



## **PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF PHYSICAL CULTURE DEVELOPMENT AMONG STUDENTS IN THE CONTEXT OF HIGHER EDUCATION**

Timur Erikovich Nabiyev

Professor of the Department of "Pedagogy and Psychology," Branch of the Russian State Pedagogical University named after A.I. Herzen in Tashkent.

### **Abstract**

This article explores the significance of physical education for university students from a psychological and pedagogical perspective. Based on the analysis of scientific and methodological literature, key psychological and pedagogical conditions that contribute to increasing students' interest in physical culture are identified. The findings of the study can be applied to improve the educational process, enhance students' motivation for physical activity, and create favorable conditions for their comprehensive physical development.

**Keywords:** Physical culture, working capacity, motivational and value-based attitudes, physical training, student.

### **Introduction**

Modern processes of socio-political transformation taking place in the country impose increasingly high demands on the level of physical fitness and functional work capacity of citizens.

In this context, state policy is focused on the implementation of a large-scale and simultaneously feasible task - ensuring a significant improvement in the physical fitness of the population, strengthening public health, with a particular emphasis on student youth as a priority category.

In the framework of current approaches to physical education and training in higher education institutions, the main focus is still predominantly on the development of motor abilities and physical qualities of students. However, among the key characteristics of a future specialist that indicates the degree of their personal maturity and civic responsibility, equally significant are a developed health culture, conscious motivation, and value-based attitudes aimed at a healthy lifestyle,



physical culture level, and the pursuit of constant self-improvement in the physical sphere.

Nowadays, there is an increase in hypodynamia among students as a consequence of the growing intensity of studies at the university and independent preparation. The consequences of hypodynamia include the deterioration of health, spinal curvature, musculoskeletal system issues, vision problems, and certain mental disorders [4].

Most of the time, students are in classrooms, and at home, they often continue a sedentary lifestyle, preparing for classes at the computer or at a desk. For relaxation, they play video games or spend time on social media. This sedentary behavior is one of the main reasons why physical culture and sports should become an obligatory part of a student's life. Physical activity helps restore strength, improve work capacity, enhance emotional well-being, increase life expectancy, and strengthen endurance.

The relevance of the topic "Psychological and Pedagogical Aspects of Forming Physical Culture Among Modern Student Youth" is connected with the importance of psychological aspects in physical education. Psychology plays a crucial role in developing the mental skills necessary for successfully performing physical exercises. Students' emotional state directly affects their achievements, making psychological support important for managing stress, boosting motivation, and improving concentration during physical activities.

To study the psychological and pedagogical aspects of students' physical education, we employed methods such as surveys, observation of students' behavior during physical education classes, their participation in physical activities, and their reactions to stressful situations. An analysis of scientific materials and methodological guidelines was also conducted, which allowed us to identify problems and propose solutions to address them [2].

The programs provided in the curriculum are insufficient for the full enhancement of students' health [8]. To address this issue, a comprehensive approach is necessary, including both mandatory classes and regular independent training, physical exercises, and sports. This requires the development of a conscious educational system aimed at creating conditions for forming healthy lifestyle habits among students. Regular physical education classes, morning exercises, and light



jogging contribute to the formation of positive habits and help cope with overstrain and stress arising from the study process [6].

The positive effect on the health of students during physical education classes at the academic institution depends on the formation of positive motivational-value attitudes towards physical culture, which are formed through various forms of conducting activities: conferences, formal and informal debates, where students can openly discuss the issues of physical education at the university and propose their ideas and solutions to the problems [1].

Psychological and pedagogical support of physical culture refers to a set of measures and activities aimed at developing the psychological and pedagogical aspects during physical exercises or sports.

Students' attitudes towards physical activity can vary significantly:

Some students show high interest and enthusiasm for physical exercises and sports, actively participate in sports and health events, and strive for high results.

Other students have a less positive attitude, feel aversion to physical activities, see no value in them, or find them uninteresting. Such students may have low self-esteem regarding their physical abilities, which hinders their participation in sports events and physical education classes.

Physical education plays a key role in students' health, physical fitness, and overall well-being. However, modern students face a number of problems that can significantly hinder the implementation of full physical activity.

The issues related to the selected topic include several main aspects:

**1) Sedentary lifestyle.** A significant portion of students' time is spent in front of a computer or in classrooms, leading to a reduction in physical activity levels and the formation of harmful habits associated with prolonged sitting.

**2) Stress and psychological problems.** The high level of stress, anxiety, and depression that many students face can become a serious barrier to regular physical activity.

**3) Low motivation.** For some students, physical education and sports do not seem important, leading to low engagement and lack of interest in maintaining physical fitness.

**4) Improper nutrition.** Disruptions in eating habits, irregularity, and an unbalanced diet negatively impact physical fitness and the overall health of students.



**5) Lack of accessible sports opportunities.** Some educational institutions lack the necessary sports facilities, or they are inadequately equipped for students to fully engage in sports activities.

Psychological and pedagogical support for physical education can help change modern students' attitudes towards physical exercises or sports through:

Work with motivation, development of positive thinking, and a success-oriented mindset, which can help students start seeing value and interest in physical activity. Pedagogical support and guidance will help students develop their physical abilities, achieve their goals, and experience success.

Psychological assistance in case of injuries or setbacks will help students overcome physical and emotional difficulties, maintain motivation, and have faith in their abilities.

It is necessary to reinforce motivation for leading a healthy lifestyle by promoting a healthy way of life. A strong emphasis in motivation is placed on developing the students' own motives. For youth, motivations include achieving a fit and toned body, relieving stress and fatigue, and attaining success in their professional activities [7,5].

A survey of students revealed that only 21% are satisfied with the organization of physical education at the university, 64% are partially satisfied, and 15% believe that physical education does not meet their needs. At the same time, only 6% of respondents consider their health to be excellent, 38% good, 47% satisfactory, and 9% poor. Many (33.3%) often lack motivation for physical activity, 25% occasionally lack motivation, 33.3% are always motivated, and 8.3% were unsure how to respond to this question.

Modern higher education has several distinctive features. One of the main trends is the active integration of technical and information-communication technologies, which leads to an increase in the volume and intensity of information flow. This opens new learning opportunities, but limited time resources for absorbing large volumes of material create conditions that are unfavorable for the harmonious development of the student's personality. As a result, these conditions may negatively impact the formation of key professional psychological qualities such as concentration, mental endurance, and cognitive performance.

For the successful mastery of an educational program at a university, not only the possession of basic knowledge but also certain individual psychophysiological



characteristics relevant to the chosen profession are important. The effectiveness of learning is influenced by various aspects of student life, which, despite their apparent insignificance, when combined, can lead to difficulties in adaptation and a decrease in the ability to effectively integrate into the educational process.

The main factors hindering students' adaptation include: insufficiently developed interpersonal relationships and weak group integration, which are typical for the initial stage of any group's development; the need to adapt to a new lifestyle, distinct from school or work environments; as well as additional social and domestic burdens, especially for students living in dormitories, related to self-service, budget management, and the organization of study and free time.

Immersion in the new system of social and academic activity is often accompanied by neuropsychological overloads, manifested in the form of increased irritability, emotional instability, reduced willpower, and a general decline in psycho-emotional tone. Such phenomena are interpreted as manifestations of the adaptation process, which requires targeted pedagogical and psycho-social support.

The public demand for physical and social well-being, the interconnection of which is obvious, presents new priorities and research directions in the field of physical culture. An important challenge remains the lag in the scientific and methodological support of health-oriented physical culture, mass sports, and the "sport for all" system compared to the pace of theoretical and applied research in traditional physical culture and professional sports.

One of the unresolved problems remains the formation of a stable need for systematic physical activity among broad segments of the population, especially students. Despite the presence of effective health-improvement methods, their implementation is limited and covers only a small proportion of students. The lack of an integrated pedagogical system aimed at involving students in regular physical education and strengthening motivation for a healthy lifestyle remains a serious barrier to the realization of the principles of universal physical activity.

The analysis of current scientific literature shows that students' attitude towards physical education is generally characterized by a low level of internal motivation for regular physical activity in various forms. It is also noted that there is a lack of conscious perception of physical education as an essential element of professional and personal development, which contributes to successful preparation for their future profession.



The importance of physical education in the system of student training for future professional activities, including in the pedagogical field, significantly increases when students recognize its role as an integral component of successful professional socialization and the formation of readiness for labor activity. In this regard, the study of the psycho-pedagogical conditions implemented in the process of physical education, which contribute to strengthening its significance in the structure of students' professional preparation, becomes particularly relevant.

The research results emphasize the need to modernize the physical education system in universities, based on natural-scientific principles. The methodological foundation of this modernization is the concept of a healthy lifestyle, which is seen as a dynamic system focused on individual values and realized through targeted mechanisms. This system contributes not only to the prevention of diseases and the strengthening of health but also to its development, improving quality of life, and preparing future specialists.

The research results confirmed that the successful implementation of the conceptual model of student physical education depends on a number of psycho-pedagogical conditions, the key ones being:

- organization of educational activities, taking into account the changes in students' mental and physical performance throughout the day, helping to optimally distribute workloads.
- creation of a comfortable educational environment that facilitates effective knowledge acquisition and active participation in physical activity.
- use of a student-centered approach and cooperation technology, which engages students in the learning process.
- providing information on the goals of physical fitness testing, which raises awareness of the importance of assessing physical capabilities.
- ensuring the pedagogical process is supported by auxiliary services, which contributes to the successful achievement of physical education goals.
- development of socio-cultural values that promote a focus on a healthy lifestyle.
- increasing awareness of the importance of health and education, emphasizing the role of physical culture in the overall educational process.
- optimization of independent physical activity as part of a healthy lifestyle aimed at improving motor activity and maintaining body functionality.



- implementation of rational nutrition principles that account for individual needs, biological rhythms, and support physical activity.

## **Conclusion**

Increasing the level of interest among modern youth in regular physical exercise or sports leads to the advancement of physical education for today's students. Exogenous motives play a significant role for them; therefore, it is essential to enhance endogenous motivation towards the role of physical exercise or sports in students' lives. Psycho-pedagogical aspects of student physical education are significant in our society, as physical culture is one of the key factors in psychological and physical development. Physical exercises and sports shape the interests and motivations for maintaining a healthy lifestyle, which is an integral factor in achieving goals in the future professional activities of young specialists.

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