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**THE IMPORTANCE OF PHYSICAL TRAINING, SPORTS AND FOLK GAMES IN THE
FORMATION OF MORAL EDUCATION OF STUDENTS**

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ABOUT ARTICLE

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Abstract: In this article, the formation of moral qualities in students of a general education school, Systematic practical work has been carried out to improve the creativity and creativity of students in the field, to develop moral attitudes of students and to improve the model of mental activity, focusing on a healthy lifestyle. Issues related to ethical training, reflective professional practice and values education, Considering the importance of broadening the understanding of diversity and humanistic knowledge in the education of students in physical education, taking into account the insufficient technical-instrumental knowledge of physical education, research work was carried out through the use of physical education and sports equipment. It consists in forming and giving instructions depending on the values of personal qualities, physical training and sports and national games of the people.

INTRODUCTION

Formation of moral qualities of students through the means of physical education and sports, increase their creativeness, creativity in the field, as well as systematic practical work is carried out to develop the moral attitudes of students and improve the model of mental activity, focusing on a healthy lifestyle. Wide promotion of healthy lifestyle among the population in recent years in our republic, promotion of mass sports in physical education and sports involvement, increase publicity through specialization in sports, in particular, the regulatory framework for the formation of moral

relations of students through the use of advanced technologies of physical education is being created, also, it is very relevant to develop physical education and sports in our country, especially the wide involvement of students and young people in sports, to significantly spend their free time on summer weekends, to further increase the effectiveness of physical education and sports activities.

Improvement of the integrative model of the formation of moral relations of students by means of physical education and sports.

The process of formation of moral relations of students by means of physical education and sports is established in the system of a comprehensive school, pedagogical experimental and test work at Tashkent city Chilonzar district No.200 specialized state comprehensive school, Secondary school No. 8 of Tortkol district of the Republic of Karakalpakstan and Tashkent city Tashkent district No.6 secondary schools.

The study analyzed scientific sources on the topic, didactic materials, educational plans and programs, a comparative study of educational documents. In the process of research, methods of pedagogical observation, comparative analysis, observation of the educational process, generalization of experimental test analysis, conducting social methods (questionnaire-surveys, interview, test), performing experimental testing work and mathematical-statistical processing of the results obtained were used.

The issue of ensuring that young people grow up healthy has been one of the main ideas of folk pedagogy, oral creativity and the works of thinkers. Physical education is the formation of physical and volitional qualities in students, making them work mentally and physically and it is a pedagogical process aimed at preparing for the defense of the motherland; it is considered one of the important components of the system of social education. In the organization of physical education in general educational institutions, certain tasks are solved. Including: Ensuring the possession of functional maturation of human organs (internal organs, nerves and movement, bone-muscular system, body harmony and the ability to control their functional activity), strengthening students' health; getting them used to following hygiene rules; instilling students' skill in every possible way; creating conditions for students to mature sexually properly; forming in students the skills of strong will, strict character, unconditional adherence to discipline.

It is known that in the epic "Alpomish" it is possible to make an example of Hakimbek (Alpomish) exercising, growing up in the bosom of nature, because of his alpinism ability.

Abu Ali ibn Sino also places a special emphasis on the following, listing him from his positive qualities inherent in man: 1. Courage is the courage, endurance of a person when doing something, the power that stops evil that has fallen on a person's head. 2. Ingenuity is the power to keep you from rushing in the process of doing something. 3. Brilliance is a power that helps to quickly explain the true meaning of what intuition gives. Alisher Navoiy, in his epic "Farhod and Shirin", makes a special

mention of Farhod's physical abilities. As described in the epic, Farhod is not limited to achieving mental perfection, but is tempered with the help of physical and military exercises. Swimming, riding, fencing and physical education in water is a pedagogical process aimed at forming physical and volitional qualities in students, preparing them mentally and physically for labor and defense of the motherland; it is considered one of the important components of the social education system.

Abdulla Avloniy believes that common sense, good morals, and science need to engage in physical education in order to gain enlightenment: “the fact that the body is healthy and strong is what a person needs most. In order to read, teach, learn and teach, a person needs a strong, ill-willed body. People who do not have a healthy body, in their deeds, will be deprived of their work. Physical education also has its support for thought education. The spirit with the body is like the opposite of the two with the right of a chop. If the body is not glorified in purity, and is not spared from evil deeds, it will strike into the dirt above it at all times. It takes work and a healthy body to be educated in thought.” Physical education has a powerful effect on people, strengthens their health, increases their ability to work, promotes longevity.

METHODS AND MATERIALS

Sport is an excellent means of maintaining the vigor of training the people performance at any age. Sports serve as a source of alternating labor with rest. During the years of independence, special attention is paid to the development of sports in the Republic of Uzbekistan, including children's sports. This direction is recognized as one of the priorities of state policy and positive work is carried out. For instance, a complex program of physical education of young people was developed. The healthy generation program is important in promoting the health of young people.

We need to reflect on the possibilities of sports as a means of moral development. These opinions are based on the conclusions of the following scientists: Görgüt, Tutkun, Pezdek, Barker, Barker-Ruchti, Pühse, Costa, Mc. Namee va Lacerda, and Jones. This discusses the processes associated with the potential for moral development, which, in addition to physical education and sports, have social significance for children and adolescents.

Sport contributes to health and well-being, and its purpose is to form a moral theme. In this sense, sports training, whether at school, clubs, in the professional field and in the country's sports community as an element of culture, creates favorable conditions for educational situations and various performance criteria that increasingly value moral content. So, sport has a spiritual potential, implemented in the struggle for heights, requiring deep respect for spiritual values such as honest play, equality, tolerance, justice.

On this situation, Jones argued that, in general and sport in particular, moral action consists of other concepts and constructs such as virtue, motivational orientation, maturity, principles, reasoning, perception, emotion, and many situational factors. In addition, the issue of elements of Sports Ethics

in the context of physical education depends on this potential, which is used in a pedagogical sense, for example: regulation and regulatory structure of sports; the spirit of sports and its internal values; the right to play sports; overcoming in sports and sports as a moral opportunity that exceeds the fulfillment of obligations. Therefore, sports training plays an important role in personal development, since they can be implemented as a right for everyone, both in school sports and in leisure sports, and in the sport of work. In addition, the content of the sport is understood at both the behavioral and conceptual levels, since both are interconnected. Popularization of sports among young people is understood not only to improve the health of society, but also to contribute to the development of sports, and also contribute to the full growth of the moral consciousness of citizens. Sports activities contribute to the development of Cognitive, Affective, moral, aesthetic, interpersonal relationships and social skills. The distribution of roles, the interaction with rules, the relationship between victory and failure, and finally, competition and cooperation, develop values and behaviors that correspond to the democratic foundations on which modern society is founded.

Three sports-related vectors can contribute to the ethical perspective: 1) the first contributes to the role of physical education in developing the sensitivity of students and respecting the internal and constitutional characteristics of each sport; 2) the latter implies the upbringing of the responsibility among students to provide educational contexts that will help to overcome and develop excellence in sports in terms of athletic success; and 3) the third is associated with the upbringing of the responsibility of sports pedagogical experience among students, self-esteem and others, and the promotion of honesty through sports activities.

Based on the following studies, the level of moral knowledge of physical education specialists is discussed: Wrench and Garrett, Loland, Gorgut and Tutkun, Jung, Costa, McNamee and Lacerda, Goodwin and Howe, Goodwin and Rossow-Kimball. Studies have previously asked to conduct an analysis on the level of information on the training of specialists in universities, moral education. In everyday practice, low levels of moral knowledge in decision-making and confrontation, and the consequences reveal moral views in different contexts. As for qualifications, most of the research in this review refers to models of professional training and continuing education programs focused on moral education. Among the proposed models, it is proposed to adopt a value education curriculum with the possibility of qualifying future specialists. For example, on the basis of this training in school conditions, physical education specialists learn to meet the needs of children and form their moral relationship with social critical pedagogical practices of young people.

With this in mind, thinking about curricula and programs that are harmonized with the theoretical foundations of the physical development of an individual, as well as humanistic theories regarding the formation of relationships, expands thinking about professional practices. In certain contexts, physical education professionals have difficulty making decisions when faced with moral

conflicts. In this sense, research shows the need for a new profile of physical education professionals by encouraging changes in practice.

Ethical work involves critical reflection on practices concentrated in Physical Education, which can stimulate work in certain contexts or contribute to devaluation. In the training of physical education professionals, it is necessary to develop an education of diversity with values such as integrity, and moral awareness.

The perceived lack of tools by physical education professionals, who are increasingly faced with moral conflicts, requires them to have interpersonal knowledge and skills. Among the experiences, we highlight work, progress, education, mistakes and successes, problems with them.

In any case, the moral problems faced by physical education professionals in increasingly complex workplaces are largely due to a lack of formal training in ethics. This moral work required of physical education professionals can be justified by the fact that it involves understanding how ethical problems arise, how they are structured and how they are managed in the workplace. Information on the orientation towards issues of a moral and bioethical approach aimed at a complex and multifaceted context that exists in human life is considered important.

From this point of view, it is clear that the curriculum is not capable of solving ethical issues faced by future specialists. A model arises based on the problematization of moral contradictions considered in the relationship between ethics, Bioethics and physical education.

Bioethics makes it possible to understand the plurality of society, its diversity and values, in which there are principles that can protect these corporate relationships without establishing strict and unchanging rules. In other words, a diverse and interdisciplinary curriculum qualifies professionals seeking paths to bioethics. contextualization of ethical problems, resulting in plurality and dynamic learning. Moral education reported in studies favors contextualization of experienced reality as a process that experts reflect practice in this context. Thus, social critical practices emphasize the potential of physical education as a means of moral education. Lilian Suelen de Oliveira Cunha and Fernando Hellmann evaluate ethics and bioethics as a necessary systematic view of physical education and reveal the following scheme (diagram 1). Thus, sports ethics, ethical elements of Sports, problems, moral qualifications of a specialist serve to form a new modern curriculum and emphasize the potential of the physical education teacher as a means of moral education. When analyzing the results of pedagogical experiment-testing, the mathematical –statistical method was used.

When conducting experimental work, it was observed for 4 quarters of the educational process. Taking into account the fact that students are evaluated in a system of 5 grades, students with a passing grade of less than 3 grades are considered to have not mastered. Total 320 students in the experiment, 161 students for the control group, 159 students were recruited for the experimental team.

RESULTS AND DISCUSSIONS

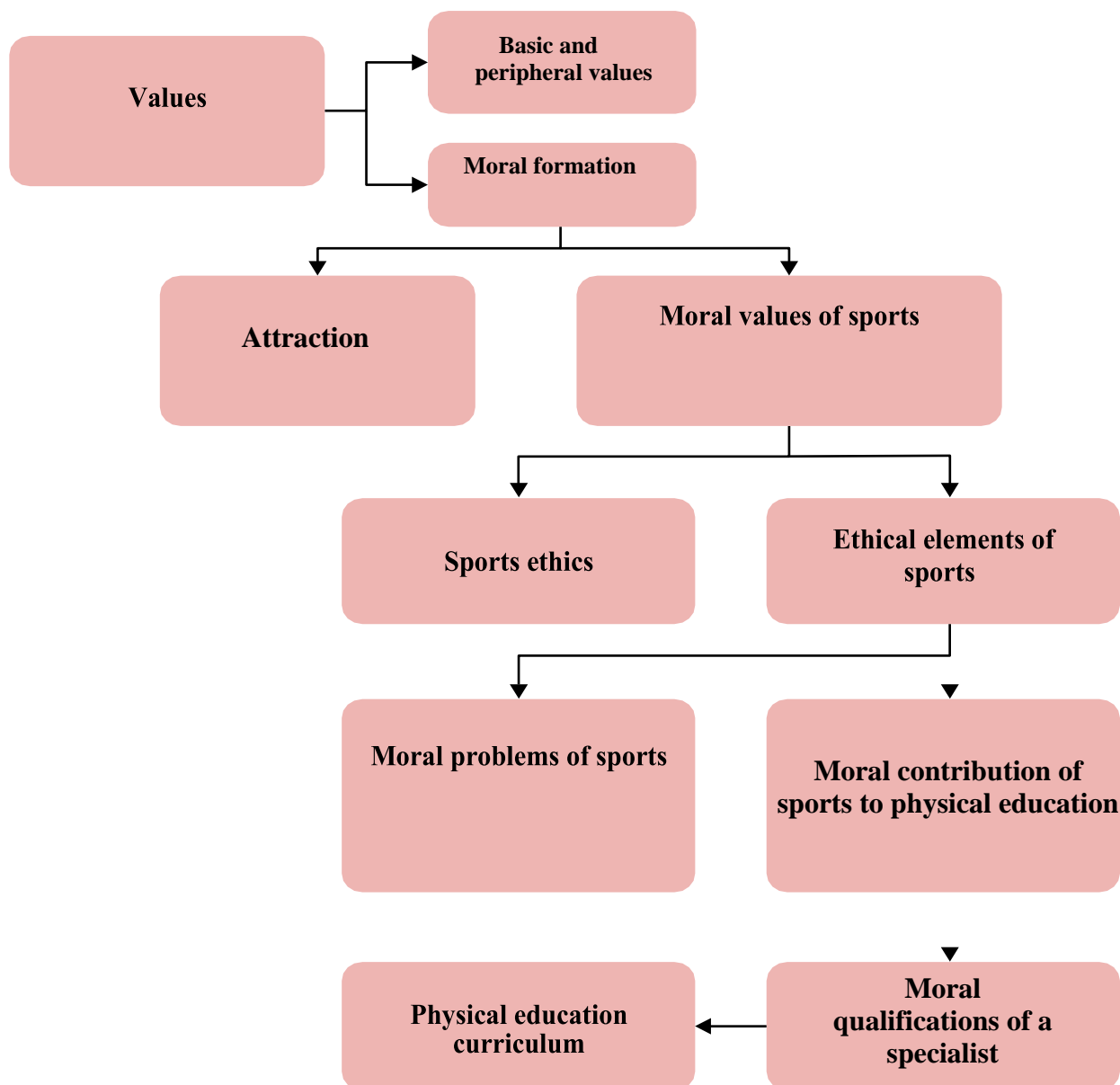
To make it convenient to calculate the results performed in the experiment and control group, we will switch from a 100-point rating system to a 5-point system. When assessing the knowledge of students, the criteria in the table below are taken into account (1- table).

Student knowledge assessment criterion

<u>Points</u>	<u>Grades</u>	<u>Students' level of knowledge</u>
<u>5</u>	<u>High</u>	The answer is complete, correct, the reader knows the main factual materials, has acquired basic scientific concepts, constantly works on himself; knows how to work with the press, the Internet and additional literature.
<u>4</u>	<u>middle</u>	The answer is complete and correct, but its statement in explaining the facts is sluggish; in determining the concepts, it allows ambiguities that can be easily corrected based on the teacher's additional questions.
<u>3</u>	<u>low</u>	The answer is correct, the reader mainly understands the material, but cannot clearly define the concepts; has difficulty explaining the connections and independently; cannot express the facts consistently.

In experimental groups, the results of mastering were conditionally divided into 2 statistical samples, and mean values, sample dispersion, and variation coefficients were determined on both samples.

The lack of training of conflict resolution specialists identified as a problem in this review comes from traditional and hegemonic concept-based education, that is, related to the biomedical model of physical education and technical and instrumental knowledge.

Diagram 1. A systematic view of physical education.**Diagram 1. A systematic view of physical education.**

The reflective model of professional education should consist of technical, instrumental and humanistic knowledge, implies the development of knowledge, norms of behavior and moral methods of attitude towards oneself and others.

CONCLUSION

Issues related to moral training, reflective professional practice and values education indicate an insufficient understanding of technical-instrumental knowledge of physical education, taking into account the fact that in physical education it is important to expand the understanding of diversity and humanistic knowledge in the education of students. Physical education in secondary schools in Uzbekistan is considered a pedagogical process and is carried out through physical education classes, training in sports sections. Physical education classes from 2 hours a week were introduced in grades 1 to 9 under the public education standard from physical education for general secondary schools. In

activities aimed at further popularizing physical education among students and strengthening their health and the formation of their moral qualities, on the basis of mutual rounding of attitudes and values in combination with physical education and sports tools, it is necessary to conduct the Alpomish Games Festival and Tomaris games. In this process, in conflict situations, it is important to include contextualization of the daily life of professionals in order to promote fair decision-making and change of practice.

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