



## Formation of Physical Culture in the High School Students on the Basis of Reflexive Approach

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### ABSTRACT

This article discusses the formation of the physical culture of high school students on the basis of the reflexive approach. In the process of physical culture, the needs for physical exercises, the corresponding value orientations, beliefs and habits are formed. The reflexive approach contains large reserves of a unique and productive approach to improving the educational process not only in the subject "Physical Education", but also in many others at all levels of the functioning of the education system.

### Keywords:

lesson, teacher, high school students, reflexive approach, educational technology, physical education, formation.

Currently, the school is in the process of updating the content of education. How accurately and scientifically justified its components will be chosen will determine the fate of the younger generation. This is not the first time that the paradigm shift in the content of education has been carried out, which entails the creation of special organizational conditions and the search for effective ways of renewal. The general education school is aimed at forming an integral system of universal educational activities, as well as at the experience of independent activity and personal responsibility of students, which in turn will determine the modern quality of the content of education.

At the same time, it should be noted that the process of improving the quality of education should not be based on the additional load of students, but on improving the forms and methods of teaching, on the selection of the content of education, through the introduction of educational technologies, aimed mostly not so much at the transfer of ready-made knowledge, but at the formation and development of a complex of personal qualities

of students [1]. Therefore, the shift in emphasis towards increasing the educational orientation today is a distinctive feature of the modern concept of physical education, as a determining factor in the successful and effective formation of the physical culture of the student's personality.

In modern studies, attention is focused on the fact that in the process of physical education, in addition to physical development, schoolchildren should develop the ability to independently work with educational material, meaningfully approach their own motor activity, analyze their actions and transfer the acquired knowledge to new subject content.

The resolution of the existing contradiction is possible due to the organization of the process of physical education on the basis of a reflexive approach, the fundamental element of which is reflection. Considering, following the philosophers, reflection as a method of scientific and psychological knowledge, in psychology, reflection was interpreted not as a special activity of human consciousness, but as methodological (procedures of self-observation) and

methodological (categories of consciousness). Reflection is also understood as an intellectual activity of theorizing and generalization.

A. Busemann [2] was the first of the psychologists to propose that research on reflection and self-consciousness be singled out as a special area of psychology, who interprets reflection as any transfer of experience from the outside world to oneself. Of interest is R. Burns' "I - concept", which is the totality of all the individual's ideas about himself and is associated with their assessment. This concept, in essence, determines not only what a person thinks about himself, but also how he looks at his active principle and development opportunities in the future [3].

In domestic and foreign psychology, the concept of reflection was worked out at the theoretical level as one of the explanatory principles for the organization and development of the human psyche, and, in particular, its highest form - self-consciousness.

The analysis of experimental works devoted to the study of reflection shows that the study of reflexive mechanisms takes place in 4 directions: cooperative, communicative, personal and intellectual.

Research to identify the specifics of the cooperative aspect of reflection is directly related to the psychology of management and is carried out in such border areas as pedagogy, design, and sports. The cooperative aspect of reflection is focused on the design of collective activity, taking into account the need to coordinate professional positions and group roles of subjects.

Within the framework of the communicative aspect, reflection is considered as an essential component of communication and interpersonal perception, as a form of awareness by an individual or group of how they are really evaluated and perceived by other individuals and groups.

In works on the study of the personal aspect of reflection, it is understood as a process of rethinking, as a mechanism for differentiating the "I" and its various substructures and integrating the "I" into an integral, unique system.

In cognitive research, the intellectual aspect of reflection is studied. Such an understanding of reflection serves as one of the grounds for revealing ideas about the psychological mechanisms of theoretical thinking and implementing them in developmental and pedagogical psychology.

The content of the reflective "I" can be direct (self-consciousness) or formed in the process of self-observation. In this regard, there is a need to find out what exactly prompts a person to reflect [3].

A person cannot reflect constantly, for this he needs certain conditions and situations, which are called reflexive positions. Many authors distinguish the following types of reflexive positions.

1. Reflection "on yourself." It occurs when a person tries to correlate his actions with personal accumulated experience and choose options for possible results. Reflection of this type necessarily involves an assessment and comparison of oneself with others, which actively forms a personality. For example, in the process of physical education, a child, achieving certain results, gives them his "internal" assessment based on an analysis of the achievements of his classmates. Awareness of any one's abilities changes a person's self-esteem and the level of his claims. The abilities themselves are formed and laid down also in the process of reflection.

2. Reflection "on the other." Since the formation of personality occurs in the process of real interaction of an individual with other people within certain social groups and depending on the roles performed by the individual, the person analyzes those around him, compares and tries to anticipate their reaction to one or another of his actions. In this type of reflection, the individual puts himself in the place of another in order to learn the attitude of others towards himself. An example of this process is the psychology of children's play.

3. Reflection "on the circumstances." In the reflection of the third type, the perfect behavior or the behavior required by the situation is compared with ideas about oneself, thus, the nature of a person's perception of any

situation is determined [5]. There is a motivating beginning in reflection, since the results obtained in the process of reflection have a motivating effect. Having achieved a certain goal, a person may experience feelings of dignity, pride and self-esteem.

Reflection as a process of self-knowledge can participate in goal formation, that is, in the selection of such goals that can serve to achieve a motive and are consistent with the individual's ideas about his capabilities, rights, and duties. For example, a child, being engaged in a sports section, can set himself the goal of achieving a certain sports result. If he has already won some competitions, then he feels the strength to achieve more and, based on an analysis of his own capabilities, sets new tasks.

According to the degree of motivation of the reflection process, it seems possible to distinguish the following features of reflection:

- 1) a person makes judgments about others or about himself from the standpoint of individual experience, life goals, motives;

- 2) a person makes his judgments without having a special motivation for knowledge or self-knowledge [4].

Thus, summarizing the above, we can conclude that the process of reflection includes three main stages: analysis of activity, criticism of previous activity based on the analysis and search for a new model, modeling of a new norm of activity.

Since the beginning of the 1990s, psychological and pedagogical works have dominated the field of reflection research. Programs focused on the development of thinking began to be introduced into the educational process. In the concept of developmental education V.V. Davydov's reflection is understood as a psychological mechanism for the development of thinking. When a learning task is solved by a child with the help of a generalized method of mental activity, conditions are created for the inclusion of reflexive processes. V. V. Davydov and A. K. Anvarov [4] proved that if a student, solving a learning problem, relies on particular situational characteristics and mistakenly considers them the basis of his actions, then he implements formal reflection. If, when solving

problems, a younger student relies on generalized situational orientations, then he realizes meaningful reflection.

For the formation of students' reflection, it is necessary for the teacher to organize a preliminary discussion in the classroom of various ways of solving educational problems. In physical education, comparisons of various techniques and methods of performing certain physical exercises can be attributed to such situations. The active development of the child's reflection occurs if he makes a conclusion about how similar or different the solutions of problems are, in what conditions the conditions coincide or do not coincide.

In our view, the formation of reflection is possible only within the framework of such training, in which the main task of the teacher is to actively develop cooperation between the teacher and children, especially with high school students in the conditions of the reflexive activity of all participants in the educational process. This presupposes the equality of the psychological positions of the teacher and the student, implies the recognition of the student's right to his own judgments and assessments, which can be defended in the lesson. To solve this problem, the teacher must abandon categorical judgments and assessments, the student gets the opportunity to evaluate himself, analyzing the dynamics of the results of his own motor activity.

Various methods, techniques, techniques, trainings for the formation of reflection are united by a common idea: the formation of reflection involves a change in the semantic content of the activity, the impact on the "subjectivity" in the process of interpersonal interaction, the creation of conditions for conflict experiences that are carried out when the mechanisms of reflection are connected and the result of which are neoplasms in the image of the "I" of the subject. Thus, the methods of forming reflection are divided into three groups depending on the conditions for the formation of reflection:

- 1) the formation of reflection in various activities (including in the process of motor activity);

2) the formation of reflection in interpersonal interaction;

3) the formation of reflection in the process of changing the conflicting meanings of the image of "I".

Today, insufficient attention is paid to the study of the development of reflection in the process of physical education. According to Tojiboev S.T. [6] physical education should include the formation of special intellectual abilities (for reflection, understanding and thinking). With this approach to physical education, it is assumed that in the lessons students acquire the opportunity to: form the ability to use various types of physical exercises in independent physical education classes; to develop individual properties of the personality, thanks to their active inclusion in the transformative process of motor activity; to form interest in educational activities in the field of physical culture.

A. N. Buronov [1] explains that the interest and habit to physical activity is formed during the organization of the pedagogical process in such a way that, on the basis of the knowledge gained, students develop analytical, reflective skills to use them for recreational purposes. It is possible to achieve this goal through the use of techniques and methods of student reflection in the educational process, which involves: reflexive arming of students with knowledge that allows them to realize the essence of physical culture for a healthy lifestyle; mechanism of influence and effectiveness of means of physical education; self-awareness of the need for physical activity; formation of reflexive skills and abilities of systematic physical exercises; introspection of their actions and movements.

B.M. Murodova [5] in her research raises the issue of the need for reflexive analysis in the process of physical training of high school students in the context of humanitarian education.

He identifies three levels of reflection in the process of physical education:

1) reflection on objective, experimental knowledge, formation of an idea about a sensual object (the subject of reflection is psychological acts or mental states accompanying physical

education and pedagogical activity or arising as a result of it);

2) reflection on the ways of forming ideas (the subject of reflection is the idea of objects, their expression in the form of exercises, game schemes, etc.);

3) the highest level of reflection, the subject of which is the self-knowledge of subjects in the process of physical activity.

According to A.B. Shayakhova [7], an effective method of forming reflection in older students is the method of organizational and educational games based on the reflexive approach. The author proposed a method, the essence of which is to conduct game lessons of physical education once a week using a combination of general pedagogical and specific methods of physical education, psychotherapy. The use of the game as a pedagogical tool in combination with the psycho-corrective method makes it possible to study the characteristics of high school students, their intellectual development, develop the ability to think reflectively, since the creation of a problem situation and its resolution activates logical thinking in adolescents. In addition to the gaming and psycho-corrective method, A.B. Shayakhova [7] suggests using the competitive method (to assess the learned motor material). This method creates conditions for comparing their achievements at different stages of mastering the program.

Summarizing the above, we can conclude that in the physical education of high school students on the basis of the reflexive approach is presented implicitly, and is used, as a rule, when teaching students to motor actions, and by reflection in physical education we mean the ability of a student to take an analytical position in relation to his motor activity based on the mechanisms of introspection and self-control, manifested in the student's desire for independent work.

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