

## THEORETICAL ANALYSIS OF THE MODEL FOR THE FORMATION OF COGNITIVE ACTIVITY IN THE PROCESS OF GENERAL EDUCATION IN THE FIELD OF PHYSICAL CULTURE

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### Annotation

This article presents a theoretical analysis of the model for the formation of cognitive activity in the process of general education in the field of physical culture. In addition, the pedagogical model, the schematic model, the principle of consciousness and activity, the unity of consciousness and activity, the principle of justification, the principle of problemat�icity, the principle of individualization, theory and practice are presented.

**Keywords.** Cognitive activity, physical culture, general education, cognitive activity, pedagogical model, pedagogical conditions, schematic model, principle of conscious and activity, etc.

### Introduction

In order to put into practice the results achieved in the process of research of pedagogical conditions, it is required to introduce other approaches from traditional to absolute in relation to the general educational process in the field of physical culture.

Determining the final level of the formation of cognitive activity and its various components (that is, the stage of evaluating the result) makes it possible to assess the effectiveness of experimental work with a certain accuracy.

The pedagogical model is a schematic representation of the structural order of the model and the interaction between its components. As a result of the systematic interaction of these components in the pedagogical process, a number of integrative properties appear, and these properties make it possible to qualitatively solve the assigned pedagogical task, thereby achieving the main goal intended for the construction of the model.

However, any model, including the most perfect one, cannot be called absolutely flawless. For example, the fundamental essence of the elements of pedagogical systematicity cannot be perfectly reflected by any schematic means. In addition, it is impossible to express unique situations through schemes that, as a result of the interconnection of these elements, lead to the emergence of new properties in the system, thereby guaranteeing a more efficient course of the system.

A schematic model is developed in order to create a visual, consequently, clearly understandable idea of the essence of a phenomenon or object. This vision creates a more

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thoughtful and deeper understanding of a phenomenon or object. If this goal is achieved, it is possible to ignore the mistakes made in the model, inaccuracies and some inconsistencies with the original.

The worst thing is that in some cases, a schematic representation of a phenomenon or process does not only provide a perfect understanding and complete understanding of this phenomenon or process, but can also give a completely opposite result. The reason for this situation lies in the fact that the specialist who developed the model tried to enlarge and refine the model. Many pedagogical models that have been used so far are not immune from this defect. In our opinion, such an approach to the process of developing a model is unpromising, and its haphazard approximation is impractical, because as a result of the pursuit of detail – the increase in information, the haphazard magnification of the model, the imagination of the fundamental essence of the process or phenomenon weakens. The whole point is that the components of pedagogical systemality are characterized by the fact that they consist of multifaceted elements, structural complexity, depth in terms of content and volume. The idea of \ u200b \ u200b The phenomenon of pedagogical systematicity is complicated by the fact that each component and each of its elements are subjected to detailed parking, and it becomes very difficult to understand its essence. Another aspect is that not all cases of such a lush process can be expressed even in the means of the most perfect scheme.

**Scientific novelty of the article.** When determining the content of training in Physical Culture, vitagen (based on life experience) is recognized as one of the important ideas in the field of education, that is, relying on teaching, which is organized based on the life experience of students. As early as 1982 A.M. Matyushkin noted that “one of the most important conditions for the development of cognitive activity is the effective benefit of students from special knowledge in solving life problems.”

**Analysis and results.** Relying on life experience gives students the ground to believe that the theoretical and methodological foundations of physical culture are undoubtedly useful in life activity based on their personal lives. Also, the theoretical and methodological foundations of physical culture allow students to rationally organize the practice of physical exercises and consider their physical development in personal life activities.

For example, when guided-methodical or practical lesson sessions perform exactly the same physical exercise, as a result of observing the external and internal changes that occur in students, it was concluded that these physical exercises do not affect them in the same way as previously observed or have different effects on different organisms.

In order to circumvent such difficulties and ensure accuracy, conciseness in model building, an attempt was made to present the fundamental essence and elements of its most important

components in the form of a table when describing the structural order of pedagogical systemality in the pedagogical model presented by us.

As a result of the analysis of special literature devoted to the structural composition of the task of forming the cognitive activity of students in the process of general education in the field of physical culture, this structure can be presented as a set of components (that is, motivational-value, cognitive and activity-practical components) that form a system that summarizes the most important

The presence of pedagogical influence in general educational processes in the field of physical culture ensures that students develop a conscious awareness that a healthy lifestyle is the highest value, and, as a result, a systematic implementation of physical exercises, as well as motivational aspirations to turn movement activity into their own way of life.

A conscious positive attitude to the inextricable and systematic performance of physical activity and physical exercises, as well as positive perceptions of their important role in human vital activity, are complementary and, in general, factors that form a new feature in a person, one of which cannot exist without the other. Conscious attitude ensures that the interest of students in physical education-sports activities is paramount.

Also, the degree of formation of cognitive activity in students is determined by the degree of stability of their interest in activities related to physical culture, a conscious understanding of the human vital activity of physical culture, motivation to increase cognitive and motor activity.

Situations that significantly limit the effectiveness of the formation of the individual's physical culture are also observed in educational practice. In particular, the view that academic disciplines that belong to the complex of physical culture perform not only the intellectual and spiritual development of an individual, but also his motor function, which develops movement activity, gives rise to the above situation. In our opinion, the presence of similar views has been an obstacle to the solution of a number of urgent problems of the general education system in the field of physical culture for decades. Among these urgent problems can be attributed such as the inability of a person to independently introduce the means of physical culture into his daily life activities, a low level of motivational values in the field of physical culture, the lack of formation of the need to systematically engage in physical education exercises.

Movement activity is an external manifestation of the individual's Physical Culture. Alternatively, one of the important factors determining the level of formation of a person's physical culture is his Botanic situation, which encourages the assimilation of special knowledge, as well as types of physical education and sports activities.

## Conclusion

So, it can be said that one of the prerequisites for the effective formation of cognitive activity with the help of the means of Physical Culture is the creation of a pedagogical model. Also, this model reflects the specific aspect of the formation of cognitive activity in the process of general education in the field of Physical Culture, based on the generalized intellectual and moving components of Physical Culture.

Students are more interested in Uzbek folk games and modern sports in most classes. During the course of these games, we see a wide range of opportunities for the manifestation of their cognitive activity and creative abilities in them.

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