



Social Basis Of Physical Culture

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Abstract: *Physical culture is a phenomenon deeply rooted in society, influenced by various social factors. Understanding the social basis of physical culture is essential to comprehend its significance as a tool for personal growth, community development, and even global cooperation. Through the examination of social norms, attitudes, and structures, one can gain an insight into the multifaceted nature of physical culture.*

Key words – *culture, method, laws, development, education, opportunity, features*

INTRODUCTION

The theory and methodology of physical culture, as an educational subject, equips specialists with knowledge to solve the tasks set before them in the process of practical activity. In its creation and development, the need for good physical training was consciously understood by individuals and the whole society.

This need prompted to study the laws of nature and organism growth, to achieve high results in labor and military work, the main way to control the physical development of a person was found. Based on the development of practice, special sciences providing theoretical knowledge were created.

This field can be divided into two groups:

1. Humanities (humanitarian) sciences. These are the sciences studies the social laws of physical education (sociology, history and organization of physical culture, sports psychology, etc.);
2. Sciences in the biological category study the laws of development of the organism in the context of physical education (dynamic anatomy, physiology, biochemistry and exercise biomechanics, etc.). Based on the achievements of these sciences, the theory of physical culture is developed by summarizing the data of the laws of physical education.

These laws apply to physical education of any population class. The subject of the methodology of physical culture is to study the laws of physical education, to take into account the age of the participants, to clearly direct them to their professional activity and sports specialty.

As long as there are many methods of teaching physical culture. The methodological basis of the theory and methodology of physical culture is the laws of dialectical and evolutionary development.



This gives practitioners the opportunity to evaluate and analyze their movement activities, discover development patterns, develop advanced methods, use advanced training methods, generalization, and physical culture experiences.

The theory and method of physical culture is closely connected with sports and pedagogical sciences, based on theoretically produced laws. Sports - specific information obtained from the pedagogical side will later become the generalizing subject of the theory.

In the process of physical education, the tasks of educating and educating the young generation, whose general pedagogical and psychological achievements are growing, are carried out.

The content of the theory and methodology of physical culture answers the following questions: that physical culture is a social phenomenon; its relationship with other areas of education; purpose, general task and basics of physical education; description of the content of physical culture sources, methodological bases and methods of teaching movement activities; development of physical qualities, composition of the process of training in physical exercises, methods of training organization, planning and calculation, features of physical culture methodology and sports training of preschool and school-age children, physical culture theory and methodology are issues considered.

Physical culture as a whole education was created and developed as a result of simple assimilation of nature and conscious use of it in the stages of the development process of human society. As a result of the need to work, the preparation of work tools, and the transfer of work skills from generation to generation, physical education became the main reason for the emergence of physical education in the life of society.

Physical education was born in the process of physical labor, that is, it was carried out together with labor. In primitive society, all its members, regardless of their age, had to work. Children and teenagers used to follow the activities of adults during hunting (catching fish, picking wild tree fruits, veins) and increasing their experience.

Physical education was sometimes carried out as games and special exercises. He treated everyone equally, and older people took over the issue of education. In this period, the clarification of physical education was greatly influenced by primitive religion, which introduced customs, games, and various dances.

At the stage of completion of primitive society, the further development of production led to the separation of labor from physical education and the transformation of production resources and production tools into private property.

As a result, instead of a primitive society, a class society (slavery) emerged. Society laws, warfare, slave-holding, and other conquests intensified. The creation of the army increased the demand for military physical training and led to a radical change in physical culture.

By this time, the ruling classes were educated themselves and their slaves in every way began to educate. Currently, in developed countries, physical education and sports have reached a high level of development.

Conclusion

Recognizing the social basis of physical culture is critical to fostering an inclusive and supportive environment for individuals to engage in physical activities. By understanding societal norms, attitudes, and structures, we can work towards creating a culture that values and prioritizes



physical well-being. Empowering individuals to participate in physical culture not only promotes personal development but also has broader societal benefits, including improved public health, social cohesion, and overall well-being.

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