

WAYS TO CREATE A METHODOLOGICAL SYSTEM FOR THE INTEGRATIVE FORMATION OF PHYSICAL AND AESTHETIC CULTURE AMONG STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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<https://doi.org/10.5281/zenodo.21821896>

Summary. *The study analyzes the general and specific tasks of aesthetic education in physical education, including understanding the beauty of sports skills, performing physical movements effectively and beautifully, and developing the external and internal qualities of a person. It also emphasizes the importance of conscious activity, visualization methods, emotional influence, and the use of music and art as effective tools of aesthetic education.*

Key words: *Physical education, aesthetic education, sports activity, movement culture, aesthetic thinking, pedagogical process, visualization.*

Introduction. In the process of physical education, both specific and general tasks of aesthetic education are solved. The specific tasks include the formation of aesthetic feelings, tastes, and concepts directly related to physical education and sports activities. Based on the unity of aesthetic and moral values, it is necessary to develop a correct understanding of the external and internal beauty of a person. Physical perfection is considered a process aimed at achieving harmonious personal development. This includes understanding the beauty of sports skills, sports performances, traditions, and other related aspects.

To solve both general and specific problems of aesthetic education in the process of physical education and sports, a teacher and coach must possess professional knowledge, deeply understand the laws of beauty, know the characteristics of aesthetic education, and understand the emotions and feelings experienced by individuals during sports activities.

The following are considered means of aesthetic education during motor activity:

- various types of physical education activities that allow teachers to demonstrate moments of beauty to students;
- celebrations and sports performances;
- natural and hygienic conditions;
- organizing lessons using music and works of art.

In physical education lessons, consciousness and activity are among the main requirements for the educational process. A conscious attitude toward physical education lessons and students' active participation guarantee the effectiveness of any pedagogical process. The famous specialist in physical culture **P.F. Lesgaft** paid special attention to consciousness and activity in physical education. He strongly criticized the mechanical imitation of movements and proposed that students should develop theoretical knowledge through comparing, classifying, and analyzing movements in order to master physical actions.

The application of the principle of consciousness during participation in physical education lessons begins with developing students' interest in the general objectives of physical activity and forming their aesthetic thinking abilities. First of all, the practical importance of movements in everyday life should be explained through clear examples. At the initial stage of physical education lessons, conscious thinking is developed by focusing on characteristics such as improving posture, increasing strength, and developing physical beauty.

Along with understanding aesthetic aspects in physical education lessons, students also prepare themselves for creative activity. One of the main goals of the principle of consciousness is to increase students' theoretical knowledge about aesthetic features of physical activities.

In addition, through regular conversations and discussions about the aesthetic aspects of physical exercises and sports games, students gradually develop an understanding of:

- proper behavior during games;
- respectful relationships with classmates during lessons;
- rules of self-control and medical monitoring during physical activities.

The main part of the research. The physical education teacher must clearly explain to students why certain movements should be performed exactly as demonstrated by the teacher.

When students consciously follow the requirements for performing various movement complexes, not only their aesthetic attitude toward physical activity develops, but also their physical and intellectual activity increases.

Mastering movement techniques teaches students to perform movements effectively while using less energy. Through these activities, students understand the aesthetic aspects of movements and develop a conscious and active attitude toward the teacher's instructions.

Students' positive mood, smiles, appropriate and neat sports clothing, beautiful and smooth execution of movements, synchronized exercises accompanied by rhythmic elements, and a well-organized lesson environment contribute to solving aesthetic tasks and increasing students' interest and thinking abilities.

Based on the analysis of research results, it can be concluded that the opportunities of physical education lessons for aesthetic education of students are achieved through the optimal use of didactic principles of teaching.

The principle of visualization under the guidance of a teacher plays an important role in mastering movement elements studied during physical education lessons. Demonstrating movements helps students form clear and concrete ideas about physical actions.

Unfortunately, in some cases, the educational meaning of visualization is insufficiently applied in physical education practice. Visualization allows students to perceive educational processes visually, experience images emotionally, and clearly understand the characteristics of movements.

During physical education lessons, demonstration of exercises, sports games, athletics, gymnastics, and movement-based games creates an initial understanding of physical activity.

Visual materials such as pictures, diagrams, models, slow-motion videos, educational films, multimedia presentations, and other tools increase the educational and educational possibilities of understanding the aesthetic content of lessons.

Therefore, visualization methods are widely used in physical education lessons. They influence students' sensory organs, including vision, movement perception, and other senses.

Visualization methods can be divided into several groups:

- direct demonstration by the teacher or students;
- demonstration through pictures, tables, photographs, models, and diagrams;
- showing films and video materials;
- organizing lessons using microphones, radio equipment, lighting signals, and other technical devices;
- guided sensory movement methods (training exercises);
- methods of orientation using objects such as balls, flags, and field markings;

- leadership and planned sensory methods;
- methods using rapid information feedback.

Visualization, which is considered a key factor in the learning process, has two main forms:

1. Direct performance of physical movements and rules by the teacher.
2. Demonstration through special educational tools.

Conclusion. In physical education lessons, visualization helps students develop thinking and movement perception. Students with well-developed sensory abilities can imagine movements and reproduce them, even through imitation during the initial stages of learning.

This is especially important when learning game elements in a specific sequence, dividing movements into parts, using preparatory exercises close to the main technique, and mastering the aesthetics of movement techniques.

Using previously learned physical movements that contain similar elements is one of the main requirements of the visualization principle in the educational process. This approach expands students' understanding of movement activities.

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