

PHYSICAL EDUCATION AND "UNION OF YOUTH" AS AN APPLICATION OF CREATIVE POTENTIAL IN UZBEKISTAN

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ABSTRACT

The article deals with the issues based on the relationship of physical culture and the "Union of Youth", in revealing the features of physical and creative activity in the education of youth. The purpose of the article is considered as: theoretical substantiation and practical implementation of the development of the creative potential of students. As well as, the authors use the methodology of practical research, recommended for use in the development of creative potential. In the course of research, the approaches and principles of organizing the development process are substantiated. The authors of the article draw attention to the need to create pedagogical conditions for its effective implementation in universities.

KEYWORDS: *Potential, Sphere, Transformation, Creativity, Culture, Physical Preparedness, Need.*

INTRODUCTION

As it is known that the relation of physical education is determined with the development of the moral, spiritual, mental, aesthetic spheres of the daily activities of modern youth. In the Republic of Uzbekistan, great powers are given to a non-commercial, non-state organization - the Union of Youth, which is designed to unite the youth of Uzbekistan in order to form a physically healthy, spiritually mature and intellectually developed, free-thinking young generation, protect youth from external threats and the negative impact of "mass culture", providing comprehensive support in protecting the legal and legitimate interests of young people and creating favorable conditions for them. The purpose of the Union is to involve young people in taking an active part in deepening the democratic, political and economic reforms carried out in the country, in strengthening peace and harmony in society; contribution to the process of the access of Uzbekistan into the number of developed countries of the world. [11, p.463]

As well as, a special pedagogical process, which is implemented directly and indirectly, ensures the connection of physical education and sports with creativity, art, and mental development. Physical culture and sports have a direct impact on the possession of choreographic abilities, the mental development of society in the case when a certain situation is created in the classroom, for example, the goal is set for young people to achieve a skill in performing physical exercises, improving its methods and techniques of application in practice [17, p.104]. Specialists should form in students the ability to determine the rationality of physical movements, expressiveness, accuracy, develop tactics of technical methods in the learning process, develop a mechanism for distributing physical loads in accordance with their physical potential. Supplementary subjects included in the stage movement training complex have the task of educating beginner actors of body culture. Plasticity is a necessary property of an actor. The concept of "Plasticity" includes many different meanings: smoothness, flexibility, skill, coordination of gesture and word, strength, expressiveness of movement, rhythm, harmony and coordination of physical actions, endurance [13, p.6]. The plasticity of an actor depends not only on natural facts, but also on the preparedness of the body. It is important to identify problems in the existing knowledge in advance, due to which there will be an inappropriate decision by the participants, in order to make the right decision and display creative activity [10, p.241]. This activity requires the concentration of brain activity, which indicates the progressive impact of physical education on the intellectual capabilities of a person.

Proficiently conducted classes in physical culture and sports are able to form the spiritual and moral potential of modern youth [20, p.35]. Toughening of determination, of the whole organism occurs in the process of competition and training, and such qualities as self-demanding, discipline, a sense of "team spirit" are manifested, which in turn require a creative approach to the required achievement. [19, p.56]

As an example we can say about the high performance achieved by participants in the three-stage competitions held in the Republic of Uzbekistan: "Umid nihollari" for students of secondary schools, "Barkamol avlod" for students of vocational colleges and academic lyceums and student "Universiade".

METHODS

This problem of sports activity was found in the work of L.R. Hayrapetyants, who singled out six main features in it: high muscle activity; specific technique for performing physical exercises; achievement of high results in physical exercises; mobilization of mental processes; cumulative development of mental and motor abilities; awareness of the performance of the game action. [21, p.6] The same requirements can be identified for students of universities based on creativity in Uzbekistan. According to the curriculum, the subject "Physical culture and sport" is aimed at supporting the profiling departments, that is, for the future creative specialty of students. [9, p.173]

The topicality of research. Trends in the development of modern domestic society are marked by qualitatively new phenomena and processes. Radical changes in the scientific, technical, economic, social and cultural spheres have actualized the need for creative specialists who are ready for innovative creative activity, for self-education and self-control. The solution of this important task is determined by the level of subjectivity of all social groups, their involvement in transformative, creative activity. Realization of the social role of the younger generation depends on our government, all institutions that socialize activities to ensure efficiency to the conditions of life.

Creative institutions should focus on improving the quality of professional training of qualified professionals capable of innovation and creativity, possessing organizational and leadership skills. [1, p.159] However, it is rather difficult to develop the creative potential of a student's personality only within the framework of classroom activities, since it is impossible to fully create the necessary conditions for this. One of the main tasks of universities based on creative works is not only to meet the requirements of the State Educational Standard, but also to develop the creative potential of a future specialist, which puts the university before the problem of finding additional reserves. [24, p.7]

Creativity, in its essence, is an internal inspiration that provokes the available opportunities and resources of a person for such a creative acquisition as the most complete expression of the essential features of a person.

Creativity becomes the base on the foundation of which the entire life strategy of the individual is constructed. [15, p.2]

Society faces the task of recreating the "climate" of a real creative personality, innovative education, through the formation of a social type that meets the requirements of modernity. [16, p.4]

During this research we have studied enough scientific literature devoted to the consideration of questions of creative abilities. Various explanations, studies of this problem are reflected in the works of scientists-teachers: L.G. Ustinova, S.N. Shcheglova, E.V. Dorofeeva, V.Yu. Leshner, E.V. Kolesnikova, P.F. Kravchuk, M.S. Kagan, E.L. Yakovleva, E.E. Adakin, V.I. Andreev, D.B. Bogoyavlenskaya, G.V. Glotov and others. Also, scientific authors conducted research on the development of creative abilities in higher educational institutions: T.A. Salamatova, M.M. Potashnik, M.M. Potashnik, T.G. Brazhe, T.E. Klimova, N.D. Dolgopolova, V.G. Ryndak, O.V. Leshner and others. The development of such abilities means nothing more than a key mechanism

for students to join active social activities, the implementation of which takes place jointly with the "Union of Youth" of the university.

In spite of technical progress is very persistently intruding into modern theatrical art, the skill of the actor remains the main engine of theatrical action [2, p.133].

The theoretical and methodological experience we conducted showed that today a wide range of problems related to the development of personal characteristics in youth organizations has been studied, but at the same time, we can say with confidence about the lack of development of students' creative abilities in youth public organizations of universities in Uzbekistan.

Aim of the research. Theoretical validation and practical implementation of the creative abilities of students of universities in Uzbekistan.

In order to determine the relationship of the modern student movement "Union of Youth", physical culture and sports with the development of creative abilities, we used observational and empirical research methods: the study of legal documents in education and social youth movements, conducting surveys of pedagogical and educational experience to develop creative abilities at the university, organizing the ascertaining stage of experimental work to determine the state of formation of the creative abilities of students at the university, conducting a preparatory stage for organizing the creative process in the "Union of Youth", organizing experimental work to inculcate the system and test the pedagogical conditions in action within the framework of our work, as well as observation, questioning, test approbation, expert evaluation of data, statistical processing methods, testing of hypotheses. For the study were proposed 25 heads of universities and 600 students, members of the Youth Union.

RESULTS AND DISCUSSIONS

We carried out work outside the classroom with the participation of the "Union of Youth" of universities on the basis of the State Institute of Arts and Culture of Uzbekistan, a branch of the State Institute of Arts and Culture of Uzbekistan (branch in Nukus), the National Institute of Arts and Design, the State Academy of Choreography of Uzbekistan, the State Conservatory of Uzbekistan. Three groups and one control group were prepared.

We have identified three pedagogical conditions for identifying creative features:

Firstly, it contributes to the creation of interpersonal dialogic interaction, which is a situation close to ordinary life activity in which participants in the creative process gain the opportunity to act creatively, that is, to express themselves on a personal level, revealing and developing their creative potential.

Secondly- provides an opportunity for students in the course of project activities to independently set goals for their work, plan its course, choose the most optimal ways to solve various tasks; independently learn to acquire new knowledge and process it; analyze and systematize the information already available and received, etc.

Thirdly based on the position that the effectiveness of creativity positively and significantly correlates with the individual's attitude towards self-improvement and self-development. Only the combination of the experience of the student's creative activity and his reflection makes it possible to transfer the process of developing creative potential to the mode of self-development.

In accordance with the purpose of our work in the first experimental creative group "T-1", we analyzed the impact of the second pedagogical condition, which involves the inclusion of students in the development and implementation of socially significant creative projects and programs that contribute to the implementation of the experience of creative activity. The methodology for implementing this condition was based on the design technology, the essence of which is the performance of cognitive, research, design or other work on a given topic, the end result appears in the form of a new product, a solution to a social or other problem. As a result of project activities, students introduced and implemented the following social, cultural and entertainment projects in various areas: the competition of projects "Who is faster", aimed at developing their own brand, epigraph, motto, symbol of association members; competition "Project Manager" among the teams of the university training counselors in sports camps; action "Healthy lifestyle" - issuance of diplomas of gratitude to parents of students-activists of a healthy lifestyle; fair of projects "Socium", aimed at self-presentation of the participants of the "Union of Youth"; presentation of students who received a presidential scholarship, during which participants prepare greeting cards and send them to fellows.

In the second experimental creative group "T-2" we searched the impact of the third pedagogical condition, which implies the intention of the process of developing the creative potential of students in the "Union of Youth" in the mode of self-development. The methodology for implementing this condition was based on the principles of individualization, value attitude to the development of creative potential, the transition of management to self-government, a reflective position, a conscious perspective, feedback; provides for the inclusion of students in the process of self-diagnosis of personal creative achievements in the process of carrying out creative activity, according to the stages of development of creative potential (personal-developing, prognostic-creative, activity-transforming); involves identifying the real level of development of creative abilities in conjunction with the "Union of Youth" based on the results of diagnostics (analysis, evaluation) carried out by the leader, and self-diagnosis (self-analysis, self-assessment), as well as in the process of cooperative actions; compiling self-diagnosing educational materials ("Student Document Package" - a form of presenting the individual orientation of the achievements of a particular student); the use of an algorithm for entering a reflexive position, the use of methodological techniques aimed at developing students' reflexive skills, identifying problematic aspects of creative activity and ways to correct it.

In the third experimental creative group "T-3" we studied the effectiveness of the set of pedagogical conditions we have identified, which, in addition to the two above, also includes the condition for organizing an innovative creative environment in the "Union of Youth" of the university. The methodology for its implementation involves the creation of a comfortable psychological climate in the group based on the formation of a generous, relaxed working atmosphere based on the organization of subject-subject (partnership, dialogue) interaction, the leader of the Union of Youth, a member of the Union of Youth (work in small groups, commands, the use of dialog methods, etc.). We believe that studying the effectiveness of the last condition as an independent one, independent of others, does not make sense, since its fulfillment is based on the fulfillment of two other conditions.

As well as, in the control group "K", the development of the TPS was carried out in accordance with the established traditions of the youth association in this direction.

The generalized data presented in table 1. Evidence of the influence of the pedagogical conditions we have identified on the development of creative abilities in the youth union. Clearly, the results obtained in the T-3 group were significantly higher than in the T-1, T-2 groups. Therefore, the development of creative abilities within the framework of the model developed by the University "Youth Union" continues more effectively with the comprehensive implementation of the established pedagogical conditions.

The reliability of the data obtained was checked using K. Pearson's 2% criterion. Based on the data calculated at the 5% significance level, the alternative hypothesis proved to be superior to zero. Thus, this study allowed us to conclude that the goal was achieved and the hypothesis was confirmed.

TABLE 1 THE DATA OF THE EXPERIMENT

Group	Stage	Levels						Cp	Coefi cient	X ² nab	X ² crit
		low		medium		high					
		Quantity	%	Quantity	%	Quantity	%				
T-1	Start	41	52,6	22	31,6	12	15,8	1,62		3,51	5,993
	End	22	31,6	33	44,7	18	23,7	1,93	1,09		5,993
T-2	Start	40	54,0	20	27,0	14	18,9	1,66		5,89	5,993
	End	20	27,0	34	48,7	18	24,3	1,98	1,12		5,993
T-3	Start	40	56,4	20	28,2	12	15,4	1,61		16,37	5,993
	End	13	12,8	42	56,4	24	30,8	2,21	1,24		5,993
«K»	Start	42	52,5	26	31,7	12	13,8	1,61	-	-	-
	End	28	40,0	33	42,5	14	15,5	1,79	-	-	-

At the first stage, the theoretical and methodological aspects of the study were discussed, an analysis was made of the state of development of the problem under study in pedagogical theory and practice; in the process of theoretical understanding of the problem, philosophical, sociological, psychological and pedagogical literature was studied, as well as dissertation research on the problem of developing the creative potential of students in the "Union of Youth" of the university.

At the second stage, the tasks, the research hypothesis were specified; the theoretical and methodological basis was applied; the specifics and features of the design and implementation of the model for the development of the creative potential of students in connection with the "Union of Youth" and the pedagogical conditions for its effective implementation were identified. The methodology for the effective development of the creative potential of students in the activities of the "Union of Youth" was refined and implemented, a qualitative analysis of the intermediate results of the study was carried out.

The third stage included experimental work; refinement, analysis, generalization and systematization of theoretical and experimental data; final processing of the results of experimental work; publication of methodological and technological programs, recommendations and instructions in order to optimize the process of developing the creative potential of students in the "Union of Youth", as well as their introduction into the educational practice of higher professional education.

A methodology that reflects the personality-actualizing, socially determined, creative-transforming processes of developing the creative potential of students through physical culture and sports, mastering knowledge, developing skills and abilities to organize and implement socially significant creative activities. [4, p.536]

According to the results of the research, "Physical Education and Sports" together with the auxiliary subject strengthens the theory of developing the creative potential of university students in the activities of the "Youth Union". The results of our study show that the model of interaction successfully works with the complex implementation of the following pedagogical conditions, including the rules of creating an innovative creative environment in the University Youth Union; involvement of students in the development and implementation of creative projects and programs of social significance, competitions, sections; targeted development of students' creative potential in self-development position.

As well as, a set of criteria for the development of the studied potential: cognitive independence, the need to achieve success, the development of reflective abilities. Different degree of their manifestation characterizes the levels of development of creative potential: low, medium, high. The main criterion for the development of the creative potential of students is its promotion from a low level to a higher level of development. [23, p.216]. This criterion acts as the main criterion for diagnosing the reliability of the results of testing the effectiveness of the model for the development of creative potential against the backdrop of a comprehensive implementation of pedagogical conditions.

In the course of the study, the degree of development of the problem of developing creative potential in Uzbekistan was studied and revealed. It has been established that this problem is one of the most urgent in pedagogical theory and practice, requiring its further understanding. In the course of the study, the essence, content, structure, and functions of the creative potential of students in youth public organizations were clarified. The creative potential of students in youth public organizations is considered as a developing system of students' personal abilities, which focuses on the values of socially significant activities and encourages creative self-realization and self-development. [22, p.144]. We have revealed the essence and content of the development of the creative potential of students in the relationship of physical activity with the modern movement of activists of the "Union of Youth" in the university, it is a continuous, directed, irreversible and natural process of the inevitability of inclinations, abilities, mechanisms of self-development, the formation of creative motivation, cognitive activity, activation of such personality traits that allow solving problems, problems that have not been encountered in her past experience.

It should be noted that a model of creative potential development has been developed, which is characterized by several interrelated components: management, pedagogical conditions, procedural and production. The approaches developed as the scientific support of the developed model and the development principles identified on their basis have been proved to be: the orientation of the association towards the realization of humanitarian goals; constructive cooperation, pedagogical assistance; co-creation; social hardening; dynamism; feedback; activity; objectivity A set of pedagogical conditions for the effective development of creative potential has been identified, substantiated and experimentally tested, including the rules for creating an innovative creative environment in the youth organizations of the university;

involvement of students in the development and implementation of creative projects and programs of social significance, the organization of mass sports, cultural events; the inevitability of the process of developing students' creative potential in a self-development mode. The development of creative potential has been proven to be most effective with the complex implementation of pedagogical conditions.

Also, the methodology for developing creative potential includes: criteria for assessment tools to diagnose development; levels of development of creative potential of students (low, medium, high); methods and techniques for diagnosing them; statistical criteria and indicators for evaluating the results of pedagogical experiments; includes guidelines for developing creative potential for youth community leaders and participants [12, p. 868]

CONCLUSION

The analysis of the results obtained in the course of the research showed that the hypothesis put forward was confirmed, the research tasks were solved, and the research goal was achieved. Also, the research, due to its diversity, does not require a full analysis of all aspects of the problem being studied. Determining the perspective of the research, we note that not all aspects of the development of creative potential are covered and studied by us in full. In this regard, further study of the problem can be continued in the following direction: the study of the patterns of formation of the properties and qualities of the personality of students in youth public organizations; development of creative potential using new information technologies; development of appropriate alternative developmental and diagnostic techniques.

The experiment showed that there is no equality in determining the content of the structure of creative potential, in the works they vary depending on the point of view of the authors on the essence of the analyzed concept. The components of creativity identified by scientists in each study are both specific, inherent in this work, and have provisions common to psychological and pedagogical research.

The process of experience has shown that in defining the content of the structure of creative potential there are no similar views, which differ in the works of the authors depending on the point of view of the essence of the concept being analyzed. The components of creativity identified by scientists in each study are also unique, specific to the work, and have general guidelines for psychological and pedagogical research.

The specificity of creative potential is determined by important features that reveal and define the concept, content, structure, and functions of "creativity".

In the process of study, the structure of creative potential is defined as personal, social, and is characterized by components such as creativity and self-management. The personal-actualizing component reflects the content-operational characteristics of the creative potential and the ability to acquire new knowledge; a set of skills related to the development of specific tactics, strategies and actions aimed at developing creative potential and the organization of mental actions or methods of mental logical operations based on techniques and methods of organizing creative activities, including intellectual and physical activity formation.

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