ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-00333

MODERN LIGHTING AND UNDERSTANDING OF METHODS AND CATEGORIES OF PHYSICAL CULTURE

Akmal Bakhramovich Juraboyev
Senior Teacher, Chirchik State Pedagogical Institute

ABSTRACT

The strengthening of the integrative trend in the development of modern scientific knowledge is expressed, among other things, in the formation, expansion of the meaning and clarification of general scientific categories as the most generalized fundamental concepts that are essential for all or many branches of science. As you know, their ideological and methodological significance can hardly be overestimated. It is in them that the aggregate results of cognition of the unity of the world, essential properties and regular relations of its components are expressed in a concentrated and laconic manner.

Keywords: upbringing, adaptation, development, physical education, patterns, formation, development

INTRODUCTION

In the field of scientific disciplines that study physical culture and sports in general or in selective aspects, the categories "development" (individual), "adaptation" (living systems), "education" undoubtedly has, among others, fundamental integrating significance. True, these categories do not have the same integrative status. The category "development", as is known, has long received the status of a philosophical one and as a general scientific one has spread to all branches of knowledge, although it is concretized in them not in completely identical versions. The category "adaptation" originated as a biological concept, but then became so widespread that it acquires a general scientific status [1, 40]. The category of "upbringing" was formed mainly in the field of pedagogy, but at the same time or later entered the conceptual apparatus of a number of not only the humanities, but also some natural sciences, including, oddly enough, the theory of animal husbandry and even plant growing.

Turning to the publications of recent years devoted to the conceptual concepts of training, it is easy to notice that in a number of them a tendency has manifested itself in almost the entire general biological foundation of these ideas to be viewed mainly or mainly as if through an adaptation prism. In all likelihood, the primary

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reason for this was not always accurate judgments about the competence of the theory of adaptation, borrowed from adjacent biological literature. Especially those, for example, according to which it is believed that "adaptation is the most universal and most important law in life". Guided by this, one sometimes comes to the idea that the starting points of the concept of training do not come from something else, but mainly from the theory of adaptation. Accordingly, they claim that it is on its (the theory of adaptation) that "the cornerstone provisions are formulated and receive further development of the methodological principles of building the training process".

LITERATURE REVIEW AND METHODOLOGY

As we know the means of physical culture, providing resistance to mental and physical performance

The main means of physical education is physical exercise. There is a physiological classification of exercise, in which all the diverse muscular activity is combined into separate groups of exercise according to physiological characteristics.

The body's resistance to adverse factors depends on innate and acquired properties. She is very mobile and amenable to training both by means of muscular loads and by various external influences (temperature fluctuations, lack or excess of oxygen, carbon dioxide). It was noted, for example, that physical training by improving physiological mechanisms increases resistance to overheating, hypothermia, hypoxia, the action of certain toxic substances, reduces morbidity and increases efficiency.

A decrease in power and an increase in the duration of work is due to the fact that, in addition to the anaerobic reactions of energy supply to muscle activity, the processes of aerobic energy formation also unfold. This increases (up to the full satisfaction of the need) the supply of oxygen to the working muscles. With prolonged (sometimes many hours) work of moderate power, the body's carbohydrate reserves (glycogen) are significantly reduced, which leads to a decrease in blood glucose, adversely affecting the activity of the nerve centers, muscles and other working organs. In order to replenish the consumed carbohydrate reserves of the body during long races and swims, special nutrition is provided with solutions of sugar, glucose, juices.

In establishing a healthy lifestyle for each student, it is necessary to take into account both his typological characteristics (type of higher nervous activity, morphofunctional type, the predominant mechanism of autonomic nervous

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regulation, etc.), as well as age-gender and social environment in which he lives (marital status, profession, traditions, working conditions, material security, life, etc.). An important place in the initial premises should be occupied by the personal and motivational characteristics of a given person, his life guidelines, which in themselves can be a serious stimulus to a healthy lifestyle and to the formation of its content and characteristics. Studying the question - what needs to be taught to preschoolers, I got acquainted with the "Program of education and training in kindergarten" edited by M.A. Vasilyeva. the Program comprehensively presents all the main content lines of education, training and development of a child from birth to seven years. In parallel with the Program, short methodological recommendations were prepared. Among them is "Physical education in kindergarten". I studied the Program and methodological recommendations of E.Ya. Stepanenkova "Physical education in kindergarten" and the work of L.I. Penzulaeva. "Physical education with children."

RESULTS AND DISCUSSION

The most demonstrative example is the recent publication of a well-known author, who is increasingly characterized by incorrect speeches [4]. Proceeding from the fact that the "theory of training" is not otherwise entirely based on biological knowledge, and in it, first of all and mainly on ideas about the laws of adaptation of the body to intense muscular activity, this one claims to be innovations, but, in fact, gets lost in words The "reformer" of training theory tried to reinterpret a number of its widely accepted provisions using the term "adaptation" and expressions derived from it. In particular, large training cycles, which have a multifaceted content that is in no way reducible only to adaptation, are renamed large adaptation cycles ", the purpose of which is seen in realizing the current adaptive reserve of the organism [4, 44-45]. If we accept a strange, obviously primitivizing the logic of such terminological transformations and take into account the initial meaning of the term "adaptation" (adaptation), it will be necessary, for example, to call the coach not a trainer, but something like an "adapter", that is, an "adaptator", and those who train - "adaptable", that is . "adapting", or "opportunists", etc. This is what the line of superficial associations between the theory of training and the theory of adaptation can lead to! However, the danger here is not so much in the deformation of terminology as in impoverishment, and hence in distortion the highest meaning of the training activity of a coach and an athlete.

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It is symptomatic that none of the authors of the above and similar arguments did not bother themselves with a detailed comparative analysis of the relationship between the theory of adaptation and the theory of the development of the individual, as well as with other general scientific theories that are essential for the integrative comprehension of the patterns of training. But without such analysis, it is impossible to sort out in a businesslike way the real contribution of related theories to the concept of training. This was well understood by the founders of the Russian general theory of physical education and the theory of sports. They also laid down here an undying tradition with the utmost attention to treat integrative interdisciplinary connections and not to allow, when revealing, their opportunistic one-sided predilections. Following this ageless tradition, consider some aspects of the relational use of developmental theory and adaptation theory in the conceptual foundations of the principles governing training.

Even with a simple but logically consistent comparison of the conceptual definitions of development and adaptation (see above), the thought suggests itself that these concepts partly coincide, but on the whole are not reducible to each other. Their similarity is objectively due to the fact that both of them, when applied to a person, reflect the processes of change in his properties and states that are actually occurring over different periods of time. The differences between these concepts stem from the fact that adaptive changes are far from always and not in everything equivalent to those changes that characterize development. This primarily refers to those adaptive changes that are relatively short-lived, do not include qualitative transformations and are subject to reversibility. In other words, adaptation may be one of the aspects of development, but it may not even become its component. If we proceed from this, it is logical to assume that theories designed to reflect the processes of development and adaptation are in a similar relationship: they are interconnected, but not fully reducible to each other. Hence, it follows that when using the provisions of one of these theories in the interests of substantiating the principles of constructing training, it is inadmissible to ignore the provisions of another theory, just as it is inadmissible to substitute them for each other. In the opposite cases, that is, if they are separated from each other, or non-dialectically opposed or identified, erroneous or at least inaccurate judgments cannot be avoided. In this connection, let us more specifically touch upon some of the fundamental provisions of the training theory.

The point of all of the above is the creative use of categories and methods of physical education in training theory. Moreover, not just use, but also a deep study of all its regularities, which will make it possible to outline major aspects of the

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integration of these theories [5]. In this work, we continue the integration line towards their matching. Another thing is that attention is also drawn here to the inadmissibility, under the flag of integration, of eclectically mixing theoretical propositions that have different substantive definiteness, or it is incorrect to extrapolate them beyond scientifically permissible limits [6]. Such associations and extrapolations do not benefit either related branches of theory or their application to practice.

And the last thing, in an evaluative attitude to what was said in general in the article, we proceeded, among other things, from the fact that the problems touched upon in it are so complicated that it would be frivolous to claim any final solutions.

CONCLUSION

Thus, it is important to understand that each student is able to change his living environment within his home, choosing the right places for rest, thereby reducing the possible harmful effects of the environment. A healthy lifestyle gives you more freedom and power over your own life, making it more fruitful, of high quality and longer. To achieve this, the student must first of all become the bearer of the idea of health as the main priority in life - this problem is the most important task of applying social technologies in this area.

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