

WAYS OF FORMING THE PHYSICAL AND AESTHETIC CULTURE OF STUDENT YOUTH IN HIGHER EDUCATIONAL INSTITUTIONS

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INTRODUCTION. The formation of physical and aesthetic culture among student youth in higher educational institutions is an essential component of holistic personality development. Modern universities are not only centers of intellectual growth but also environments where students shape their health habits, body awareness, creative expression, and value systems. The integration of physical and aesthetic education contributes to students' harmonious development, promotes well-being, and fosters socially active, culturally aware individuals. In the context of modern higher education, special attention is paid to the comprehensive development of students, including their physical health and aesthetic culture. The rapid development of society, increasing academic loads, and the spread of a sedentary lifestyle among students make the issue of forming physical culture especially relevant. At the same time, the development of aesthetic culture plays an important role in shaping students' worldview, moral values, creative thinking, and social behavior. Physical culture in higher education is not limited to improving physical fitness; it also contributes to strengthening health, developing discipline, perseverance, and a sense of responsibility. Aesthetic culture, in turn, fosters an appreciation of beauty, harmony, and cultural values, encouraging students to adopt positive behavioral norms and an active life position. The integration of physical and aesthetic education helps create conditions for the harmonious development of personality. Therefore, the formation of physical and aesthetic culture among students in higher education institutions is considered one of the priority tasks of the educational process. This introduction focuses on the relevance of the problem, the role of physical education and aesthetic upbringing in students' personal development, and the need for innovative pedagogical approaches to enhance their effectiveness within the higher education system [1].

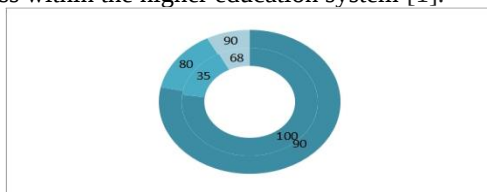


FIGURE 1. At the beginning of the experiment. At the beginning of the experiment, the initial level of students' physical fitness and aesthetic culture was assessed. Diagnostic methods included observation, questionnaires, and control tests, which made it possible to determine baseline indicators and identify existing problems. The obtained data served as a starting point for planning the experimental work and selecting effective pedagogical methods and tools. (see Table 1).

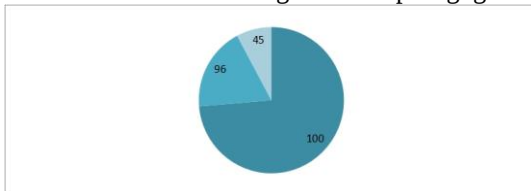


FIGURE 2. At the end of the experiment. At the end of the experiment, a repeated assessment of students' physical fitness and aesthetic culture was conducted using the same diagnostic methods applied at the initial stage. The results demonstrated positive changes in students' physical development, aesthetic awareness, and motivation toward a healthy and culturally enriched lifestyle. (see Table 2).

Experimental research. The experimental research was conducted in higher education institutions with the aim of determining the effectiveness of pedagogical approaches for forming students' physical and aesthetic culture. The study involved students who were divided into experimental and control groups. The experimental group participated in a specially designed program that integrated physical education activities with elements of aesthetic upbringing, while the control group continued traditional training within the standard curriculum. The research was carried out in several stages. At the initial stage, diagnostic assessments were used to determine the baseline level of students' physical fitness, aesthetic awareness, and motivation. At the formative stage, innovative teaching methods, interactive physical exercises, and culturally oriented activities were systematically implemented in the educational process. At the final stage, a repeated assessment was conducted to evaluate changes and measure the effectiveness of the applied methods. [3]. The analysis of the experimental results showed a significant improvement in physical indicators, aesthetic perception, and students' active participation in educational and extracurricular activities in the experimental group compared to the control group. These findings confirm that the integrated approach to physical and aesthetic education contributes to the harmonious development of students and increases the overall efficiency of the educational process in higher education institutions. One of the primary ways of forming physical culture is through mandatory and elective physical education courses within the university curriculum. Structured classes provide systematic development of endurance, strength, flexibility, coordination, and overall physical fitness. Modern higher education institutions increasingly diversify physical education programs, offering students choices among traditional sports, fitness training, swimming, yoga, Pilates, and team games. This individualized approach increases motivation and allows students to select activities aligned with their interests and physical abilities. Integrating theoretical knowledge—such as anatomy, sports physiology, nutrition, and health

management—strengthens students' understanding of the scientific foundations of physical culture and promotes conscious health-related decision-making.

Research results. The analysis of the research results revealed significant positive changes in the level of students' physical and aesthetic culture. Comparative data obtained at the beginning and at the end of the experiment showed a noticeable improvement in physical fitness indicators, including endurance, coordination, and general motor activity among students in the experimental group. In addition, the level of aesthetic awareness and appreciation of cultural values increased. Students demonstrated a more developed sense of beauty, improved cultural behavior, and greater interest in artistic and creative activities. Questionnaire and observation results also indicated higher motivation toward a healthy lifestyle and active participation in physical and cultural events. In contrast, the control group showed only minor changes, which can be attributed to the traditional organization of the educational process. Overall, the findings confirm that the integrated pedagogical approach applied in the experiment was effective in forming students' physical and aesthetic culture and can be recommended for broader implementation in higher education institutions. The results of the experimental study indicate a clear positive dynamic in the development of students' physical and aesthetic culture. A comparative analysis of the initial and final measurements showed that students in the experimental group achieved higher levels of physical fitness, including improved strength, endurance, flexibility, and coordination. Furthermore, a significant increase was observed in indicators of aesthetic culture. Students demonstrated better aesthetic perception, a more conscious attitude toward cultural values, and improved behavioral culture. Their interest in physical education classes combined with artistic, cultural, and creative activities also increased noticeably. Statistical processing of the obtained data confirmed the reliability of the changes, while the comparison with the control group revealed that the improvements in the experimental group were more pronounced. These results prove the effectiveness of the implemented pedagogical model and justify its use in the practice of higher education institutions to ensure the harmonious development of students.

Conclusions. 1. Based on the results of the experimental research, it can be concluded that the formation of students' physical and aesthetic culture in higher education institutions is an important and relevant pedagogical task. The conducted experiment confirmed that an integrated approach combining physical education with elements of aesthetic upbringing significantly contributes to the harmonious development of students' personalities.

2. The findings showed that purposeful and systematically organized educational activities lead to improvements in students' physical fitness, aesthetic awareness, cultural behavior, and motivation for a healthy lifestyle. In comparison with traditional teaching methods, the experimental program demonstrated higher effectiveness in achieving these outcomes.

3. Overall, the research results justify the need to modernize the educational process in higher education institutions by introducing innovative pedagogical technologies and integrated programs. The proposed approach can be recommended for practical implementation to enhance the quality of education and support the comprehensive development of students.

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Rezyume. Yuqori sinf jismoniy tarbiya darslarida qo'llaniladigan turli sport mashg'ulotlarining samara keltirishi, avvalo, sohaning davlat ta'lim standarti o'quvchilarga mos mazmun hamda shu mazmunga monand metodik ta'minotga ega bo'lishiga juda ko'p jihatdan bog'liqdir. Shuningdek, sport turlaridan maktab o'quvchilari shaxsida estetik sifatlarni shakllantirish vositasi sifatida foydalanishda jismoniy tarbiya o'qituvchilarining kasbiy tayyorgarlik darajasi, ularning turli sinflardagi bolalarga xos yosh va ruhiy xususiyatlarni chuqur bilishlari ham hal qiluvchi ahamiyat kasb etadi.

Tayanch so'zlar: ruhiy xususiyatlar, mezonlar, jismoniy tarbiya, jarayon, estetika, tarbiya.

Резюме. Эффективность различных видов спортивных тренировок, используемых на уроках физической культуры в старших классах, во многом зависит, прежде всего, от того, имеет ли государственный образовательный стандарт отрасли соответствующее содержание для учащихся и соответствующее методическое обеспечение. Также решающее значение в использовании видов спорта в качестве средства формирования эстетических качеств личности школьников имеет уровень профессиональной подготовки учителей физической культуры, их глубокое знание возрастных и психических особенностей детей разных классов.

Ключевые слова: психические характеристики, критерии, физическое воспитание, процесс, эстетика, воспитание.

Resume. The effectiveness of various sports exercises used in high school physical education classes largely depends, first of all, on the content of the state educational standard of the field corresponding to students, as well as on the methodological support corresponding to this content. Also, when using sports as a means of forming aesthetic qualities in the personality of schoolchildren, the level of professional training of physical education teachers, their deep knowledge of the age and psychological characteristics of children in different grades is of decisive importance.

Key words: psychological characteristics, criteria, physical education, process, aesthetics, upbringing.