



Pedagogical Conditions for the Formation of Cognitive Activity in General Educational Processes in the Field of Physical Culture

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ABSTRACT

This article presents an analysis of the pedagogical conditions for the formation of cognitive activity in general educational processes in the field of Physical Culture. In addition, the processes of formation of cognitive activity and the important stages of the theory process of formation of cognitive activity, as well as the humanistic principle, the principle of conscious and activity, the unity of consciousness and activity, the principle of substantiation, the principle of problemvicity, the principle of individualization, theory and practice are presented.

Keywords:

Physical Culture, general education, cognitive activity, pedagogical conditions, the principle of humanism, the principle of awareness and activity, the unity of consciousness and activity, the principle of justification, the principle of problematicity, etc.

Introduction. Analysis of scientific literature on the research of regulatory legal acts in the field of general education made it possible to clarify the inconsistency between the need to form cognitive activity of students (and in general, students) in the field of Physical Culture and the situation of insufficient information on the pedagogical conditions necessary for the successful solution of this problem.

As one of the ways to solve this discrepancy, one can cite such measures as experimentally substantiating (indicating) the pedagogical conditions for the formation of cognitive activity of students in general educational processes in the field of Physical Culture and introducing a method of modeling in accordance with the Basic Rules of general education. The fact that the process of forming cognitive activity consists of stages. In order to achieve the main goal set in any systematic pedagogical activity, the introduction of phased practice is considered optimal. Therefore, in the successful solution of the problem of the formation of cognitive activity of students in general educational processes in the field of

Physical Culture, the observance of phasing by establishing systematic control over the dynamics of the development of this process is recognized as one of the important pedagogical conditions in this area.

In the theory and practice of the formation of cognitive activity, it is accepted to consider this continuous process at least in three important stages. These are the stages: diagnosis, organizational and corrective.

The diagnostic stage makes it possible to determine the initial level of cognitive activity and the formation of its various components (components), predict the results of the formation process and correctly determine the ultimate goal of activity in this direction.

The organizational stage presupposes the choice of effective methods and means of organizing educational and educational work that ensure the formation of cognitive activity.

At the stage of Corrections, processes are carried out related to the assessment and control of the results obtained, the editing of activities aimed at achieving the set goal, and the correction of errors made in the first two

stages. At this stage, the educator acts as a coordinating coach of the educational process and provides guidance and advice to students in identifying effective individual methods of independent education, self-physical development in the field of Physical Culture.

The fact that cognitive activity of students in general educational processes in the field of Physical Culture is formed in a gradual, consistent and orderly sequence ensures the manifestation of a high level of cognitive independence by students. It is known that the independence of cognition is the highest manifestation of the formation of cognitive activity and is the main factor that ensures the perfection of teaching in the subject of "Physical Culture" and the effectiveness of general educational activities.

General educational processes in the field of Physical Culture are based on the following universal principles:

- humanitarian principle: this principle dictates the attitude towards the educational person as a responsible and independent subject who strives for his own personal development;

- the principle of awareness and activity: implies the need to stimulate the educational-cognitive and movement activities of students on the basis of a deep understanding of the educational material, the role of educational and cognitive activity and the perception of its inextricable connection with practice. In accordance with this principle, the reader should be actively involved in activities consisting of independent cognitive processes;

- unity of consciousness and activity: according to him, the general educational process in the field of physical culture should imply the most optimal ratio of the intellectual and mobile, physical and spiritual, natural and social components of the individual's Physical Culture;

- the principle of justification: the reliance on interdisciplinary communication and fundamental knowledge of general educational processes in the field of Physical Culture, provides for less reliance on mass flows and modern influences;

- the principle of problem-solving: the solution in educational processes is aimed at creating situations that require students to show initiative, setting a task to be performed on the basis of thinking and reasoning, strengthening existing knowledge and providing a creative approach to the task of mastering new knowledge;

- individualization principle: this principle provides for the consideration of the individual psychic and physical capabilities of students when choosing physical exercises, determining the meior of intellectual and physical loads;

- the principle of theory and practice communication: provides students with a special system of knowledge acquired, skills, skills, qualifications, and training for the methodical skillful use of educational actions in practical activities.

Scientific novelty of the article. The sphere of Physical Culture is the principles of compliance of general educational processes with nature Y.A. This is how Komensky is characterized by:

- "Nature will diligently adapt to a favorable time": the initial and main stairs of the general education system are considered the most favorable period for the formation and prosperity of such processes as motivation, attention to values, the need for learning and knowledge, and it is this period that determines the pace at which the cognitive activity of students;

- "Nature chooses its material before giving shape to the material". The main means of cognitive activity is the knowledge system, therefore, in order to increase the effectiveness of this process, it is necessary to prepare students for the reception of special information and information of the perfect level in terms of volume and content;

- "Nature chooses a convenient item to take to its effect, in any case, it first prepares that item in an appropriate way to make it comfortable". The use of the information reserves and opportunities of the educational discipline " physical culture" is based on the qualitative teaching of theoretical and methodological-instructional materials in the process of conducting special organized classes,

which are adapted to the full solution of the tasks of mastering the materials of the program of this educational science of students;

Justification of the principle of human conformity in the process of general education in the field of Physical Culture. A.V. According to khutorsky, in the process of education, the personality of the student should be treated not only from social views, but also from natural, cultural and ideological aspects from the point of view of compatibility. According to the author, the basis of the concept of human conformity is the internal potential (unopened opportunities) that is present in each person, while the task of education is to identify that internal potential and create conditions for its full-fledged manifestation. In view of this, the principle of human conformity treats the educational process as an important tool that determines the internal capabilities of students and ensures their widespread introduction.

In this regard, the general education system in the field of Physical Culture has great potential, due to the fact that this system, according to its essence and purpose, is aimed at the disclosure and introduction of intellectual and moving potential of students, as well as the cumulative and holistic influence of Physical Culture on their social-natural, spiritual-material, physical-psychic aspects.

Analysis and results. The fact that general education in the field of physical culture relies on the technology of vitagenli teaching (which is based on the personal life experience of the educator).

To create such conditions, it is necessary to organize the educational process in such a way that, as a result, the student must have certain life experience. A.S. According to Belkin's description, life experience requires a person to have a certain level of vitagenic information, and this vitagenic information "becomes the wealth of the individual and is kept in his long-term memory ready for use in adequate situations" [page 19, 73]. The author notes that the emotions experienced by a person, emotional states, the behavior he committed ensure that vitagenic information becomes a value, that is, each element of

information represents a "tasting" of a certain emotion for a person".

In the organization of educational processes on the basis of Vitagenli teaching, we proceed from the fact that the process of mastering special knowledge and their systematic solid course in practical action activities should be an important aspect of general education in the category of physical culture sciences. Reliance on Vitagenli teaching is based on the fact that educational processes see in their life experience the effects achieved by the student's own intellectual and movement activity, as well as increased cognitive and movement activity. As the educational person carries out activities aimed at self-realization, Understanding the properties of his organism and the change of these properties under the influence of one factor or another, and finding honesty in physical, emotional and mental aspects as a result of the commission of physical actions, the effectiveness of pedagogical influence rises to a high level.

From the point of view of importance and a high degree of harmony with naturalness, the unequal importance of the educational discipline "physical education" in ensuring health, which is considered the highest value for a person, can be noted as the most reliable and vivid evidence.

It should be noted that, unlike educational disciplines, which are of varying degrees of importance for the future life activity of a person, the theoretical knowledge gained in the Educational Science "Physical Culture" is extremely important for each individual person in terms of strengthening his own health, expanding the possibilities for committing useful actions.

The specificity of the content and essence of the Educational Science "Physical Education" is that this educational science is aimed at mastering the methods of preserving and strengthening students' own health, maintaining their physical naturalness (physical development, physical perfection) perfectly, and it is this feature that ensures a successful future social adaptation of students.

During the course of classes in subjects belonging to the category of Physical Culture,

students are recommended to form an environment in which they will have the opportunity to observe the development of their physical qualities, knowledge, all indicators when performing a set of physical exercises or test tasks (under the guidance and direct supervision of teachers). It is necessary to carry out this process in the order of a systematic sequence. Independent activities of students on the development of their physical qualities should be analyzed and their results should be recorded through diagrams, graphs and tables.

Conclusion. The pedagogical conditions presented above, as an important component of the pedagogical system, embody the general requirements for the issue of organization and implementation of the processes of formation of cognitive activity of students in the general educational system in the field of Physical Culture. The issues that are the subject of our research, in our opinion, find a solution in the models and all their elements aimed at creating pedagogical conditions that ensure the formation and development of cognitive activity of students through physical culture, which we recommend above.

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