

**IMPROVING THE PHYSICAL CULTURE OF HIGH SCHOOL STUDENTS BY
DEVELOPING A HEALTHY LIFESTYLE****Boltaboev Hamidullo Habibulloyevich**

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ANNOTATION. This article aims to develop proposals and recommendations for improving the physical culture of secondary school students through the development of a healthy lifestyle.

KEYWORDS: Hypokinesis, hyperdynamic, biorhythm, physiological, anatomical, nerve, status, ontogenesis, bravery, courage, heroism.

INTRODUCTION

In our country, special attention is paid to preserving the health of every person. In the strategy of actions for the further development of the Republic of Uzbekistan, "In the process of raising physically healthy, spiritually and mentally developed, independent-thinking, loyal to the Motherland, with a firm outlook on life, in the process of deepening democratic reforms and developing civil society important tasks on increasing their social activity, forming a healthy lifestyle among children and young people, involving them in physical education and sports." In this regard, the members of our society, in addition, determine the need to conduct many scientific-theoretical and practical studies on the formation and development of healthy lifestyle skills in students and their orientation to physical education and sports.

PHARMACEUTICAL ANALYSIS AND METHODS. In our country, the issues of developing a healthy lifestyle and physical culture of students have been highlighted in the research works of scientists.

The problems of physical, mental, and social health of students were studied in the research of the scientists of the countries of the Commonwealth of Independent States (CIS).

Physiological aspects of physical education and physical movements in the formation of a healthy lifestyle have been studied by foreign scientists.

However, the scientific-pedagogical basis of improving the physical culture of secondary school students through the development of a healthy lifestyle has not been thoroughly studied. This requires the improvement of a healthy lifestyle in students.

Research methods. Theoretical analysis and generalization of scientific, theoretical, and

methodical literature materials, pedagogical observation, use of pedagogical control tests, pedagogical experience, anthropometry, sociological research, conversation, interview, mathematical statistics, and strengthening methods were used.

The scientific novelty of the research is as follows:

the processes of organizing a healthy lifestyle and developing the physical culture of students of general education schools are defined based on the comprehensive development of anatomical, physiological, nervous, and other systems of physical characteristics, the advantages and conditions of living a healthy life, and the popular formation of the usual and necessary elements of physical culture in a solid way;

Physiological characteristics of the organization of a healthy lifestyle of students of secondary schools, such as hypokinesia, hyperdynamic, biorhythm, were determined based on taking into account the characteristics of the organism's initiation of work in the ontogeny of physical status indicators of students of different ages;

in the course of training, the result-evaluation component of the model of the development of a healthy lifestyle of students was improved by taking into account the proportionality of the level of validity with taxonomic indicators such as motivation, physical norm, determination of intensive health processes, readiness to conduct physical training;

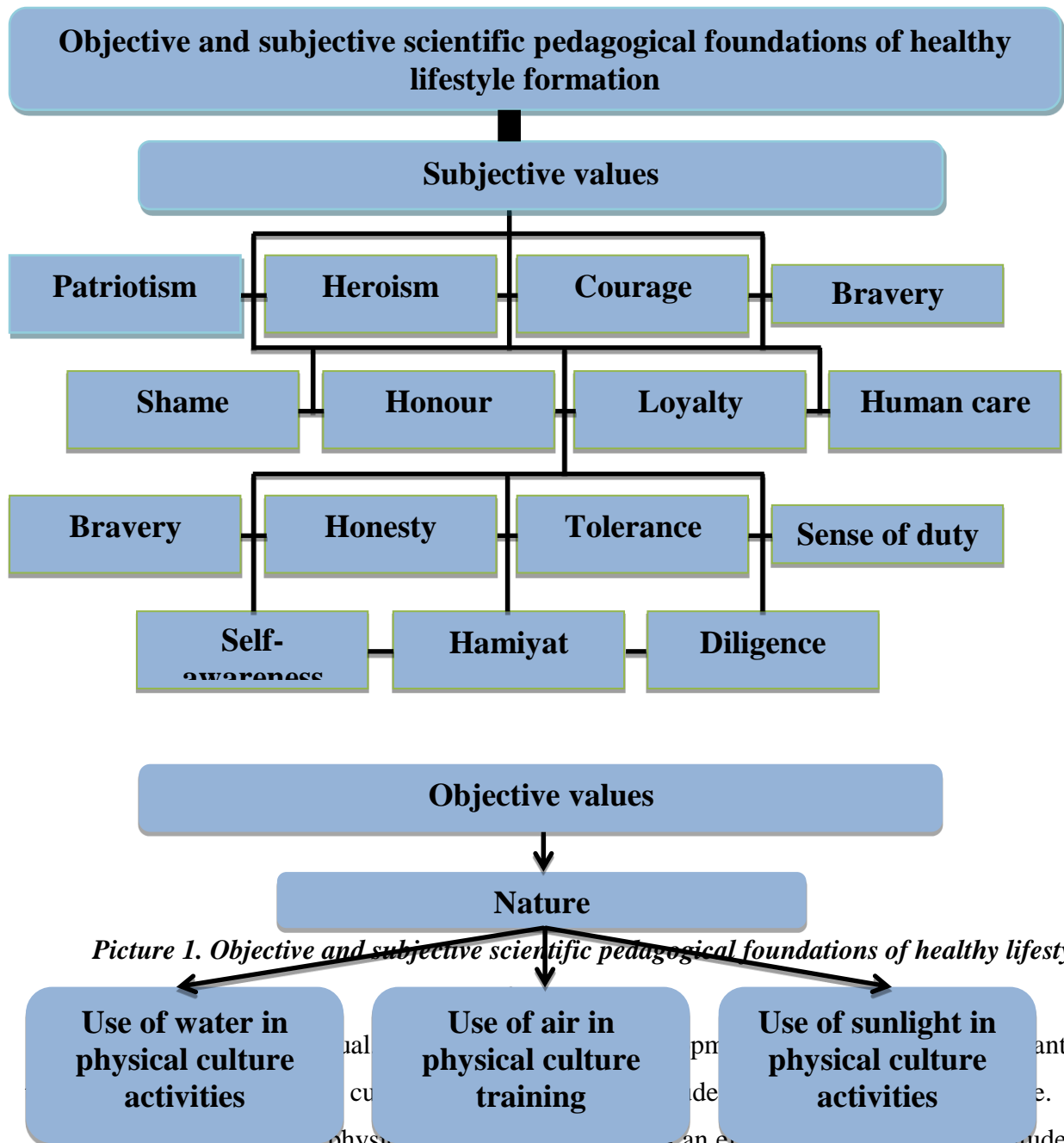
the process of improving the healthy lifestyle of secondary school students through physical culture is improved based on ensuring the reproducibility of subjective factors such as physical exercise, bravery, bravery, and objective factors such as sun, water, and air.

Scientific and practical significance of research results. The scientific significance of the research results is that the essence of improving the physical culture of secondary school students through the development of a healthy lifestyle and its theoretical and methodological foundations have been revealed, the physiological characteristics of the organization of a healthy lifestyle have been determined, the indicators of physical status such as hypokinesia, hypodynamism, biorhythm have been clarified, the educational importance of developing the physical culture of students, is determined by the educational stages and didactic aspects.

RESULTS

The physical culture of a healthy lifestyle is a comprehensive concept and is a component of a person's spiritual culture. Objective and subjective factors affect the formation of a person's healthy lifestyle. The objective and subjective scientific-pedagogical foundations of healthy lifestyle formation are shown in the following picture

(See Figure 1).



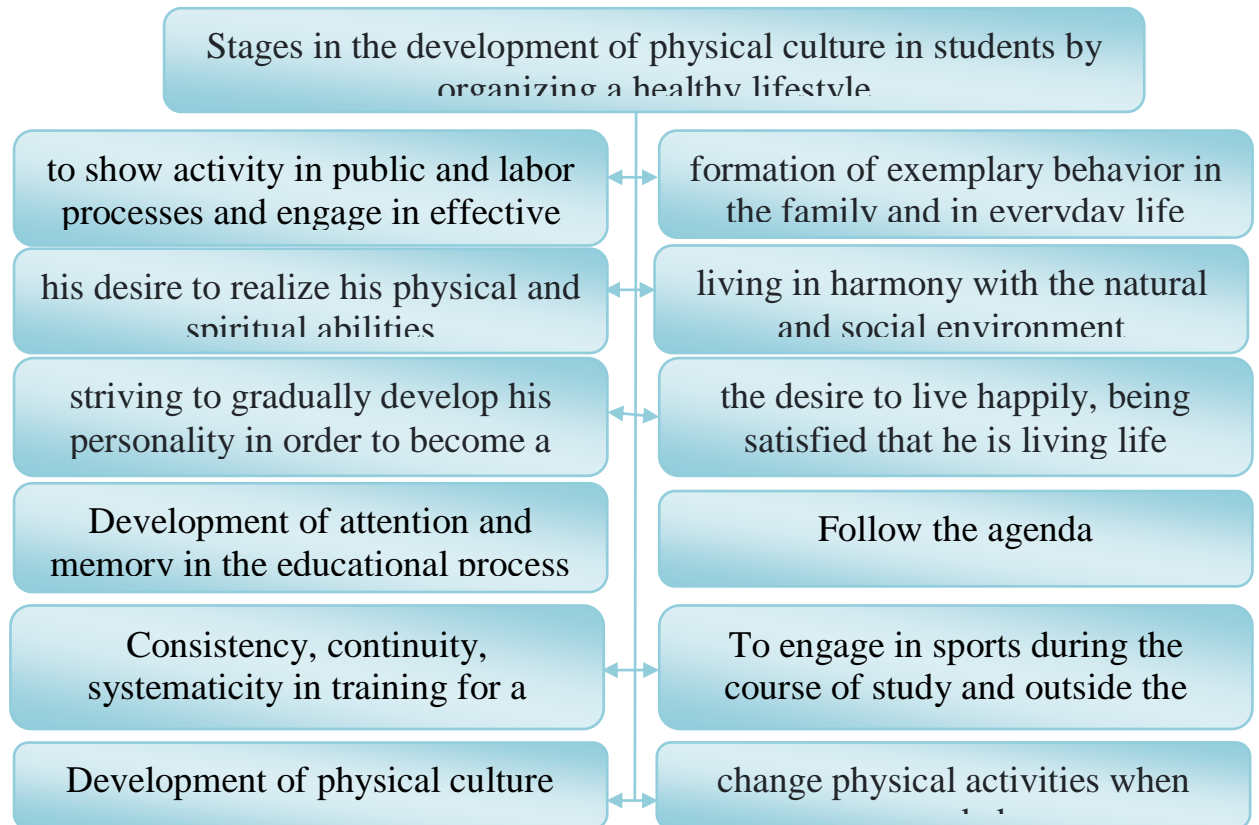
Picture 1. Objective and subjective scientific pedagogical foundations of healthy lifestyle

Spending minutes of physical education in classes is an effective tool for keeping students employable.

In educational institutions, it is necessary to carry out mental and static exercises for the whole body, a minute of physical education to prevent general fatigue in the lesson, and general impact exercises collected for different groups, taking into account the tension during the lesson. Compose exercises and take 1.5-2 minutes. At school, it is necessary to create conditions to satisfy students' biological needs for movement. This amount of physical activity is concentrated in morning gymnastics, physical education lessons and school competitions, health days and outdoor games, independent physical education, and training in sports sections. Through this,

students' physical culture improves through self-control.

It was determined that the stages of improving the physical culture of students of general education schools by developing a healthy lifestyle are as follows (see Figure 2).



Picture 2. Stages of development of physical culture in students by developing a healthy lifestyle

Ensuring that educational activities are based on the physiological characteristics of the youth organism, with full compliance with the rules of hygiene, is one of the important pedagogical problems today. Based on the above considerations, we have developed a model for improving the physical culture of students by developing a healthy lifestyle.

The components of the model have a strong relationship with each other and serve as a basis for the development of a healthy lifestyle in students. Accordingly, we explain the essence of these components below: The purpose of the model is to improve the physical culture of students of general education schools by developing a healthy lifestyle. It played the role of a tool in the control of the dynamics of the indicators of the physical development and physical fitness of the students, the somatic state of the body, and the formation of the "hearing" skill. In most studies, one of the foundations of a healthy lifestyle and physical culture is personal

hygiene and the conditions for its observance, the essence of hygienic education organized among students, and the organization of personal hygiene of girls and boys are one of the specific problems. Skillfully forming positive emotions in the minds of students of this age, and creating a love for books, art, music, and sports will create a foundation for him to grow up as a physically healthy person in the future.

To develop a healthy lifestyle, students should follow a daily routine, train the body based on active movement, engage in sports, eat a full and high-quality diet, follow hygienic rules, and refrain from harmful habits. "Healthy Days", "Father, Mother and I - Sports Family" competitions, and other events with parents will give effective results in improving the physical culture of students of general education schools by developing a healthy lifestyle. Through this, it is no exaggeration to say that improving the understanding of the value of physical activity in the development of a healthy lifestyle. Family and public cooperation are also important in the development of a physical culture of students through a healthy lifestyle. Based on this cooperation, the activities of students in forming a healthy lifestyle in the family will be improved, work forms and methods will be enriched, mutual experience will be shared, a critical approach to work will appear, repetitions and returns will not be allowed in educational work. Also, the quality indicators of the educational process will increase, a comprehensive mechanism of cooperation will be created, and an opportunity will be created to conduct educational work at a scientific, practical, and high level.

Experiments show that a special chain has been formed to improve the physical culture of students of general education schools through the development of a healthy lifestyle, and if there is a break in any link between them, it will be difficult to achieve the expected result in terms of ensuring continuity in educational work. It is impossible to achieve the intended result without cooperation in improving the physical culture of students by developing a healthy lifestyle. Subjects dealing with issues of healthy lifestyle development of students in general education schools help them closely in organizing, managing, leading, evaluating, and monitoring educational activities. In the development of physical culture of students of the 7-8th grade through the formation of a healthy lifestyle, the general education school should know the laws of growth and development of young people, should be able to perform mental and physical work according to the age characteristics of the student - young people, and should follow the medical and hygienic rules of educational and educational work in educational institutions.

Based on the goal set before us, the following tasks of pedagogical experimental work were carried out:

DISCUSSION

The processes of improving the physical culture of secondary school students by promoting a healthy lifestyle were selected as the experimental sites, and experimental work was carried out among the 7-8th grade pupils of secondary schools of Namangan region, Andijan region, and Fergana region during 2018-2021. A total of 737 students participated in the experimental work.

Experimental testing was carried out in 3 stages. In the experimental test phase, the levels of development of physical culture of a healthy lifestyle were determined in both the experimental group and the control group.

A total of 737 students participated in the experiment. Of these, 365 students participated in the experimental group, and 372 students participated in the control group.

Table 1

The level of improvement of physical culture of students of general education schools through the development of a healthy lifestyle

Criteria	Experimental group (365 respondents)						Control group (372 respondents)					
	high		medium		lower		high		medium		lower	
	.a.	.s.	.a.	.s.	.a.	.s.	.a.	.s.	.a.	.s.	.a.	.s.
Namangan region schools	7	7	8	3	5	0	6	6	1	5	7	3
Andijan regional schools	5	2	9	9	9	2	0	3	3	3	0	7
Fergana region schools	0	57	78	75	07	3	8	5	72	64	22	23

Note: At the beginning of the experiment, at the end of the experiment.

As can be seen from the above tables, significant changes were observed in all the criteria

for improving physical culture by developing a healthy lifestyle in the experimental groups compared to the control groups.

On the basis of mastery indicators according to the criteria, the final average calculation of pilot-test works was carried out (see Table 3).

Based on the obtained results, the levels of improving the physical culture of secondary school students through the development of a healthy lifestyle were summarized in the form of a table as follows:

Table 2

General table of the level of improvement of physical culture of students of general education schools through the development of a healthy lifestyle

Experimental group	Experiment and test objects	high	average	low	Total
	Namangan region schools	57	53	10	11
Andijan region schools	52	59	12	23	11
Fergana region schools	48	63	11	22	11
Total	157	175	33	65	33
Control group	Experiment and test objects	high	average	low	Total
	Namangan region schools	31	50	43	24
Andijan region schools	25	59	39	23	11
Fergana region schools	29	55	41	25	11
Total	85	164	123	72	33

Table 2: Test and control groups by analyzing the results in the table

According to the analysis of the results of the experiment, it was found that the knowledge, skills, and abilities of the students in the experimental group involved in the research process were effective compared to the students in the control group. Statistical analysis is carried out to objectively assess this situation, and only the determined conclusion confirms that the scientific, pedagogical, technological, and methodical experimental work was carried out correctly and efficiently. Student's and Pearson's methods were chosen to perform statistical analysis during the stress test period. This method can determine and objectively evaluate the indicators recorded in two groups.

To compare the data from the above table, we create the following diagram (see Figure 1).

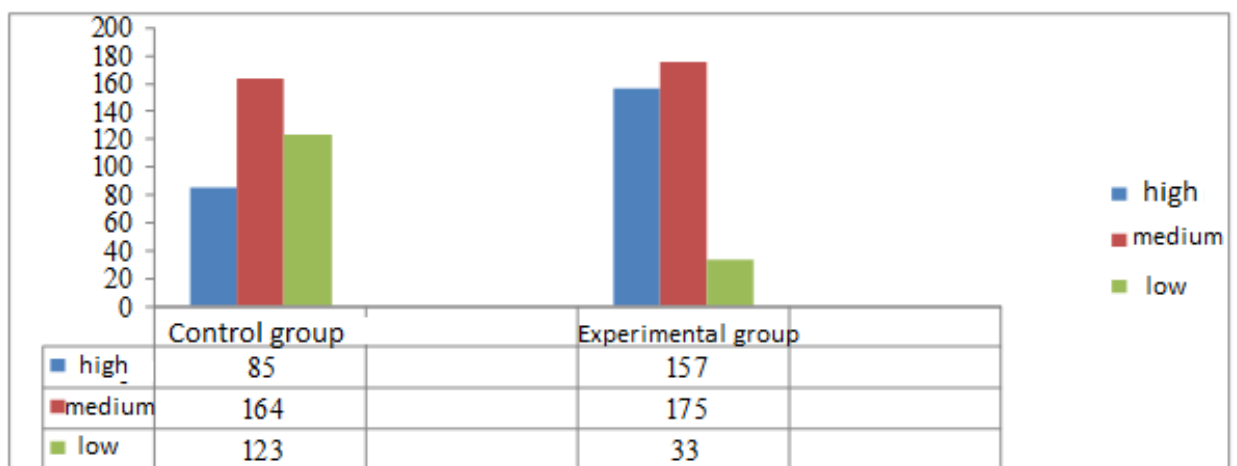


Figure 1. Diagram of general statistical analysis of pedagogical experiment-test.

Based on the above results, we calculate the quality indicators of experimental work.

We know $\bar{X}=2,34$; $\bar{Y}=1,90$; $\Delta_x = 0,07$; $\Delta_y = 0,08$; is equal to

$$\text{Quality indicators from this: } K_{yc\delta} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,34 - 0,07}{1,90 + 0,08} = \frac{2,27}{1,98} \approx 1,15 > 1;$$

Quality indicators from this:

$$K_{\delta\delta\delta} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,34 - 0,07) - (1,90 - 0,08) = 2,27 - 1,82 = 0,45 > 0;$$

RESULT

From the obtained results, it can be seen that the criterion for evaluating the effectiveness of teaching is greater than one, and the criterion for evaluating the level of knowledge is greater than zero. It is known that the mastery in the experimental group is higher than the mastery in the control group.

In addition, the difference between the quality indicators of the experimental and control groups during the emphatic experiment period (14.7 percent) also confirms that the experimental work was carried out effectively.

So, it became clear from the statistical analysis that the experimental work conducted to determine the level of development of the theoretical foundations of the physical culture of a healthy lifestyle among students is one of the most effective methods.

CONCLUSION

The following conclusion was reached regarding the improvement of the physical culture of students of general education schools through the development of a healthy lifestyle:

To achieve objective conditions of a healthy lifestyle and balance of subjective factors for students in general education schools;

Paying special attention to the implementation of the pedagogical principles of improving physical culture in students by developing a healthy lifestyle;

Development of a plan of specific measures to develop a physical culture of students by developing a healthy lifestyle and turning it into real rules of living;

Increasing the scope of participation of students and parents in the development of general secondary education programs, taking into account the physical education of students;

Keeping control books of improvement of physical culture of a healthy lifestyle in every family;

Since the intellectual potential of the nation largely depends on their reasonable, healthy diet and supply of clean drinking water, as well as the nation's gene pool, healthy life expectancy, and labor productivity, it is necessary to teach them to follow these norms;

One of the most difficult rules of a healthy lifestyle is maintaining a positive mindset in students. Also, to develop positive emotions and a positive attitude, it is necessary to plan your favorite activities, such as meditation, and listening to music.

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