Journal of Critical Reviews. – 2020. – Т. 7. – №. 5. – С. 330-333.
8. Abbasov B. A. CONSIDERATION OF HEALTH INDICATORS IN PHYSICAL EDUCATION. – 2023.
9. Asatillayevich A. B. Approaches to the development of physical culture //Asian Journal of Multidimensional Research. – 2022. – Т. 11. – №. 3. – С. 76-80.
10. Asatillaevich A. B. Complex Aspects of the Organization Educational Process in the Context of the Pandemic Coronavirus. – 2022.
11. Maksymchuk I. et al. Developing pedagogical mastery of future physical education teachers in higher education institutions //Journal of Physical Education and Sport. – 2018. – Т. 18. – №. 2. – С. 810-815.