

ФИЗИЧЕСКАЯ КУЛЬТУРА В СИСТЕМЕ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

PHYSICAL EDUCATION IN THE SYSTEM OF MODERN EDUCATION

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Культура – это понятие, имеющее большое количество значений в различных сферах жизни человека. Физическая культура – основа социокультурной жизни человека, фундаментальная модификация его общей и профессиональной культуры. Он проявляется как неотъемлемый результат воспитания и профессиональной подготовки человека по отношению к его здоровью, физическим возможностям и способностям. Физическая культура действует в единстве знаний, убеждений, ценностных ориентаций и в их практической реализации.

Culture is a concept that has a large number of meanings in various spheres of human life. Physical culture is the basis of a person's socio-cultural life, a fundamental modification of his general and professional culture. It manifests itself as an integral result of upbringing and professional training of a person in relation to his health, physical capabilities and abilities. Physical culture acts in the unity of knowledge, beliefs, value orientations and in their practical implementation.

Ключевые слова: физическая культура, образование.

Keywords: physical culture, education.

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Physical culture is the basis of a person's sociocultural life, a fundamental modification of his general and professional culture. It manifests itself as an integral result of upbringing and professional training of a person in relation to his health, physical capabilities and abilities. It is also an example of lifestyle and professional activity. Physical culture acts in the unity of knowledge, beliefs, value orientations and in their practical implementation [1].

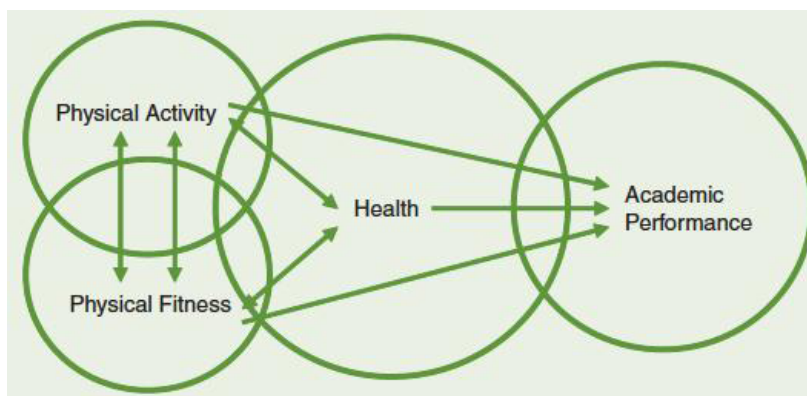


Fig. 1 – Health connections

The ability to act as an integral quality of the individual, as a condition and prerequisite for effective educational and professional activities, as a generalized indicator of the professional culture of the future specialist, as a goal of self-development and self-improvement is characteristic of physical culture. It characterizes the free conscious self-determination of a person who, at different stages of life development, chooses from a variety of values and masters those that are most significant to him.

Sports and physical culture have developed as a special social institution that determines the activities of the state in the upbringing of the younger generation. This institute coordinates a network of amateur and commercial sports and medical institutions.

Being in essence a humanistic discipline, physical culture is aimed at the development of an integral personality, harmonization of its spiritual and physical forces, activation of the readiness to fully realize their vital forces in a healthy and productive lifestyle, professional activity, in self-construction, the necessary socio-cultural comfortable environment,

which is an integral element of the educational space at the university. Humanization of education in the field of physical culture means its humanization, the promotion of the student's personality as the main value of the pedagogical process [2].

Humanitarian knowledge makes it possible to overcome the technocratic and narrowly professional thinking of a future specialist, to bring up a spiritually rich person with a developed sense of social, professional and moral responsibility. Systemic and purposeful humanitarian training and the student's personal culture formed in its process determine the properties of his adaptability, self-learning, independence and initiative as a future specialist, thereby laying the foundations for his high professionalism.

This discipline directly and indirectly covers such properties and orientations of the individual that allow him to develop in unity with the culture of society, to achieve harmony of knowledge and creative actions, feelings and communication, physical and spiritual, to resolve the contradictions between nature and production, work and recreation, physical and physical spiritual. Achieving such harmony by a person ensures social stability, productive involvement in life and work, and creates mental comfort for her.

Physical culture affects the life aspects of a person, obtained in the form of inclinations or abilities that are transmitted genetically and develop in the course of life under the influence of education, field of activity, environment, ecology of the area in which a person lives. This satisfies the social needs for communication, play, entertainment, and some forms of personal self-expression through socially active useful activities. Sport is an active part of a person's life, which implies the contact of two or more people. Physical culture and sports have emerged as a special social institution that determines state activities in the education of the younger generation. This institute coordinates a network of amateur and commercial physical culture and sports institutions.

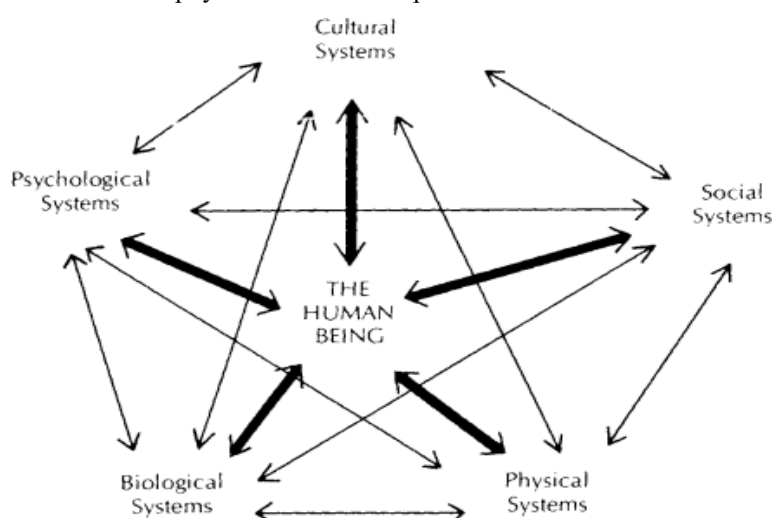


Fig. 2 – Influence on the life aspects of a person

The result of activity in physical culture is the degree of perfection of motor skills and abilities, physical fitness of a person, his "sportiness", skill, high level of development of vitality, sports achievements, aesthetic, moral, intellectual development.

Mass media (mass media) widely disseminate and advertise activities in the field of physical culture and sports. The concept of being athletic and healthy is "fashionable" is laid in human consciousness. A "fashion" is formed for engaging in various types of physical culture. Everyone can find something to their liking, since the range of sports games is great. A system of professional and special physical culture and sports education has developed in our country.

So, physical culture should be considered as a special kind of cultural activity, the results of which are useful for society and the individual. In social life in the system of education, upbringing, and the sphere of labor organization, everyday life, healthy recreation, physical culture manifests its educational, educational, health-improving, economic and general cultural significance, contributes to the emergence of such a social trend as physical culture movement, i.e. joint activities of people to use, disseminate and enhance the values of physical culture.

Interests are also important in encouraging students to engage in physical education and sports. They reflect the selective attitude of a person to an object of significance and emotional attractiveness. When awareness of interest is low, emotional attractiveness prevails. The higher this level, the more important is the objective significance. Interest reflects the needs of a person and offers to satisfy them. If the need causes a desire to take possession of an object, then interest is to get to know it.

In the structure of interest, the emotional component, cognitive and behavioral components are distinguished. The first is associated with the fact that a person always experiences some kind of feelings in relation to an object or activity. Its indicators can be: pleasure, satisfaction, the magnitude of the need, assessment of personal significance, satisfaction with the physical I, etc. The second component is associated with the awareness of the properties of the

object, understanding of its suitability for satisfying needs, as well as with the search and selection of the means necessary to satisfy emerging needs [2].

Its indicators can be: conviction in the need to engage in physical culture and sports, awareness of the individual need for physical exercise; a certain level of knowledge; striving for knowledge, etc. The behavioral component reflects the motives and goals of the activity, as well as rational ways of satisfying needs. Depending on the activity of the behavioral component, interests may or may not be realized. The free choice of physical education and sports indicates that a person has a conscious, active interest.

Interests usually arise on the basis of those motives and goals of physical culture and sports activities that are associated with:

- with satisfaction from the learning process (dynamism, emotionality, novelty, diversity, communication, etc.);
- according to the results of classes (acquisition of new knowledge, abilities and skills, mastering various motor actions, self-testing, improvement of results, etc.);
- with the prospect of classes (physical improvement and harmonious development, education of personal qualities, health promotion, improving sports skills, etc.).

They relate to the subject orientation, determine the social and personal significance of physical culture in life. There are active-positive, passive-positive, indifferent, passive-negative and active-negative relationships. With an active-positive mood, physical culture and sports interest and purposefulness, deep motivation, clarity of goals, stability of interests, regularity of classes, participation in competitions, activity and initiative in organizing physical culture and sports events are clearly expressed.

A passive-positive attitude is characterized by vague motives, ambiguity and ambiguity of goals, amorphousness and instability of interests, and occasional participation in physical culture and sports events. Indifference - indifference and indifference, motivation in this case is contradictory, goals and interests in physical culture and sports activities are absent. Passive-negative attitude is associated with hidden negativism of some people in relation to physical culture and sports, for such people they do not matter.

An actively negative attitude manifests itself in open hostility, open resistance to physical exercise, which for such people does not matter.

Value orientations express the totality of a person's attitude to physical culture in life and professional activity.

Thus, in the process of physical education, the impact is carried out not only on the biological basis of the personality, but also on its biosocial integrity. Therefore, it is impossible to judge the physical culture of a person, relying only on the development of her physical capabilities, without taking into account her thoughts, feelings, value orientations, direction and degree of development of interests, needs, beliefs.

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ЭКОЛОГИЗАЦИЯ ОБРАЗОВАНИЯ В ИНТЕРЕСАХ УСТОЙЧИВОГО РАЗВИТИЯ РЕСПУБЛИКИ ТАДЖИКИСТАН

GREENING EDUCATION FOR SUSTAINABLE DEVELOPMENT OF THE REPUBLIC OF TAJIKISTAN

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В настоящее время весь цивилизованный мир столкнулся с глобальными экологическими проблемами, где экологизация системы образования на всех уровнях должна способствовать формированию знаний и навыков, необходимых для содействия устойчивому развитию. В статье описаны состояние и меры по развитию экологического образования в интересах устойчивого развития Республики Таджикистан.