

The Role of University Physical Culture in the Socialization of a Future Specialist

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Annotation: The time of university education is the most important life stage of socialization for a young person, the choice of his place in society and awareness of himself in it for the upcoming work activity. It is known that socialization is understood as the process of a person's inclusion in the life of society, the assimilation of the experience of social life, ideals and patterns of behavior, social norms, roles and functions, entry into the social environment and social groups.

Keywords: Physical culture, socialization, macrofactors, mesofactors, microfactors.

The modern idea of socialization as a phenomenon is defined primarily as a two-way process. The first side of it is determined by the fact that the individual is saturated with social experience, and the second is that in the process of socialization he creates a system of social connections by actively entering the environment, thereby influencing life situations, circumstances and the environment of people.

Factors of personality socialization are divided into three main groups. Macro factors as the first group of socialization conditions are space, planet, the world as a whole, country, society. Mesofactors (as the second group) include the ethnic group and type of settlement (city, village) in which a person lives. The third group of socialization conditions are microfactors, these are family, peer society, educational institution, education system, etc. The university as an educational institution and the higher education system as a whole, apparently, should be classified as microfactors of the socialization conditions of a future specialist.

If we say that physical culture, as a type of general culture of a nation, has great potential for creating conditions for the socialization of an individual, then this means not saying anything or saying very little. These possibilities are enormous; whether they take place and how they are realized is another matter.

In society and, in particular, in educational spheres, unfortunately, the idea that physical culture is designed to solve primarily recreational functions has taken root. At the same time, the socializing significance and role of physical culture is clearly underestimated and often simply ignored. And it is no coincidence that in the last decade active research has been carried out on the problem of socialization of the individual by means and methods of physical culture .

Let us recall that physical culture is not only the area of direct "work with the body", the sphere of developmental influence on physicality, although it is the bodily and motor qualities of a person that are the subjects of special attention here. Physical culture, as a type of general culture, has enormous potential for "working with the human spirit," with its internal, rather than external, world.

Without the formation of a truly valuable attitude towards the body, no truly cultural activity, practice aimed at the body, in connection with the body, based on the body, is impossible. Physical culture should be perceived, first of all, as the sphere of establishing human awareness of

physicality in society. Only under this condition is it possible to form and use means of influence that correspond to this awareness in their nature, content and application .

Somewhat ahead of the development of the topic, and in connection with what was noted above, we will define the main purpose of physical culture at the university as a continuation (after secondary education) of the formation and improvement of the physical culture of the student's (teacher, employee) personality. At the same time, the physical culture of the individual appears as a formed (and improved) need and ability for maximum self-realization as a socially (oriented on interaction with others) and individually significant object based on the use of means provided by nature (bodily-motor characteristics) and transformed in accordance with these goals and principles of cultural appropriateness within the limits of their normal functioning.

The importance of physical culture in the socialization of a future specialist lies in the fact that it has, or rather, has enormous potential for exerting a deep and comprehensive impact on the essential qualities of a person, developing him physically and spiritually.

A convincing idea of the meaning, role and possibilities of physical culture in the socialization of a university student is given by the totality of the basic and spiritual functions that it possesses.

- worldview function, which is the most comprehensive of all spiritual functions, as it reflects a person's view of the place and significance of the individual, his physical culture in the universe, in various spheres of society, as well as the formation of a worldview through activities in the field of physical culture;
- value-normative function, reflecting the presence in physical culture of an extremely wide range of values, developed norms: motor orientation, all growth ratios, formation of knowledge in the field of physical culture;
- moral function, manifested in the entry of people into specific, moral relationships in the process of joint activities in the field of physical culture;
- aesthetic function, which provides for the formation of aesthetic ideals and taste, qualities and abilities among those engaged in the process of physical education activities, the development of their attitude towards certain aspects of this activity from the standpoint of beauty;
- hedonistic¹ function associated with receiving pleasure from performing physical exercises;
- cathartic² function or, "cleansing" function.

Specific spiritual functions include special theoretical, psychoregulatory and need -motivational ones. No less important functions of physical culture I.I. Suleymanov considers a number of general and specific groups of functions: material-transforming, social, political and pedagogical. Regarding the penultimate one, we believe it would be more accurate to call it ideological.

However, the above set of basic general cultural and spiritual functions that physical culture has can have real significance and play a significant role in the socialization of a student, subject to the indispensable condition that he has formed the foundations of education in the field of physical culture. Education in the field of physical culture (in our interpretation) is the process and result of assimilation of knowledge, skills and abilities associated with the use of special means and methods of targeted physical improvement of a person, as well as the development of the ability to convey what has been learned to others. This definition confirms the thesis about the continuity of universal education in the field of physical education. Unfortunately, the problem of universal and continuous education in the field of physical culture has not taken national shape in Russia and, of

course, has no scientific justification as a systemically functioning and developing phenomenon. Nevertheless, the sphere of university higher education is undoubtedly, or rather should be, an element of the system of universal and continuous physical education and the most fertile ontogenetic period of a young person for this.

And if by physical education we understand (and this is exactly the case) the process of developing the need for physical exercise in the interests of the comprehensive development of the individual, determining one's own value orientations, beliefs, habits, inclinations, then there is every reason to believe that it is physical education as a process and result (education) is the foundation and a kind of dynamic basis for physical education, self-education and the formation of the physical culture of the individual. Since knowledge, and with it conscious motives and needs, are the unalternative driving force for building physical and mental health and improving it.

A student's education in the field of physical culture is an undoubted personal basis, the foundation for the formation of his own physical culture. For a student, as for any person, it is extremely important to comprehend and accept the position that the cultural existence of physicality is determined, first of all, not by its instrumental use to achieve some external goal, but by filling it with internal content, understanding it as an external form of the inner world, its incarnations. This, in turn, reveals both the communicative and personal meaning of physicality, the potential it contains for comprehensive self-disclosure and self-realization of the individual.

The presented ideas about university education as a microfactor of socialization of a student's personality, the diverse general cultural and spiritual functions of physical culture, and finally, awareness of the cultural existence of physicality and what determines it, give grounds to assert that without a purposeful general education of a student in the field of physical culture, without comprehending its fundamental values is impossible, both the implementation of the above general cultural and spiritual functions of physical culture, and the socialization of the student's personality by its means and methods.

Unfortunately, leaders of different spheres of activity in our country, of different ranks and levels, assign, for the most part, a recreational place to physical culture as a whole and are far from fully aware of the real significance of the role of its centuries-old values, means and methods in human life. We focused on this because the role and place of physical culture in the team, first of all, depends on the head of any organization. As for the model of the idea of physical culture, it can be quite complex from the standpoint of scientific justification, but also very simple to comprehend. The essence of the latter is that the life of a normal person consists of two main components: mental and motor. Let's imagine the absence of one of the components or a deficiency in one of them. In any case, the person is abnormal. But in society it so happens that the priority is the development of mental activity without any targeted attention to improving life - which ensures motor activity in all respects. Is there a need to change existing conservative ideas? The answer is clear.

Based on the stated position, it seems possible to assess the realities and possibilities of physical culture at the university, its purpose.

The physical culture of a university should be considered as the most important component of the general culture of the staff of an educational institution that is higher in form and content. This is a type of culture, which is a specific process and result of human activity, a means and method of physical improvement of teachers, students, and employees so that they can perform their social functions. The physical culture of the personality of each teacher, each student and employee is

determined by the degree of his involvement in the values of physical culture, good manners, education and, ultimately, physical functional perfection, as the basis of creative longevity and social activity. University physical culture should be presented as a systemic multifunctional phenomenon with its own structure, elements, and connections. As a systemic phenomenon, the physical culture of the university must sufficiently satisfy the needs of each member of the team, first of all, in understanding its values and, based on the developed motives, promoting their own health. The above creates the prerequisites for understanding the state of physical culture at the university and real possibilities.

The decisive role in the formation of the physical culture of the university staff and the implementation of its previously noted main functions in society is played by special structural units of the educational institution - this is the department of physical culture and the faculty of physical culture, if there is one. These include the university sports club as the main public organization.

In the process of obtaining higher education at the university, a student directly comes into contact with the phenomenon called physical culture in the process of academic classes in "physical culture". Let us note that the academic subject "physical culture" belongs to the basic disciplines of the curriculum of any university department. This means that during the implementation of the state program, the student must receive a general higher education in physical education. But besides this, a higher educational institution should contribute to the process of physical education of a young man and the formation of his physical culture. The noted is based on the postulate, the essence of which is that "the formation of a person's physical culture is impossible without an effective process of physical education, and physical education, as such, is impossible without education in the field of physical culture." Thus, we have come close to the question and answer about the realities of physical education at the university as a basic academic subject intended for students to receive general physical education.

Let us recall that an academic subject is understood as "a range of knowledge that forms a special teaching discipline." It is also known that knowledge (in physical culture) requires a set of generalized provisions, that is, a theory of the subject. The main target orientation of teaching is the formation of a body of knowledge in students, the formation of ways of knowing to create self-improvement programs and their implementation.

A special place in the overall assessment of the state of physical education at the university is occupied by the presence in the structure of the university and the relationship between the department of physical education and the faculty of physical education. From the standpoint of normal logic, these two divisions with their activities should mutually complement each other in the national business of educating students in the field of physical culture (and not only students), promoting their health and the formation of the physical culture of each individual. Unfortunately, this normal logic is either hardly noticeable in reality or is completely absent in most Russian universities. In fact, the university-wide department and faculty of physical education are specific "physical education principalities" that single-handedly solve their local problems, but not the strategic university general and special educational ones. Apparently, the reason for this is weak organizational roots that do not allow the development of progressive integration processes. But even with the current state of affairs, there are a number of opportunities for the teams of the department of physical education and the faculty to integrate efforts both in the educational sphere and in the physical education, health and sports areas.

In this regard, we consider it appropriate to note a number of opportunities, the implementation of which would contribute to enhancing the role and importance of physical education at the university as the most important component of the general higher education of future specialists in various fields:

- the possibility of attracting the personnel potential of the Department of Physical Culture, candidates and doctors of sciences to the process of training specialists in educational, educational and sports activities of the Department of Physical Culture, especially this applies to the implementation of the tasks of students of all faculties receiving a truly general higher education in the field of physical culture, as envisaged functions of the university;
- creating a coordinating administrative body or assigning such functions to a certain structural unit to consolidate the educational efforts of the department. In my opinion, the department of physical education should be a structural unit, as is the case in a number of universities, and contribute to solving the previously identified problems;
- with the structural unity of the Faculty of Physical Culture and the university department, opportunities are opened for concentrating management and rationalizing the use of the university's material and technical base, educational and sports facilities, playgrounds, monitoring their condition, effective operation, designing and creating new ones;
- integration of the efforts of teachers of the department of physical education, students and teachers in transforming the sports club into a powerful unit of university sports capable, in addition to existing functions, of pronounced educational activities, financial self-sufficiency of the physical culture and sports movement, development of the material and technical base, and replenishment of the university budget.

This can be facilitated by implementing a number of the following options:

- creation of subscription groups of students of mass sports according to the profile of special departments;
- creation and implementation of prerequisites for the emergence of highly qualified student sports teams at the university, including professional ones, in the most popular sports, capable of creating an image for the university, implementing socio-economic functions, and replenishing the university budget;
- the creation of a permanent sports theater with a pop-sports artistic focus, with one of the main targets of advertising for economic work in the region.
- integration of research work in the physical education departments of the entire composition with the implementation of the main goals, such as the effectiveness of fundamental and applied research; planning and implementation of 100% coverage of the preparation and defense of dissertations by teachers; intensification of training of scientific and pedagogical personnel in graduate school; opening new areas of research; opening of a specialized dissertation council and doctoral studies; development of scientific directions into scientific schools; the creation of comprehensive scientific groups under the auspices of the university and the Regional Committee for Physical Culture for scientific and methodological support (on a budgetary and economic basis) for the preparation of performances of national teams at the federal and international levels;

- implementation of real and effective communication between the university sports activists, the faculty and the department of physical culture as a whole, with the regional physical culture committee and with the Ministry of Education;
- transformation of the faculty and department of physical culture as a single whole into a real center for training specialists in a number of specialties guaranteed to be in demand by society, educating and consolidating the youth of the region into a center for educating the population in the field of physical culture, mass and professional sports, developing a healthy lifestyle for students and teachers..

As the development of the problem has shown, the state of physical culture in a modern university as a phenomenon, as a component of general culture, is far from fully conducive to the socialization of a future specialist, despite the fact that physical culture has the ability to deeply and comprehensively influence the essential qualities of a student, his physical and spiritual development. Positive changes are possible, as we believe, only through truly reform transformations in the field of physical education on the part of the state, as well as transformations in the educational institutions themselves.

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