

**SUBJECT OF THEORY OF PHYSICAL EDUCATION****Mirzaboev Hurshed Rustamovich**

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**ABSTRACT**

This article is devoted to the development of the subject "Theory and methods of physical education" in the Republic of Uzbekistan and its importance. In the article, all the ideas are analyzed and proved using examples.

**Key words and phrases:** *Physical education healthy life, physical culture, exercise, sports training, psychological and biological factors, physical knowledge, great speed, mental state, principles of the theory of physical education, pedagogical technology.*

Today, the essence of all reforms in our country is focused on the development of the human factor. Because man is the custodian, creator and perfected of all wealth. Therefore, the full development of man, the expansion of his capabilities, the creation of conditions remains a guarantee of achieving the intended goal. The Decree of the President of the Republic of Uzbekistan dated September 21, 2018 "On approval of the Strategy of Innovative Development of the Republic of Uzbekistan for 2019-2021" PF-5544 states that the main goal of the Strategy is the development of human capital highlighted. Since the development of human capital is a key factor in modern development, it is necessary to mobilize all means, factors, resources and structures in this direction. In particular, it is necessary to pay special attention to human health, to develop the factors that serve to ensure health, to develop measures and to study the existing problems. One of the most important factors in human health is physical education and sports. A number of measures are being taken in our country to further popularize physical culture and sports. In this regard, it is necessary to improve the quality of training qualified personnel. We know that many decisions have been made to train qualified specialists. In particular, the Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No PP-2909 "On measures to further develop the system of higher education", the President of the Republic of Uzbekistan dated June 5, 2018 "On improving the quality of higher education and their comprehensive reforms in the country" Resolution of the President of the Republic of Uzbekistan dated June 3, 2017 No PP-3031 "On additional measures to ensure active participation" and PQ-3031 dated June 3, 2017 in the field of physical culture and sports No. PP-4061 of December 12, 2018 "On additional measures to improve the order of patriotic and physical education of youth and training of conscripts in military-technical specialties" and the Cabinet of Ministers of May 5, 2018 "On the organization of the

Uzbek State University of Physical Culture and Sports measures A clear example is the Resolution No. 331 of January 7, 2019 "On measures to organize regular physical culture and sports for employees of public and economic administration and local government." Currently, various disciplines related to the development of physical education are emerging. This shows that in the study of the attitude of the population to physical culture and sports in our society and their involvement can not be achieved only by improving the educational process of physical culture and sports or the construction of sports facilities.

Therefore, it is important to study the role and influence of all factors in the development of physical culture and sports. In this regard, modern trends in the development of the theory and methodology of physical culture and sports on the basis of the Action Strategy of the Republic of Uzbekistan, innovative technologies in sports, adaptive physical education and scientific-methodological aspects of sports, medical and biological

problems of physical culture and sports, socio-cultural and psychological problems, focusing on modern problems of training qualified specialists in the field of physical culture and sports.

The science of the theory and methodology of physical education as a subject-oriented subject teaches the fundamental knowledge system, the general laws of human physical perfection and its achievement and management for physical education specialists. The theory of physical education as a scientific science explains and summarizes the existing facts about physical education. As a practical science, it provides a person with the means of physical maturity, forms of physical education and practical, theoretical knowledge about it, increases the reserve of life-necessary movement skills and abilities. The theory of physical education and its practice is constantly evolving and improving. The results of practice, research data will enrich the theory and methodology of physical education with new principles and laws. Therefore, the subject of physical education theory cannot consist of rigid, immutable information. The theory of physical education is based on the achievements of the social, natural and pedagogical sciences. In any case, the theory of physical education uses the most general laws, principles and methods that form the basis of scientific pedagogy, including for all sports, these laws, rules are relevant and have a specific meaning. The formation and development of it as a subject of science was due to the emergence and aspiration of the theoretical idea that it is possible to increase the physical fitness of members of society.

This proves that the rules and laws governing the physical development of man are highly effective in social labor and military practice. The content of the theory and methodology of physical education includes: - knowledge of physical education and its relationship to other forms of education as a social phenomenon; - The purpose of physical culture, its general functions and theoretical principles; - The means of physical education and the principles of its methods; - movement training, teaching methods; - development of physical qualities; - The structure of the process of exercise and its training; 6 - forms of organization of physical training classes; - The process of physical education and its planning; - Features of the methodology of physical education; - physical education at a young age; - Characteristics of the process of sports training. The general laws of physical education as a pedagogical process are the subject of study of the theory of physical education. By general laws, we mean the special aspects of the physical education of qualified athletes, any segment of the population: children, adolescents, young people, middle-aged, adults and the elderly, as well as those who are just beginning to exercise.

In addition, the methods of physical education define some of the specific laws of physical education as the subject of study, and in the implementation of the general laws of the pedagogical process uses methods such as "General, special professional physical training", "Sports training". Each of these preparations has its own characteristics. Their diversity should be specific and appropriate to the psychological types of participants, their age, gender, profession, and the chosen sports specialty (methods of physical education for school-age children, methods of physical education for women, etc.). Some disciplines of sports pedagogy (teaching sports, gymnastics, etc.) are formed in the form of separate independent scientific and educational disciplines.

The science of the theory of physical education equips them with a single theoretical and methodological basis, complements its rules as a science in the system of pedagogical sciences due to the nature of the subjects studied at the expense of social, psychological and biological factors. Sources of the theory of physical education The main sources for the development and improvement of the science of the theory of physical education are: - Government decisions, laws on the current state of development of physical culture and sports in our country; - Progressive teachings on the comprehensive development of man during the

development of society. These doctrines are not limited to proclaiming the right of man to all-round development, but also attempt to reveal its content and theoretically and practically substantiate the ways of implementing these ideas; 7 - a system of theoretical and practical knowledge of physical education, conducted and ongoing research in the field of theory and methods of physical education and other related disciplines; - the experience of social life and its life practice, the accumulated practical experience of meeting the needs of society for people with high physical fitness; - Knowledge of the laws of physical culture of members of society and on this basis the knowledge of the formation and management of the system of human physical development; - Concepts of physical culture in the system of physical education, which is part of the spirituality of the existing society; -

The practice of physical education - examines the vitality of theoretical rules as a source, uses the original ideas born in practice, and they enrich the theory of education; - archival materials, the results of personal observations (diaries, plans of athletes and their coaches, competition protocols, abstracts, lecture notes, etc.) enrich the theory of physical education and serve as a source for it; - Theoretical knowledge of the theory and practice of healthy lifestyles, human ecology.

Physical education is a pedagogical process aimed at the morphological and functional improvement of the human body, the formation and improvement of basic motor skills, abilities, knowledge associated with them, which are important for his life. It is in this definition that the specificity of physical education as an independent type of human education is emphasized. Within this specificity of physical education lies the concept of "physical knowledge" and "development of physical qualities", which have two distinct meanings. The term "physical education" occurs in the earliest systems of physical education in the new era. For example, Fit spoke about the need for exercise in order to "train the body." Physical knowledge includes specific theoretical concepts related to the performance of physical exercises and the skills and abilities to apply them in marriage when necessary. Pestalozzi strongly advocated the "education of children's bodies." P.F. Lesgaft explained physical education as an extended meaning of physical education.

But the main idea of Lesgaft's teaching on physical education was literally the idea of physical education. P.F. In Lesgaft's physical education, children are able to distinguish and compare individual movements, consciously manage them and adapt to obstacles, overcome these obstacles as quickly and persistently as possible, in other words, with as little time as possible. he believed that they should consciously learn to do the most physical work, or to act with grace and zeal. Here we are talking about, on the one hand, the formation of correct action skills, and, on the other hand, the decision-making of different perceptions and skills of different life situations from 13 skills based on a conscious attitude to action.

The training of physical qualities is seen as a process of physical training. This concept includes the development of the qualities of strength, speed, endurance, flexibility and agility. These aspects of the whole process are inextricably linked. For example, if students repeat running exercises many times in order to master the technique of its execution, at the same time both strength, endurance and in some cases speed are developed. On the other hand, if the same running exercises are repeated at great speed (to train speed), then the exercise technique is strengthened and improved, while the training and educational tasks are also solved. In the process of performing exercises, it even affects the mental state of the participants, their emotions (feelings), will, the manifestation of morals. Due to this, the necessary conditions for the solution of educational tasks were created. The presence of both educational and pedagogical elements in the process of physical education leads to its view as a whole pedagogical process. The listed elements appear in a separate view, depending on the task at hand.

Physical education reflects both the laws of physical development and the social laws of physical education. The use, nature, and method of the social laws of physical education are in fact derived from the economic and political system of society. This gives physical education a social character, while in a class society education has been subordinated to the interests of the ruling classes. Physical education is an eternal category, in this sense, this direction of education has existed since the emergence of society, and such a system continues as one of the necessary conditions of social production and human life (A.D. Novikov, 1959). The peculiarity of physical education as a social phenomenon is that it can serve mainly in society as a means of developing a person's physical abilities and at the same time have a strong influence on his spiritual maturity.

This feature is a special feature of physical education that is equally applicable to all. But in the real life of society, there is no physical education at all outside of specific historical conditions. In each socio-economic formation develops a specific historical type of physical education. Physical training. There are three main directions in physical education, and human physical education is carried out on the basis of these frameworks. They are general physical training, professional physical training, sports training.

### **General principles of the theory of physical education**

The general principles of the theory and practice of physical education and the principles of the methodology of physical education theory are based on so-called principles: available. They are inextricably linked and form a single system of principles. First of all, let us get acquainted with the general principles of the theory of physical education. They are: a) the connection of physical education with labor and military practice; b) comprehensive personal development; c) the principle of directing physical education to health. Theoretical principles in the process of physical education, on the one hand, serve as a charter, on the other hand, in the process of physical education, the teacher puts in a theoretically and methodologically certain framework (pattern), direction. In the pedagogical process and practical activity, the principle of obligation can play an important role in the form of law. In some cases: we see the principle as part of certain knowledge in physical education, or as a guide (instructor) to an activity, or as a general basis for performing various particular tasks.

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