



# CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 04 Issue: 06 | Jun 2023 ISSN: 2660-5317  
<https://cajotas.centralasianstudies.org>

## The Essence and Characteristics of Physical and Mental Development

**Xudoyberdiyev B. R.**  
Teacher of KarSU

*Received 4<sup>th</sup> Apr 2023, Accepted 6<sup>th</sup> May 2023, Online 9<sup>th</sup> Jun 2023*

**Abstract:** *Concepts about the nature of the physical and mental development of students in the general secondary education system are given.*

**Keywords:** *Physical and mental development, educational activity, intellectual and spiritual development, physical culture.*

In addition to acquiring solid knowledge and skills in physical education, students in DTS are educated from the initial stages, and consciously control their bodies during physical exercises. It is envisaged that they will follow the rules of personal hygiene, healthy lifestyle, etc. In general secondary schools, students should learn the system of knowledge on self-physical development, have the experience of independently organizing systematic physical exercise activities, basic goals such as acquiring the ability to monitor physical development and physical fitness are set.

In modern pedagogical practice, the activity of students in educational processes is not just memorizing the components of knowledge such as information, information, definition of concepts, explanations of terms, or performing various physical exercises that demonstrate movement, but it is effective for their physical development. It should be directed to the independent search for knowledge that will help to form a complex of physical movements and exercises.

In order to solve these issues, it is necessary to organize an effective activity aimed at a specific goal and having a sufficient volume of work. It is necessary to take special and effective measures to bring students to this level so that they can independently perform knowledge and movement activities in general educational processes in the field of formation of learning and cognitive activity in harmony with physical and mental development. This process requires much more time than it takes for students to achieve physical fitness through intensive physical exercise.

The content of the subject "Physical education" as the main subject of general secondary education, although it has its own characteristics, differs from other main general secondary subjects in terms of its specific purpose and importance. It should not be different from science. That is, it should be considered as one of the factors that determine the level of a student's education and personal development, among other general secondary education subjects.

We note the following factors as the main factors causing this situation:

- teaching physical education in general secondary schools

the absence of traditions of systematic teaching of special knowledge;

- the fact that looking at physical education classes as a means of increasing student activity has been formed as a psychological-pedagogical vision;
- the lack of conditions for the demonstration of basic knowledge, practical-methodical skills, which ensure the reduction of the intensity of movement activity from 70% in the processes of traditional lessons in the subject of physical education;
- the fact that the modern general education system, in the field of formation of learning and cognitive activity in harmony with physical and mental development, as in previous periods, is focused on taking into account only pragmatic, practical results, such as physical development, physical preparation, achievements of students in sports competitions, etc.;
- in the theory and practice of physical education, there is an approach based on determining the effectiveness of classes in the subject of physical education, first of all, the existence of a tradition of determining the effectiveness of classes based on the intensity of movement;
- according to the involuntary, intuitive, but insufficiently scientific habits of physical education teachers, they focus on increasing the activity of the student to the maximum;
- in the imagination of the majority of physical education teachers, there is a lack of sufficient understanding of the need to provide systematic theoretical knowledge of this subject during the lesson;
- not feeling enough about the requirements of the state educational standards set for the quality of general education in the field of formation of educational activity in the harmony of physical and mental development and not understanding their importance to the necessary extent.

Another problematic aspect of the issue is that when evaluating the professional activity of a teacher of physical education in schools at the level of an institution or a higher organization, as well as at the appropriate level of attestation for qualification, the systematic theoretical knowledge levels of students in this educational subject or general outlook on the field, their levels of physical preparation, results shown in sports competitions are considered as the main evaluation criteria.

There is another situation that should be noted that according to the results observed in general secondary schools, there is an absolute shortage of highly physically developed students in each class (on average 1-5 students). Most of the students have medium and low level of physical fitness. It should be noted that when studying the movement activities of schoolchildren through testing, it was found that many medical and biological factors affect the level of physical fitness. These factors can include the characteristics of the age-related development stage for each child, genetic predisposition to physical activity, harmful habits, environmental factors, and so on. If we look at it from this point of view, we can say that the practice of evaluating the professional skills and effectiveness of the physical education teacher based on the level of activity and physical fitness of students has almost no scientific basis.

The reason why physical education teachers pay attention to increasing the volume of movement activity in students is that in the examinations held in the field of profession, increasing the theoretical knowledge of students in the field of physical and mental development, in this subject teachers whose students achieve high results in sports competitions or sports events are the winners, not teachers who strive to provide quality, consistent knowledge. In summarizing the results of the professional activity of a teacher of physical education, he has theoretical and systematic knowledge, is regularly engaged in physical exercises, can independently organize physical training on a methodological basis and, in general, is a

student with a harmony of physical and mental development. the number of students who have demonstrated learning qualities is not recorded as the main indicator.

Thus, students should have a system of special knowledge in the field of physical and mental development, practical skills and methodological skills of proper physical exercise, and, in accordance with them, specific aspects of general education in the field of physical culture, lessons There are enough reasons to say that there is an inconsistency between the cases of non-development of pedagogical conditions, taking into account the forms of practical-methodical approach to the organization of the process. It is this inconsistency that has a negative effect on the successful conduct of general education in the field of formation of educational activity in the harmony of physical and mental development.

According to the modern realities in pedagogy, solving important issues related to improving the quality of general education in the field of physical and mental development creates enough difficulties in practical general secondary education activities. "Daily life shows us that physical education has not yet become an integral part of general secondary school pedagogical processes, and physical culture as a subject has not yet risen to another level among other general secondary education subjects. provides many examples. The fact is that we cannot compromise with this situation, and therefore we need to eliminate the reasons that gave rise to it."

One of the main reasons for the above-mentioned situation is that the subject of physical education and, in general, the field of physical and mental development cannot fulfill its educational tasks. He commented on this reason and wrote about the immaturity of the science: "I mean at the same time pedagogy, general didactics, physical education theory, and didactics of physical education of preschool children."

Based on their views on the approach to physical education educational processes, it is possible to note three groups of teachers who organize lessons in different ways. According to teachers belonging to the first group, knowledge is the "decoration" of the lesson, that is, the process of visual communication of concepts, terms and knowledge related to the field of science. Teachers who make up the second group carry out the phenomenon of transferring knowledge and bringing it to a new form or appearance. Finally, there is a third group of teachers who consider knowledge to be an important tool and an important resource for student's self-development. In our opinion, in order to ensure general education in the field of physical education, only the third group of teachers' approaches to the organization of educational processes in the subject of physical education are correct and based on demand.

In order for the student to achieve theoretical and methodological preparation, the idea that the teacher's 3-5 minutes of general information about the materials of the educational subject during the lesson is enough is firmly established in the minds of many people. This has become a rule generally accepted by most experts. Contrary to this point of view, it is considered necessary and appropriate to divide the theoretical materials into three aspects of training - theoretical, practical and methodical. Also, it is emphasized that in the organization of physical education lessons, it is necessary to achieve the optimal ratio between the intellectual and motor components of education - convenient and effective in all respects.

We should also mention that the above-mentioned views and opinions are stuck in the imagination of most experts, teachers of physical education and even some scientists. there are only a few exceptions among the views that should be taught during the development.

According to many researchers-practitioners, there should be absolutely no "unnecessary" theoretical breaks in physical education training sessions. Pupils during the performance of movement tasks in physical education lessons or as a result of a 3-5 minute conversation between them and the teacher's theoretical delivery in the form of messages, instructions or information. they can have a sufficient level

of theoretical knowledge. The process of arming students with quality knowledge related to the field of formation of educational activity in the harmony of physical and mental development, wide introduction of the homework assignment system in this subject, effective implementation of extracurricular activities, gives the expected results in the conditions of creating an environment of metasubject and interdisciplinary communication in education.

However, in the organization and conduct of classes, the subject of physical education in most cases is still considered a means of demonstrating the activity of students, and the necessary pedagogical conditions for the implementation of the educational function of this subject are not created. the most important sections of plab theoretical materials remain unapplied in educational practice. It is unimaginable that such a situation would occur in the teaching of any other general education subject included in the school curriculum.

So, we can say that in the existing approaches to the problem of formation of cognitive activity in the field of formation of educational-cognitive activity in harmony of physical and mental development, we have witnessed that there are very few views directed at using the system of theoretical knowledge formed in the field of physical education. we were This shows that there are insufficient conditions to show the potential of physical education as one of the subjects of general secondary education. This problem should be discussed in theoretical and practical areas, scientifically researched and find its solution.

#### **List of used literature:**

1. Aslonova M.A. Ta'lim jarayonida harakatli o'yinlardan foydalanish. Ped.fan.nom.diss. –T., 2017. –89 b.
2. Апанасенко Г.А. Физическое развитие детей и подростков. – Киев: Здоровье, 1985. – 80 с.
3. Morgunova I.I. Gimnastika va uni o'qitish metodikasi. O'quv qo'llanma.–B., 2011.–73 b.
4. Нишаналиев У.Н. Инструментарий обучения, воспитания и развития // Учитель Узбекистана, Т.1998. –№ 38. –59 б.