

INTEREST IN PHYSICAL CULTURE AS A FACTOR IN INCREASING THE  
ACTIVITY OF STUDENTS IN THE CLASSROOM

Teacher at Bukhara State University

**Yusupova Zulfizar Sharipovna**

**Abstract:** One of the oldest problems of school education is the formation of interest in learning. Mass schools organize their activities mainly according to the traditional system of education, but the question is still acute: how to form interest in learning. It deserves special attention, because its study is directly related to the search for the sources of human activity, those motive forces due to which any activity is carried out, the direction of human behavior is determined.

**Keywords:** strategic directions, culture, professional activity, physical education, distant goals, experience.

**Introduction**

The basis of any activity is motivation and interest, because it is on them that a person's interest in activity, his activity, purposefulness, focus on satisfying his requests and needs, determining his life orientation depend.

One of the strategic directions of the education system is considered to be the introduction of health-saving psychological and pedagogical technologies, due to the low level of health of schoolchildren.

**Discussion**

Recently, the life of children has become much more complicated. Due to the fact that they need to master a large amount of information, there is a significant decrease in motor activity. As you know, the lack of movement causes a number of problems in the functioning of the body, which is known as hypodynamia. A reduction in human motor activity leads to a compensatory restructuring of all types of metabolism. Also, with a decrease in motor activity, the load on the brain increases.

In turn, this leads to an increase in muscle tension, a change in the nervous regulation of the activity of vital systems, which causes visceral and somatic diseases.

The formation of interests in learning is one of the oldest problems of school education. This problem was raised by the scientist A.N. Leontiev, L.I. Bojovich: how to increase a child's interest in learning. Along with the questions of the formation of interest, it is necessary to pay attention to the questions of the formation of the need for systematic and independent physical education classes based on the creation of ideas about a healthy lifestyle. The acquisition of this knowledge will help change the attitude of students to physical culture, encourage them to become well physically developed and healthy individuals.

The problems of improving the educational process in physical culture and the formation of motives for learning, especially systematic physical education as the basis of a healthy lifestyle, are of particular relevance in modern conditions.

One of the most important conditions for the education of a person's personal physical culture is the systematic study of motivation and the formation of interest in physical education and sports.

The motivational sphere is a significant component in the process of organizing educational activities. It reflects an active, conscious attitude to learning, inner desire and interest in studies.

The interests of students in the lesson of physical education are different. This is the desire to improve health, form posture, this is the desire to develop motor and volitional qualities. The



interests of boys and girls are different: girls most often think about a beautiful figure, flexibility, grace of movements and gait, less often about the development of speed, endurance, strength.

Boys want to develop strength, endurance, speed, agility. The importance of the attractive aspects of physical culture also changes with age. If younger students show interest in motor activity in

general (children love to run, jump, play, not really thinking about the fact that this is a means of their physical and mental development), then teenagers are engaged in physical exercises for some specific purpose. High school students in the first place are the motives associated with their lifeplans, that is, with preparing themselves for a certain professional activity.

Taking into account the specific reasons for the manifestation of interest in physical culture by schoolchildren, a physical education teacher should build his work on agitation and promotion of physical culture, on the formation of interest in his subject as a whole, regardless of the material being passed. However, schoolchildren also show a differentiated interest in various program material. In the lower grades, boys prefer sports games, and girls prefer outdoor games. All other exercises of the curriculum in these classes are liked by students approximately equally.

From the 3rd grade, interests begin to be more and more differentiated. About a third of girls prefer gymnastics and acrobatics and at the same time do not like general developmental exercises.

Schoolchildren, in most cases, shirk such exercises, since they do not meet their purpose of attending a lesson: to run, play, chat with friends. Therefore, in order for schoolchildren to perform all the exercises conscientiously, it is necessary to form in them a long-term goal of attending physical education classes - self-improvement.

The task of a physical education teacher is to form a sense of purpose in schoolchildren, that is, the desire to achieve a goal that is remote in time. Purposefulness arises only if the goal is significant for the student, meets his motives and interests, and is considered achievable by him.

The reality of achieving the goal creates the perspective of the personality. Perspective, or, as A.S.Makarenko, "tomorrow's joy", gives the goals a particularly strong motivational character. But the perspective must be continuous, with particular goals constantly increasing in difficulty. Therefore, it is obligatory for the teacher to set near, intermediate and distant goals.

Interest in physical culture and interest in sports are different stages of development of the same interest. Interest in physical culture can develop into interest in sports, and then vice versa. We will only talk about interest in physical culture.

## **Results**

Active interest is interest in physical activity. Passive interest in physical culture is a spectacular, informational and cognitive interest that is not associated with active activities.

So, interest in physical culture is an integral result of complex processes in the motivational sphere of schoolchildren. However, the motivation for physical education has always been brought up and is brought up at any lesson, but the effect of interest in the formation is still insignificant: only a few out of hundreds of schoolchildren are engaged in physical culture on their own. Why is this happening? The fact is that motivation in relation to the student is internal and external. Interest arises only on the basis of intrinsic motivation. It is it who allows, paradoxically, to endure great physical and neuro-emotional stresses with interest, at the request of the student himself. It has the so-called "feeling of the flow" in foreign psychology. In this case, the student performs tasks, exercises enthusiastically, as if pushed by the power of some invisible flow.

## **Conclusion**



This is how first graders feel and behave in emotional and story games. For such games they have a natural, innate intrinsic motivation. However, in connection with socio-pedagogical tasks, factors, conditions and in connection with the development of the personality of the student himself, for the formation and development of interest in physical culture, external motivation in the form of various means, methods, requirements, standards, competitions simultaneously and, of course, becomes necessary, methodological techniques, etc. At the same time, internal motivation arises only when external motivation (tasks, exercises, standards, requirements, etc.) corresponds to the child's capabilities, when he experiences satisfaction from the process of classes and when he is inspired by success in fulfilling these external requirements. Thus, the maintenance of interest and purposefulness among schoolchildren largely depends on whether they experience

satisfaction in a physical education lesson, and whether they develop satisfaction with physical education classes.

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