

**PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF MOTIVATION
FOR PHYSICAL EDUCATION AND SPORTS AMONG UNIVERSITY STUDENTS**

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Abstract: The article describes the conditions for motivating students to engage in physical education and sports, motivation to comply with the norms of a healthy lifestyle, the role of physical activity for the health of students, the selection of physical exercises based on the physical fitness of those involved, recommendations of sports suitable for students of non-specialized higher educational institutions.

Keywords: healthy lifestyle, motivation, exercise, physical activity.

Motivation is the process of forming and justifying the intention to do or not to do something. The formed justification of one’s action or behavior is called a motive. It is an internal state of the personality that determines and directs a person’s actions at every moment in time. Motivation for physical activity is a special state of personality aimed at achieving an optimal level of physical fitness and working capacity.

The process of forming interest in physical education and sports is not a one-time act, but a multi-stage process: from the first elementary hygienic knowledge and skills (in childhood) to deep psychophysiological knowledge of the theory and methodology of physical education and intensive sports activities. The motivational and value-based component reflects an active and positive emotional attitude toward physical culture, a formed need for it, a system of knowledge, interests, motives and beliefs, and volitional efforts aimed at practical and cognitive activity.

Motivation is a complex psychological construct that determines the direction, intensity, and stability of behavior [4]. In the context of physical education, motivation is considered as a combination of internal and external factors that encourage a person to engage in sports regularly and to lead an active lifestyle. Motivation for physical education among students is formed under the influence of many factors, which can be divided into internal and external ones. Internal factors include personal interests and preferences, state of health, self-esteem and self-confidence, and previous experience in physical education. External factors include the organization of physical education classes at the university, social support, the influence of the teacher, and the availability of sports infrastructure.

Based on the analysis of theoretical approaches and factors influencing motivation, practical recommendations for its development among students can be proposed. To increase

motivation, students should be given the opportunity to choose types of physical activity, namely, by including various sports and physical exercises in the curriculum that correspond to students' interests and needs. It is also important to create conditions for the development of autonomy, competence, and relatedness; that is, students should be given the opportunity to plan their training independently, feel progress in the development of their physical qualities, and exercise in a supportive and friendly environment.

It is necessary to influence the formation of a positive attitude toward physical education, which is expressed in informing students about the benefits of sports for health and well-being, demonstrating examples of successful sports activities, and creating a positive atmosphere during classes. It is also very important to ensure the availability of sports infrastructure and qualified teachers, namely, to provide students with the opportunity to exercise at a convenient time and place, as well as to receive consultations and support from qualified specialists.

Among the main difficulties in the process of first-year students' adaptation to university are usually the following: negative experiences associated with leaving the school community with its mutual assistance and moral support; uncertainty in the motivation for choosing a profession and insufficient psychological readiness for it; inability to carry out psychological self-regulation of behavior and activity, aggravated by the lack of the habit of daily pedagogical control; the search for an optimal work and rest regime in new conditions; organization of everyday life and self-care, especially when moving from home to a dormitory; lack of independent study skills, inability to take notes and work with primary sources [17]. The success of learning largely depends on the individual characteristics of the course of biological, psychological, and social development processes.

The main groups of motives for engaging in physical education at a university were identified: health-improving, aesthetic, communicative, motor-activity, competitive, cognitive-developmental, professionally oriented, creative, psychologically significant, administrative, educational, cultural, and status motives [34].

1. Health-improving motives. The student's orientation toward strengthening and preserving their health, as well as preventing diseases. This type is the strongest motivation for young people to engage in physical education. The health-improving effect of physical exercises on the body has long been known and does not raise any doubts. Such motives should be considered in two closely related directions: maintaining a healthy lifestyle and reducing the probability of diseases, including professional ones; and the therapeutic effect of physical exercises in various types of diseases.

2. Aesthetic motives. Students' motivation to engage in physical education may be based on the desire to change their appearance and improve the impression they make on other people (improving body shape, giving movements greater plasticity). This group is closely related to the development of "fashion" for physical education.

3. Communicative motives. Physical education classes in a group of like-minded people. For example, classes in interest-based clubs (gymnastics, health running, tourism, sports games, etc.) are one of the significant motivations for leading an active lifestyle. Joint physical exercises contribute to the development of communication between social and gender groups.

4. Motor-activity motives. Prolonged, monotonous physical or mental work leads to a decline in productivity. Continuous mental activity inevitably reduces the level of information perception, and the number of professional errors increases. A properly selected set of special physical exercises for the muscles of the whole body and the visual apparatus increases the effectiveness of relaxation more noticeably than passive rest. Systematic physical activity causes changes in the functioning of all body systems, especially the cardiovascular and respiratory systems.

5. Competitive motives. This type of motivation is based on the student's desire to improve their own sports results. Human history and the process of evolution were created in the spirit of rivalry and competition. The desire to achieve a certain sports level and to defeat an opponent in competitions is a significant motivation for active engagement in physical education.

6. Cognitive-developmental motives. This type of motivation is associated with a person's desire to understand their body and capabilities, and then improve them using the means of physical culture and sports. It is in many ways similar to competitive motivation; however, it is based on the desire to overcome oneself and one's laziness rather than an opponent in competition. This motivation implies the aspiration to use one's physical capabilities effectively, improve one's physical condition, and increase physical fitness.

7. Professionally oriented motives. This type of motivation is associated with the development of physical education classes focused on professionally important qualities of students of various specialties in order to increase the level of their preparation for future professional activity. Professionally applied physical training contributes to the development of a student's psychophysical readiness for their future profession.

8. Creative motives. Physical education and sports activities create broad opportunities for the development and education of a creative personality. By exploring the great resources of their own body and engaging in physical exercises, a student seeks new opportunities for their spiritual and personal development.

9. Psychologically significant motives. Physical education has a beneficial effect on the mental state of young people, especially students. Students gain self-confidence, emotional tension decreases, the development of stress is prevented, attention is distracted from negative thoughts, and mental performance is restored. Some types of physical exercises are an irreplaceable means of eliminating negative emotions.

10. Administrative motives. Physical education classes are compulsory in higher educational institutions. To obtain assessment results, a credit system has been introduced, one of which is in the subject "Physical Education." Timely passing of this credit, as well as avoiding conflicts with the teacher and the administration of the educational institution, encourage students to engage in physical exercises.

11. Educational motives. Physical exercises encourage students to improve their skills of self-training and self-control. Regular physical education classes lead to the development of moral and volitional qualities, as well as the education of patriotism and civic consciousness.

12. Cultural motives. This type of motivation is formed in the younger generation under the influence of mass media, society, and social institutions, shaping students' need for motor activity. It is characterized by the influence of the cultural environment, the laws of society, and the norms of the "group."

13. Status motives. Through the development of physical qualities, students' resilience and vitality increase. Personal status rises in conflict situations resolved through physical interaction, and the potential for resilience in extreme personal conflicts also increases, while young people's participation in physical culture and sports activities becomes more active

Conclusion

In conclusion, it should be noted that the main motivation for students to engage in physical education and sports is primarily stimulated by adherence to the norms of a healthy lifestyle, an optimal level of physical activity, and the creation of conditions for practicing physical exercises and sports based on students' interests, age, and level of physical fitness.

In order to motivate students to engage in physical education, teachers need to use methods that help give an impetus to increasing students' motivation for physical education and sports.

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