

Historical Development of Physical Culture Development in Students

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ABSTRACT: This article describes the historical development of physical culture in students, the folklore, the focus on physical education in the holy book "Avesto", the views of Eastern and Western scholars on physical education, physical culture.

KEYWORDS: physical education, concept, spiritual maturity, physically fit, society, physical culture, historical development, national values, views of Eastern and Western symbols.

Radical changes in the education system of Uzbekistan create the conditions for the implementation of a healthy lifestyle, ensure its consistency and continuity, create the necessary conditions and a system of knowledge for both spiritual and physical development. The concept of education reform and upbringing introduced in Uzbekistan is aimed at forming young people who are spiritually mature, physically fit, ready for various changes in society, life, confident in their strength and knowledge, ready to implement radical reforms. The effective use of the spiritual heritage of Eastern thinkers in the inculcation of the rules of lifestyle in the minds of the younger generation serves to preserve the continuity of mature national aesthetic values between generations.

It is known from history that in its history our people have seen many selfless people who are able not only to show love to their mentally and physically fit and strong children, but also to give their lives for the freedom of the whole nation. He brought their bright and inextinguishable images into works of art. He was proud of such brave heroes as Alpomish, Barchinoy, Tomaris, Farkhod. The legendary Alpomish, who laid the shoulders of the unparalleled heroes of his time, the legends and epics about the great Farhod, is not a legend, but a symbol of the spirit of the people, the courage of the people. Our world-famous ancestors, great statesmen, commanders Amir Temur, Bobur Mirzo, Mirzo Ulugbek, Jaloliddin Manguberdi, not only exemplified heroism, courage, justice, humanity, science, but also paid special attention to the education of their soldiers, future defenders of the country. our ancestors who made an invaluable contribution to its development and its bright future. Many of our scholars, such as Khorezmi, Beruni, Abu Ali ibn Sino, Fergani, Navoi, Furkat, as well as world-renowned scholars in the field of religion, such as Al Bukhari, Bahauddin Naqshbandi, Ahmad Yassavi, taught young people spiritual and physical education. The treatises and teachings of our recent thinkers and enlighteners Abdulla Qadiri, Abdulla Avloni, Fitrat, Cholpon, Behbudi, Usman Nasir and many other scholars are closely connected with the life and upbringing of young people. Depending on the growth rate of his performance in sports, the athlete gradually enters the development of not only physical but also spiritual, mental, moral and patriotic worldview. This idea has long been reflected in the spirituality of our ancestors.

The Avesto, whose history goes back to our ancient past, contains many debates and observations on many vital issues, as well as deep insights into measures to ensure the authenticity of the offspring. In most of the verses of the Avesta, along with advice on environmental protection, public, family, and personal hygiene, mental, physical, and spiritual purity are listed one by one, and the rules of obedience to it are mentioned and encouraged.

From the earliest times, special attention was paid to physical education. Originally, it reflected various rituals that existed in the form of exercises, various games, labor processes, hunting, competitions and trials resembling military operations. Later, one of the main tasks of the society was to teach young people the skills of fencing, horseback riding, archery, individual wrestling. According to Mazdaists, a healthy lifestyle was established for the emergence of a healthy generation, the birth of a perfect offspring. To do this, first of all, parents must be physically strong, sexually impeccable, earn an honest living by their profession, work, and engage in activities that are useful to society. That is why parents have been very careful in choosing future grooms and brides. A healthy girl with a perfect figure, stature, complexion was chosen.

One of the great sultans of the world medical world is Abu Ali Ibn Sina. Ibn Sina's scientific and pedagogical heritage is incomparable. Among them, the "Laws of Medicine" have a special significance. This work has been translated into the languages of almost all peoples of the world. There are many well-known scholars who have studied, analyzed and explained the essence of Ibn Sina's creative activity, "Laws of Medicine" and other works. In the words of Ibn Sina, "The main measure of health is physical training."

Ibn Sina's idea that physical exercise should be performed in different forms and styles, depending on one's age, gender, health and disease, is very valid. It also emphasizes the need for a different approach to exercise in the ideas of childhood, adolescence, youth and old age. It can be said that the heritage of scientific and pedagogical education is a reality of social life that is embedded in the physical culture of the peoples of the world. These cases should be studied again and again by all families, especially those of local ethnicity, as well as by all educational institutions. One of the highest and most vital aspects of Ibn Sina's teaching is that "Physical training is a voluntary action that forces a person to breathe deeply and consistently.... made

According to Ibn Sina, He divides the types of physical education into two main groups:

1. Human actions in work processes.
2. Special physical education activities.

The great scientist refers to physical training mainly in terms of special physical training activities. For this reason, there are so many types of physical training that they remind you that they can be done in fast, thin, light, and so on. This is definitely a basic education for every practitioner from a scientific point of view.

Ibn Sina cites some of the most common physical exercises in Central Asia, India, and Iran. The most important of these exercises are running, archery, sprinting, tug-of-war, javelin throwing, fencing, hanging on something above, horseback riding, swimming, javelin throwing, jumping, jumping, ball game, wrestling, rock lifting and more.

It seems that Ibn Sina was well aware that all the organs in the human body are inextricably linked.

During the Renaissance, our enlightened compatriots paid more attention to physical education. The works of our enlightened compatriots A.Avloni are called "The first teacher", "The second teacher", "Textbook after the alphabet". In his textbook "Turkish Gulistan or Morality", written in 1913 and republished in 1917, the scholar focused on the upbringing of children.

According to Avloni, education can be divided into four categories:

1. "The age of education".
2. "Physical education".
3. "Education of thought".
4. "Ethical education"

He understands that these four issues are very important in the upbringing of a child. In the upbringing of a child, the author shows that the conditions in which the child lives, the environment, the role of people is great, and in this area, the family does not ignore the school environment. Recognizes that upbringing has a strong influence on a child's morals and behavior, and urges parents to raise their children. He emphasizes that education and upbringing are an interconnected whole process. The main tasks in the process of sports and competitions with school-age children are:

- strengthening children's health;
- comprehensive harmonious development of schoolchildren;
- improvement of physical and sports skills of students;
- training of physical qualities and development of motor skills;
- improving daily work activities;
- formation of the national idea in children, upbringing in the spirit of society on the basis of spiritual and enlightenment principles;
- training of reserve athletes for the secondary school team;

In order to achieve these goals, the activities of secondary schools should be focused on the organization of sports in different classes, in class and out of school, on the basis of purposeful, modern advanced pedagogical technologies. In the scientific and pedagogical heritage of Ibn Sina bathing, bathing in cold water as the most important means of physical education, water and beverage consumption, nutrition, sleep and rest. It also shows the basics of physical training in old age and moving towards the seasons during travel in general.

In general, it is necessary to study in depth the scientific and pedagogical teachings of Ibn Sina in the field of physical education and its historical significance, to apply it in accordance with modern requirements, depending on age, gender, social conditions and beliefs. To do this, first of all, it is necessary to widely promote physical education among the population, to improve its health and inculcate in the minds of all people the essence of physical development. It should be noted that the scientific and practical heritage of Ibn Sina in the field of physical education played an important role in the lives of our medieval generations.

Mahmud Kashgari's "Devonu lug'atul-turk" contains information about more than 100 folk dances. "Alpomish" is an Uzbek folk epic, Alisher Navoi's "Farkhod and Shirin", Zayniddin Wasifi's "Badoe ul-vaqoe" ("Rare events"), Bobur's "Boburnoma" and many others. will be narrated. It has been used extensively, especially in state defense, to increase the combat readiness of soldiers. They can be seen in the activities of Amir Temur and his dynasties (Mirzo Ulugbek, Zahiriddin Muhammad Babur and others) in governing the state.

Humanists are accustomed to incorporating physical education into their curriculum. Physical education began to be considered in medieval Europe as an important part of the family process and the pedagogical process in school.

J. J. Rousseau in his pedagogical pamphlet, "On Emil, or Upbringing," emphasized the importance of physical education in the mental development and labor education of children. The "schools of humanism and good behavior" that emerged in Germany in the 18th century, largely under the influence of Russo's ideas - philanthropins - led to improvements in the forms and methods of physical education. Gymnastics has a strong place in school curricula. In the late 19th and early 20th centuries, national systems of physical education were formed in France, Great Britain, and other countries.

Anatomical and physiological research of I.P. Pavlov, M.S. Sechenov, as well as scientists of the Republic T.S. Usmonkhodjaev, R.S. Salomov, F. Khojaev, T. Kholdorov, B. Boribaev, F. Akhmedov and others' work in this regard is of great importance. The origins of exercise and movement games. The study of physical culture and its content of the peoples of the world,

the process of scientific research is one of the long-standing scientific and pedagogical activities.

In the study of the history of physical education, the application of research results in science and everyday life N.I. Ponomarev, S.D. Sinikin, F.I. Samoukov, N.I. Toropov, G.D. Kharabuga, Y.P. Simakov services are noteworthy. Especially in the second half of the XX century, V.V. Stolbov has a special place in the publication of textbooks "History of Physical Culture and Sports", textbooks. His textbooks have been repeatedly published and widely used in educational institutions. Based on their teachings, we have the opportunity to study the development of the history of physical education from the earliest stages of human development to the present day.

Archaeological findings show that human society appeared on Earth 3.5-4 million years ago, according to various scientific studies. They had many social life experiences, such as making hunting weapons, lighting fires, dressing up, and preparing children with special exercises to be physically fit.

It is known that scientists of Western Europe (Germany, France, Greece, Italy, etc.) have made a great contribution to the scientific substantiation of ancestral culture and social labor and living conditions. In the late nineteenth and early twentieth centuries, the views of Bucher and Gross (Germany), Spencer (England), and Lesturno (France), who advanced theories about the biological process of human formation, were put to rest. According to them, physical education is inherited by man from his animal ancestors in a purely biological way. They did not see the main difference between the involuntary movements of animals and the conscious activity of man.

One of the leading figures of his time, the philosopher and Russian Marxist GV Plekhanov, scientifically proved that primitive games and exercise originated not from biological factors, but from human labor. Although play appears in the lives of children before labor, in society as a whole it reflects only labor, the conscious activity of people. In the early days, people struggled with nature to survive. That is, they invented production processes such as ways to avoid various natural disasters (wind, hurricanes, floods, cold, wild animal attacks, etc.), and the manufacture of weapons.

The Athenian system. In Athens, the system of slavery operated in a unique way. In the III-IV centuries BC, where class differences were strong, craftsmanship, 5 trade, and science made Athens the center of Greece. Every slave had the opportunity to take an active part in the affairs of society. Athenian citizens had the right to participate in the system of education and upbringing. The Athenian system, in contrast to the Spartan system, carried out multidisciplinary propaganda work in conjunction with military-physical education. According to the Athenians, man was to be perfect in every way. Mental, spiritual (moral), aesthetic and physical education were required to be the main means. This demand and need has been gradually improved. It should be noted that socio-labor and cultural processes were formed to some extent on almost all continents, and then gradually developed.

Physical education in the patriarchal period. During the period of seed and tribalism, production processes rose to new levels. At the same time, men's labor and creative thinking were in the forefront. The advent of iron weapons, the use of hammers, axes, and the development of agriculture and animal husbandry weakened the economic importance of hunting. Experiences in herding, taming, domestication, and farming ensured that men dominated the community. In the family, men (patriarchy) became families. Monogamy has emerged. The seeds come together to form tribes. In the early stages of the development of the patriarchate, there were quarrels, quarrels, and often one-on-one struggles between the tribes.

In some cases, conflicts are related to the organization of celebrations and hospitality, giving gifts to each other, brotherhood, friendship, and so on. completed This, in turn, played an important role in the development and strengthening of friendly relations between the tribes.

In ancient Peru, exercise served as the most important tool in the training of young military units. Physical education in the countries of the ancient East. First of all, it should be noted that historians date the development of private property, the development of production and the emergence of the first states to the IV-III centuries BC. During this period, large states were built mainly in the ancient East, Greece and Rome. The statues testify to the diversity of physical training facilities in countries such as India, China, Egypt, Iran, Babylon (Babylon), Assyria in the ancient Near East, 7 murals, various cultural objects, manuscripts on construction monuments. The first traces of physical culture, specimens, are more common around the Mediterranean, in the states that emerged in the IV century BC (Mesopotamia). The content and forms of exercise are reflected in military activities. Activities such as sniping, archery, boxing, wheelchair racing and sniping play an important role in this. Historians and researchers acknowledge that while the Greeks dedicated the Olympic holidays to their god Zeus, the Parthians, Scythians, Iranians, Romans, and Arabs learned their games and traditions from the Mesopotamians. In the life of Indians and Iranians, too, various district exercises and games have emerged. They include horseback riding (camel, mule, etc.) and hunting, fencing, wheelchair racing, archery, and playing with balls and sticks. In ancient Iran, there was a system of educating aristocratic youth in specially organized schools. At the same time, the training of the above-mentioned exercises (spear piercing, sword use, horseback riding) was carried out on the basis of the program.

In ancient Egypt, exercises such as wrestling, fencing, archery, and javelin were used to train military nobles physically. This is based on more than 400 exercises and games depicted in the monuments found in the tombs of the pharaohs in Beni Gossan in the XVIII-XII centuries BC. In the ancient Eastern countries, forms of folk physical training and folk exercises, which were popular among free peasants, craftsmen, traders, were mastered and widely used by slaves in order to strengthen their prestige and dominance. Spartan women served in keeping more slaves.

The Spartan state established the system of education and the strongest part of the military in Greece. They have been known as invincible for many years. Spartan athletes have participated in many Olympic, Pif and other games and won victories. In Athens, the child was raised in a family until the age of seven, under the supervision of slaves. More attention has been paid to games at this age. Then the boys were sent to school. The girls were brought up at home. Those between the ages of 7 and 15 were educated in public schools or private schools. They are called music and gymnastics schools. That is, in music lessons they were engaged in music, dance, reading and writing, and in gymnastics lessons they were engaged in naked wrestling (palestra). From the age of 12-16, gymnastics is a priority. After the age of 16, well-off parents gave their children to gymnasiums. In Athens, there were three types of gymnasiums at the expense of the state: the academy, the lyceum, and the cinema. In addition to physical education, young people were educated in political science, philosophy and literature. In Athens, 18-year-olds were recruited to the state military organization - (efeb). They served in the military for two years. They (ephebs) underwent physical training and military training in their first year. In the second year, armed with shields and spears, they guarded the state border. Gradually, the pedagogical and scientific theory of physical education began to emerge.

In the works of ancient philosophers - Plato, Aristotle, Socrates and others, physical education in the educational system was highly valued. Plato (427-347 BC) was a representative of the Athenian aristocracy, a philosopher-idealist (ideologue) and the founder of the theory of the spiritual and physical qualities of man. He favored the Spartan system,

intending to combine military-physical training with mental training and education. As Plato said in his (state) work: "Good gymnastics is also simple, but first and foremost it must be military gymnastics." Aristotle (384-322 BC). A great scientist and philosopher, his teachings are highly valued in the field of dialectics. Because it promotes the idea of unity of form and content.

At the same time it proves the evolution of being. It explains that the human soul and body are inseparable beings. Emphasizes that physical education is in sync with mental education. Aristotle was a proponent of raising boys to be physically strong. Unlike Plato, he suggests giving more space to education, reducing the amount of gymnastic exercises. Because gymnastics involves more military physical education and training, and he believes it is a very complex process for children.

Democritus (460-370 BC). Exercise plays an important role in the formation of inosn, which teaches that it is superior in the development of the natural state.

Socrates (469-399 BC) said that good health is a guarantee of protection from many evils. Human physical culture depends on health, which leads to the following idea about human health. "If a person does not take care of his own health, it is impossible to find a doctor who knows the benefits for his health," he said. Also famous is the statement of Socrates below. "Man must eat to live, not live to eat." Ancient culture interpreted the issues of human health, physical fitness, beauty and spiritual maturity of the human body in a unified way.

The ancient Greek philosopher and mathematician Pythagoras makes the following point about physical culture and a healthy lifestyle. "No one should break the norm in eating or drinking" Adherence to certain norms in eating, exercising the body throughout life, training all generations for military purposes, adherence to certain norms even in terms of rest, spiritual nourishment and activity in ancient times has become an integral tradition of the life of the aristocracy. Gymnastics, dancing, listening to music, the development of the arts that excite the human psyche are the factors that motivate the human heart to love. These principles are reflected, for example, in Aristotle's theory of catharsis.

According to the ancient Greek physician Hippocrates (460-375 BC), exercise is important in the prevention (prevention) and treatment of various diseases. In the ancient Greeks, physical education consisted mainly of gymnastics and agonistics (special). Gymnastics has been used in general physical education. The agonistics system provides for special training and participation in other competitions. Gymnastics as a special system included palestrica (wrestling), or xestrika (dance) and games. The palestric pentathlon (five wrestling), in turn, consisted of running, long jump, javelin throwing, and wrestling. It also includes pankration (wrestling and boxing - mixed), swimming, boxing, horseback riding, archery and other exercises. The orchestra consisted mainly of dances accompanied by music. The games consisted of gymnastics with sticks, wheels, spears, balls, and balls. The species mentioned above were used more in the Olympic holidays (agons).

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