PSYCHOLOGICAL AND PEDAGOGICAL PREREQUISITES, ALLOWING TO IDENTIFY PEDAGOGY OF PHYSICAL EFFORT AND MOTOR ACTIVITY AS A SEPARATE DIRECTION IN PEDAGOGICAL SCIENCE

Akhmedov M.B.
Uzbek State University of
Physical Culture and Sports Master

Abstract. Prospects physical of education in society modernity inevitably search with fundamental justification this direction in pedagogy. In Article attempt invited Identification pedagogy physical powers and impellent activity separately direction in science.

Key words: Pedagogic physical powers and impellent activity, physical of education, coercion, somatic knowledge.

For a long time, mankind has used physical exercises in the process of teaching and educating the younger generations -

to prepare for socially significant activities, to improve health, to educate moral and volitional qualities. European traditions of physical education date back to ancient times, to the famous Platonic triad - mathematics, gymnastics, philosophy. At different times, aspects of physical education were considered by the philosopher Helvetius, the aristocrat Pierre de Coubertin, the anatomist Lesgaft, our compatriot General Bukovsky from Poltava. Our contemporaries, including specialists from other sciences - anthropologists, physiologists, sociologists, philosophers, devoted their works to various issues of physical education. The exclusion of physical education from the curricula can be a serious mistake and cost the state and society dearly.

Here it should be recalled that the education and upbringing of young people, in any country or society, function within the framework of a certain doctrine. There are changes in the social structure, public consciousness, new development priorities are

outlined, and attitudes in training and education are changing. This is a natural process. The pedagogical doctrine prevailing in society influences the form, organization and content of a particular academic discipline. If necessary, obsolete and unnecessary is eliminated. In the theoretical constructions of general pedagogy, which focuses on subject-subject relations, the illusion of a virtual "student autodidact", constantly striving for new knowledge and conscientiously assimilating it, may still be needed, and can be considered in the context of a guideline to which one must strive and an ideal. or model, to which the teacher can, as necessary, appeal. In the pedagogy of physical effort and physical activity, such an approach turns out to be counterproductive, since it is not tied to individual physical capabilities, the individual characteristics of the psyche of the student, individual motor experience and does not take into account the physiological aspects of the physical performance of the human body (alternating load and rest, options for developing or supporting physical training, nuances of recovery processes). Also, in our opinion, it is necessary to highlight the aspects inherent in each person - laziness, various kinds of phobias, an uncontrolled desire to avoid the state of fatigue, the presence of cognitive dissonance of various kinds of knowledge in relation to physical efforts, etc.

Ignoring these factors makes any pedagogical constructions (models) in the designated area of pedagogy unconvincing. In our article, we set ourselves the goal: to consider the pedagogical aspects of the psychologist, allowing to identify the pedagogy of physical effort and physical activity as a separate direction in pedagogical science. Traditionally, in modern psychological and pedagogical models, a person is classified (by age, gender, psychosomatotype, etc.), and later fixed and already considered within the designated framework as a constant, that is, something constantly improving. This approach is often transferred to the goals, motives, interests of a person. Thus, our "student" is viewed through the prism of the only established vector (most often the dynamics of development). The result of the pedagogical process of most theoretical disciplines is limited in time and is closely related to the timing of the completion of the course of study (the expected result is the assimilation of the planned amount of

knowledge, the acquisition of specific skills, reaching certain milestones within the specified time).

Such a binding makes it possible to determine specific goals and objectives, the implementation of which is provided for at the end of the training. Physical education, ultimately, is associated with the prospects of all human life, and not only with a certain period of cognitive or labor activity. Here, perhaps, it would be appropriate to recall the statement of F. Engels: "The end result of life is death." In general, the time factor, its understanding and rational use, in the perspective of individual physical capabilities and physical health in the pedagogy of physical activity, acquires special significance, returning and focusing a person's attention on the natural physiological foundations of his existence in the context of an individual time coordinate system. It should also be taken into account that the processes of teaching and learning are traditionally focused on the student's preliminary understanding of the importance of the subject or phenomenon under consideration. In the context of motor activity, "understanding" is not the starting point of educational activity, but, in its finished form, is the result of a symbiosis of practice and theory - motor experience, reflection and a given theoretical outline in a verbal presentation.

Understanding the essence of physical education and the need for regular exercise comes to a person after recognition the fact that one's own body is biological material. In this context, in the process of mastering the motor actions of physical exercises, additional volumes of physical activity, sooner or later the question arises of the need for coercion of the student.

In modern pedagogy, a stereotype has been created that "coercion" is something negative, shameful, and not inherent in modern pedagogical practice. Probably, the absence of a clearly defined boundary between pedagogically justified coercion and thoughtless violence on the part of the teacher influences here. In reality, everything is the opposite - where far-fetched schemes of "pedagogical influences" do not work, the teacher is forced to force the student to perform some action (i.e. work) with the understanding that such an approach will eventually be justified by the true interest of the student and the result. Overcoming the difficulties that inevitably arise for the

student in the learning process, the teacher must adequately use all the tools at his disposal, the entire arsenal of influences. What actually happens in reality. In the realities of the modern information society, the use of coercion to regular physical effort at certain stages of age development is necessary and inevitable. Without a thoughtful, pedagogically justified timely coercion, it is extremely unlikely that a person will be forced to exercise in the future. Thus, in cognitive activity in the field of motor activity, the “process of functional exercise” is added to the processes of teaching and learning. This “process of functional exercise”, based on a justified and meaningful repetition, in our case is the implementation of the “law of exercise” by J.B. Lamarck. At a certain stage of physical training and self-training, this process becomes the main one. In this context, one should separately consider the nature of the cognitive in the field of physical efforts of motor activity.

This information is encoded in various symbols, and decoding occurs in different parts of the brain and is often perceived by a person at an unconscious level. Thus, such bodily knowledge can be interpreted as the interaction of the unconscious genetic, the unconscious acquired and the conscious acquired. Conclusions. There are discrepancies and gaps between the general pedagogical theoretical guidelines and the existing practice of implementing the physical education of young students, which reduces the potential of this discipline. Substantiation of a new direction in science - "Pedagogy of physical effort and motor activity" will allow raising this discipline to a new level and determining long-term prospects.