

## THE USE OF FOREIGN EXPERIENCE IN THE ORGANIZATION OF PHYSICAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS

**Ikramov Amirbek Aminovich**

*Associate professor of the Department of theory and methodology of Physical Culture of the Bukhara State Pedagogical Institute*

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### Abstract

This article describes the theoretical aspects of teaching physical education in higher education institutions, the modernization of teaching physical education in universities at the present stage of the development of Higher Education, the fact that over the past years world practice of physical education in universities has undergone significant changes, including the use of advanced experience in the educational system of developed countries, information has been stated that they are proposing various methods to promote healthy lifestyle formation and social adaptation of students.

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**Introduction.** A person in the world of physical culture and sports operates in two spheres: physical activity and consumption of sports as a spectacle. These spheres are in different proportions for different types of people. Human physical culture should also be considered in two aspects – as a sphere of personal culture and in terms of its reflection in the lifestyle and physical appearance of the individual. As a social phenomenon, it should, first of all, contribute to the formation of individual physical culture.

Among the main criteria for the formation of physical culture of university students, it is necessary to identify objective (society's requirements for training specialists) and subjective (personal desire, goals, motivation) opportunities for a young person in the implementation of multifaceted physical education activities. The priority components of the formation of personal physical culture and its immediate components are awareness of knowledge in this field of activity, the needs, motives and goals of the student's personality. At the same time, it is necessary to take into account the aspect of humanity, reflecting the modern direction of the humanitarization of the educational process in higher education (worldview, value orientations of the future young specialist, etc.).

The upbringing of a comprehensively and harmoniously developed personality is associated with the influence of physical culture and sports in the direction of educating a scientific worldview, as well as the moral, mental and aesthetic education of each student. The professional qualities of a specialist are also formed on the basis of his moral characteristics. It is these qualities that determine the motivation for each individual to receive an education. From these positions, the requirements for a specialist in modern conditions acquire additional coloring.

A large number of studies on the organization of physical education in higher education institutions

indicate the need to search for new technologies that will contribute to the formation of a student's desire to have a high level of health. It depends on the education of personal motivation, special knowledge and behavior, and is also the result of the joint work of the teacher and the student. In the conditions of a higher educational institution, the quality of physical education, in particular health-improving orientation, is important, since the future graduate must be a highly educated specialist with an appropriate level of physical fitness. Physical education is a multifaceted process of organizing active physical culture and wellness activities of students aimed at strengthening the need for physical education and sports, developing physical strength and health, as well as developing sanitary and hygienic skills and habits.

At the present stage, new tasks are being set for physical education teachers «In addition to improving the quality of the educational process, the activation of the activity of a physical education teacher in the formation of interests, motivation and ultimately the needs of students in regular physical exercises comes to the fore.» For this, it is important to use foreign advanced experience of teaching physical education in higher education institutions.

**Main part.** In recent years, the world's physical education practices at universities have undergone significant changes, including approaches to outdoor games. Different countries offer a variety of techniques that promote physical development, healthy lifestyle formation and social adaptation of students. Let's look at some of them.

In order to preserve the effective functioning of the entire system of physical education in these circumstances, it is of great importance to study foreign experience. The USA has advanced developments in this area, therefore it is advisable to analyze and summarize the features and current trends in the development of physical education in the field of education in this country. American experts consider motor activity to be a priority area of human development, an instrument of the process of social adaptation. In their opinion, physical education allows students to take responsibility for their health, maintain and improve it, control their psycho-emotional sphere, and behave adequately in society. In higher education institutions in the United States, there is a constant interest in physical education programs: in about 60% of professional educational institutions, these programs are mandatory, in about 30% they have an organized optional form. The curricula of American colleges and universities in physical education provide three levels of subprograms that empirically take into account the levels of student preparation: low (beginners) — 70%, medium — 20% and high — 10%. In physical education programs in the United States, there are such key concepts as «movement education», «awareness of the possibilities of one's body», «a sense of space, time, power», «relationships with the external environment».

The target settings of physical education provide that a physically formed student has the necessary motor skills and abilities, confidently and correctly performs exercises using various forms of motor activity and wellness, understands the advantages of combining and complementarity of health and good personal well-being.

At the beginning of the academic year, students are assigned to the groups in which they will study. The distribution to educational departments is carried out taking into account the gender, medical opinion, physical fitness and interests of the student. Students assigned to the main and preparatory medical groups are enrolled in the main department, and students assigned to a special group according to medical examination data are enrolled in a special group. Only students who have shown good physical fitness and expressed a desire to engage in any kind of sport at the professional or amateur level enter the sports department. Physical education of students in the USA involves attending not only practical, but also theoretical classes. Students are required to attend a course of lectures. Each module ends with a test of students' knowledge in a test form. Extracurricular activities are organized in the form of mass wellness and sports events, classes in sports clubs and sections. In addition to the fact that students take tests for theoretical knowledge of the subject, they also undergo a test of their physical abilities. The

American Union of Health, Physical Education and Recreation test consists of seven exercises. Testing is carried out during two physical education lessons.

It includes the following exercises:

- ✓ Pull-up;
- ✓ lifting the torso from the supine position;
- ✓ long jump from a standing position;
- ✓ Shuttle running;
- ✓ 50 yard run (45.7m);
- ✓ throwing a stuffed ball;
- ✓ running (walking) at 600 yards (549m).

In addition, they have sports scholarships. There are two types of sports scholarships in the USA:

1. *Full ride scholarship*, which covers all student expenses (tuition fees, textbook costs, accommodation, food, etc.)
2. *Partial scholarship*, through which you can pay 50-100% of the cost of studying at the university, but the student will have to pay for everything else on his own. Getting a sports scholarship offers a lot of advantages.

In addition to the fact that the student covers either fully or partially the costs of tuition and accommodation on campus, he is also provided with sports equipment for free and has a chance to travel the whole country, playing for his team. Also, the requirements for children entering the university and applying for a sports scholarship are not so high. For example, at the University of Miami, an ordinary applicant must pass the SAT (standardized test for admission to American universities) for at least 1200 points out of 1600 possible. A student-athlete can enter the university with 700 points. A sports scholarship is a very stable type of funding. Even if a student is injured, which prevents him from playing for his team in the future, the university continues to pay him a scholarship until the end of his studies.

Outdoor games in the USA are often held in the form of intramural competitions, where students can participate in competitions within their study groups.

The experience of Eastern Europe is also of interest. For many years, the development of physical education in universities in various countries of this region has significantly depended on traditions, economic structure, structure and needs of society, and the state's contribution to this process has been very ambiguous. In British universities, physical education often includes traditional sports such as football, rugby, cricket and hockey. In addition, there is an emphasis on developing individual skills and health through activities such as swimming, running and fitness classes. Outdoor games are held as part of educational programs, as well as in the form of extracurricular activities and competitions between universities.

In this country, physical education usually includes several key aspects:

1. **Academic courses on Physical Activity:** British universities may offer special courses on physical activity, including sports science, physiology, health and fitness. These courses can include both theoretical and practical aspects of studying physical activity.
2. **Participation in sports events and teams:** British universities actively support sports events and teams in various sports, both for professional athletes and amateurs. Students have the opportunity to participate in competitions at the interuniversity and national levels.

3. **Intramural Sports Leagues:** In addition, many British universities offer intramural sports leagues where students can compete in various sports among their peers. This creates an opportunity for the development of social ties and a healthy lifestyle.
4. **Physical facilities and Sports facilities:** British universities usually have modern sports facilities and infrastructure, including gyms, swimming pools, tennis courts, stadiums, treadmills and gyms.
5. **Physical activity as part of the educational program:** Physical activity is considered an important part of the educational program at British universities, as it contributes to improving the physical and psychological health of students, as well as increasing their academic performance.

In general, physical education at British universities plays an important role in the development of students as individuals, contributes to their physical and social well-being, and forms healthy habits for life.

In addition, in Japan, physical education at universities has its own characteristics and plays an important role in the educational process. In this country, physical activity and sports are considered an integral part of a healthy lifestyle and character formation of students. Here are some features of physical education in Japanese universities:

1. **Traditional sports:** In Japan, special attention is paid to traditional sports such as judo, karate, Aikido and kendo. These martial arts not only contribute to the physical development of students, but also teach discipline, self-control and respect.
2. **Physical education as part of the curriculum:** Physical education is included in the curriculum of many Japanese universities. Students are usually required to attend a certain number of hours of physical activity per week as part of their education.
3. **Sports Clubs:** Japanese universities have a variety of sports clubs where students can practice almost any sport, from football and basketball to swimming and athletics. These clubs often participate in competitions at the university level and can be an important aspect of student life.
4. **Physical facilities and sports facilities:** Japanese universities usually have modern sports facilities and infrastructure, including gyms, swimming pools, stadiums and sports fields, providing students with access to various types of physical activity.
5. **Healthy lifestyle:** Physical education at Japanese universities is also aimed at fostering a healthy lifestyle among students. This includes awareness of nutrition, physical activity, health care, and psychological well-being.

In general, physical education in Japanese universities plays an important role in the development of students as physically healthy, disciplined and socially adapted individuals. This aspect of education has its own unique cultural and historical significance, reflecting the values and traditions of Japanese society.

And in Russian universities, physical education plays an important role in shaping a healthy lifestyle for students. Universities often have sports clubs and clubs where students can practice their favorite sports or physical activity. This creates an opportunity for active communication, exchange of experience and development of sports skills. Regular events and outdoor games tournaments at the university can be an incentive for active participation of students. They allow you to test your strength, compete with others and gain new experience.

Thus, the system of physical education in Polish universities has changed several times, due to political and economic changes in the country. The modern organization of physical education in Polish universities provides for the distribution of students into the following groups:

- 1) *general physical development (I — II courses);*

- 2) *sports specialization (I — V courses)*;
- 3) *sports groups of the Academic Sports Union (I — V courses)*;
- 4) *therapeutic physical education (I — II courses)*.

Classes at the state—owned university are conducted as follows: in some educational institutions — in the III courses (120 hours), in others — in the I - III courses (180 hours). A characteristic feature of Polish universities is the mandatory inclusion of physical education in the curricula. Students are given the right to choose the most attractive and popular sport and forms of activities among young people, as well as convenient class times and a teacher, which allows them to create interest groups. The process of physical education at classical universities in Poland is coordinated by separate structural units — the Studios of Physical Education and Sports (Studium Wychowania Fizycznego i Sportu — SWFiS), which annually prepare a wide range of proposals for sports, training and wellness classes within the framework of physical education of university youth.

Physical education classes are also held in sports sections organized at SWFiS by the Academic Sports Union Związek Sportowy — AZS). In classical universities in Poland, an online University Student support system (Uniwersyteck System Obsługi Studiów — USOS) has been introduced, which provides all information about physical education classes, sections, conditions for enrolling in them, the number of places in groups, schedules, conditions for obtaining credit, news, etc. (only an entry in the USOS makes it possible to close the semester on physical education). In order to solve the problems of physical education, develop a strategy for the development of physical culture among students, and identify the most effective forms and methods of physical education in universities in various systems, the International Forum on Physical Education (The Global Forum on Physical Education Pedagogy — GoFPEP) was convened for the first time in 2010. Polish scientists are actively involved in his work. The GoFPEP Forum is an international platform for monitoring, analyzing and reforming pedagogical systems of physical education. In many innovative developments that are being introduced at classical universities in Poland, popular sports are offered, especially new, and sometimes extreme ones, the most interesting to the younger generation, in order to give the process of physical education a modern, optimal, planned and effective character.

**Conclusion.** Thus, from our point of view, in the process of modernizing the system of physical education in higher education institutions, it is possible to rely on the experience of countries in which physical education is not a compulsory subject in universities. It is advisable to develop physical education at universities not by coercion, but by attracting students to a healthy lifestyle. To do this, in our opinion, it is necessary to distinguish between sports skills improvement classes and physical education lessons and introduce mandatory encouragement for full-time students who are actively engaged in physical education. Universities can use the academic rating — basic information about a student's academic achievements — to take into account preferences for active sports activities at the university, in particular, to reward excellent students with a trip to a scientific conference, providing recommendations for a grant, and so on. The success of students in physical education and sports should be celebrated and consolidated by awarding certificates of their achievements. It is recommended that universities create and maintain learning conditions and an atmosphere conducive to the desire of young people to engage in physical education, as well as the increasing popularity of these activities.

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