

Peculiarities of the use of logical tasks in the intellectual and physical development of students

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Abstract. *The article presents peculiarities of the use of logical tasks in the intellectual and physical development of students. Physical culture as a kind of activity has as its specific basis the purposeful motor activity of a person. Modern science has accumulated significant material on the nature and results of the impact of physical exercises on the human body, its morphological and functional status.*

Key words. *Peculiarities, logical tasks, intellectual and physical development, students, physical culture, functional status.*

In social life in the system of education, upbringing, in the sphere of work organization, everyday life, healthy recreation, physical culture manifests its educational, educational, health-improving, economic and general cultural significance, contributes to the emergence of such a social trend as physical culture movement, i.e. joint activities of people to use, disseminate and enhance the values of physical culture.

Physical culture as a kind of activity has as its specific basis the purposeful motor activity of a person. In other words, it is represented by rational forms of motor activity (activity, the essential moments of which are movements organized into a system of active, muscular-motor actions). Moreover, physical culture includes not all, but only such forms of rational motor activity, which, in principle, make it possible to form the least possible motor skills and abilities necessary in life, to ensure the directed development of vital physical abilities, to optimize the state of health and working capacity.

Physical development is a biological process of formation, changes in the natural morphological and functional properties of the body during a person's life (length, body weight, chest circumference, vital capacity of the lungs, maximum oxygen consumption, strength, speed, endurance, flexibility, agility, etc.) ...

Physical development is manageable. With the help of physical exercises, various sports, rational nutrition, work and rest regime, the above indicators of physical development can be changed in the necessary direction. The control of physical development is based on the biological law of exercise and the law of the unity of forms and functions of the body. Meanwhile, physical development is also due to the laws of heredity, which must be taken into account as factors favorable or, on the contrary, hindering the physical improvement of a person.

The process of physical development also obeys the law of age grading. Therefore, it is possible to intervene in this process in order to control it only taking into account the characteristics and capabilities of the organism at different age periods: formation and growth, the highest development of

forms and functions, aging.

As the outstanding Soviet physiologist N.A. Bernstein, movements "live and develop" and the "life" of movements becomes possible due to the involvement in the process of their development and implementation of all the vital resources of our body - from the cell to the cerebral cortex.

Any motor act, regardless of whether it is performed under the control of consciousness or is carried out by the mechanism of an unconditioned reflex, is in one way or another accompanied by the deployment of physiological mechanisms and biochemical processes of providing the energy of movement.

Physical activity of a person, ultimately, is aimed at changing the state of the body, at acquiring a new level of physical qualities and abilities. The latter cannot be achieved in any other way than training. The basis of the training effect, its mechanism is determined by the fundamental property of all living things - the ability to adapt, to develop based on adaptation to external influences. This property is the main one in ensuring the viability of organisms, in ensuring their survival and self-development under the continuously changing states of the organism itself.

Interests are also important in encouraging students to engage in physical culture and sports. They reflect the selective attitude of a person towards an object that has significance and emotional attractiveness. When the level of awareness of interest is low, emotional attractiveness prevails. The higher this level, the more important is the objective significance. Interest reflects the needs of a person and the means of their satisfaction. If the need causes a desire to possess an object, then interest is to get to know it. In the structure of interest, an emotional component, cognitive and behavioral components are distinguished. The first is connected with the fact that a person always experiences some kind of feelings in relation to an object or activity. Its indicators can be: pleasure, satisfaction, the magnitude of the need, assessment of personal significance, satisfaction with the physical I, etc. The second component is associated with the awareness of the properties of the object, understanding of its suitability for meeting needs, as well as with the search and selection of the means necessary to meet the emerging need ... Its indicators can be: conviction in the need to engage in physical culture and sports, awareness of the individual need for exercise; a certain level of knowledge; the desire for knowledge, etc. The behavioral component reflects the motives and goals of the activity, as well as rational ways of satisfying the need. Depending on the activity of the behavioral component, interests can be realized and unfulfilled. The free choice of physical culture and sports activities indicates that a person has a conscious, active interest. Interests usually arise on the basis of those motives and goals of physical culture and sports activities, which are associated with:

- with satisfaction with the process of classes (dynamism, emotionality, novelty, diversity, communication, etc.);
- with the results of classes (acquisition of new knowledge, abilities and skills, mastering various motor actions, testing oneself, improving the result, etc.);
- with the prospect of classes (physical perfection and harmonious development, education of personal qualities, health promotion, improving sports qualifications, etc.).

If a person does not have specific goals in physical culture and sports activity, then he does not show interest in it. Relationships set the subject orientation, determine the social and personal significance of physical culture in life. There are active-positive, passive-positive, indifferent, passive-negative and active-negative relationships. With an active-positive attitude, physical culture and sports

interest and purposefulness, deep motivation, clarity of goals, stability of interests, regularity of classes, participation in competitions, activity and initiative in organizing and conducting physical culture and sports events are clearly expressed. A passive-positive attitude is distinguished by vague motives, ambiguity and ambiguity of goals, amorphousness and instability of interests, episodic participation in physical culture and sports events.

An indifferent attitude is indifference and indifference, motivation in this case is contradictory, goals and interests in physical culture and sports activity are absent. A passive-negative attitude is associated with the latent negativism of some people towards physical culture and sports, they do not matter for such people. An actively negative attitude manifests itself in open hostility, outright resistance to physical exercises, which for such persons have no value. Value orientations express the totality of an individual's relationship to physical culture in life and professional activity. Emotions are the most important component of value orientations, which most deeply characterizes their content and essence. With the help of emotions, the following are expressed: pleasure, satisfaction, the magnitude of the need, the assessment of personal significance, satisfaction with the physical I.

Due to the fact that emotions have varying degrees of severity, duration of the course and awareness of the reasons for their manifestation, we can distinguish: moods (weakly expressed stable emotional states); passion (a quickly emerging, persistent and strong feeling, for example, for sports); affect (a quickly emerging short-term emotional state caused by a particularly significant stimulus and always violently manifested, for example, when winning). Emotions have the property of contagion, which is very important when practicing physical culture and sports activities. Volitional efforts regulate the behavior and activities of the individual and in accordance with the goals and decisions made. Volitional activity is determined by the strength of the motive: if I really want to achieve the goal, I will show both more intense and longer volitional effort. Volitional effort is directed by reason, moral feeling, moral convictions. Physical culture and sports activity develops volitional qualities: persistence in achieving the goal, which is manifested through patience and perseverance, i.e. striving to achieve a goal that is distant in time, despite the arising obstacles and difficulties; self-control, which is understood as courage, as the ability to complete a task, despite the emerging feeling of fear, fear; restraint (endurance) as the ability to suppress impulsive, ill-considered, emotional reactions; composure (concentration) as the ability to concentrate on the task being performed, despite 5 arising obstacles. Volitional qualities include decisiveness, characterized by the minimum time for making a decision in a situation that is significant for a person, and initiative, which is determined by taking responsibility for the decision. Thus, in the process of physical education, the impact is carried out not only on the biological basis of the personality, but also on its biosocial integrity. Therefore, it is impossible to judge the physical culture of a person, relying only on the development of her physical capabilities, without taking into account her thoughts, feelings, value orientations, direction and degree of development of interests, needs, beliefs.

Physical culture of a person manifests itself in three main directions. Firstly, it determines the ability for self-development, reflects the orientation of the individual "towards himself", which is due to his social and spiritual experience, ensures his desire for creative "self-construction", self-improvement. Secondly, physical culture is the basis of an amateur, proactive self-expression of a future specialist, the manifestation of creativity in the use of physical culture means aimed at the subject and the process of his professional work. Thirdly, it reflects the creativity of the individual, aimed at relations arising in the process of physical culture, sports, social and professional activities, i.e. "on others". The richer and wider the circle of personal ties in this activity, the richer the space of its subjective manifestations becomes.

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