The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.06 Issue01 2026
PAGE NO. 282-284
DOI 10.37547/ijp/Volume06Issue01-61

History Of The Development Of Physical Culture In The Conditions Of Karakalpakstan

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Received: 08 December 2025; **Accepted:** 27 December 2025; **Published:** 31 January 2026

Abstract: The study of concepts of sports tactics, issues of providing recommendations for independent training, and the development of sports culture in the conditions of Karakalpakstan were studied in the scientific work.

Keywords: Physical culture, sports, practical training, folk games, sports competitions.

Introduction: The scientific foundations for organizing physical education exercises have been developed, and in the 20th century, significant doctrines emerged globally. These teachings significantly broadened the boundaries of a person's physical development and capabilities. Physical education is considered one of the most important tasks of physical education. It involves performing sports competitions and folk games, comparing them with each other, and evaluating them independently, i.e., analyzing them. In their opinion, comprehensive development allows for achieving the best results in a very short time with minimal effort. They advocated for implementing physical education based on the individual's age, gender, and individual characteristics. It was emphasized that it should gradually become more complex, and skills and abilities should be developed.

The scientific foundations for organizing physical education exercises have been developed, and in the 20th century, significant doctrines emerged on a global scale. These teachings significantly broadened the boundaries of human physical development and capabilities. Physical education, sports competitions, and folk games have begun to spread widely throughout the world. Physical education and sports games of different peoples have spread internationally, reaching a point where feelings of internationalism and patriotism are formed more strongly.

The didactic foundations of physical education are presented in close connection with the laws of pedagogical science. In some cases, some didactic issues were analyzed in conjunction with ongoing problems in physical education. For example, it would be advisable to study the forms of physical exercises, sports training, and practical physical training as a form of physical education, and to study them as a didactic problem. The research conducted by Uzbek scientists on the scientific and theoretical foundations of physical education and its teaching methodology during the Soviet era fully corresponded to the ideas of Russian scientists. After gaining independence, the development of problems in the theory and methodology of national physical education began actively, and significant results were achieved.

Practical lesson teaching methods serve to develop new skills and abilities in students, reinforce existing ones, and apply theoretical knowledge in practice. It contributes to the comprehensive, thorough, and conscious acquisition of knowledge. Practical teaching methods are divided into four types: practice, laboratory, practical, and graphic work.

The practice method is used in teaching all subjects to reinforce and apply knowledge in practice and to develop skills and abilities. The method of practicing the planned repetition of a certain action for the purpose of mastering and improving it is called the

method of practice. The quality and effectiveness of an exercise depend on the conscious assimilation of theoretical knowledge, the systematic conduct of testing and self-assessment, its progression from simple to complex, and its repetition at a specific time. For example, exercises related to the application of grammatical rules in the native language, exercises related to the application of rules, solving mathematical problems, performing sports exercises in physical education, etc. are widely used in teaching written and oral practical and creative exercises, which are conducted collectively, in groups, or individually. Exercises are organized in the following forms: dictation, presentation, essay writing, example, problem, sentence construction, and others. Experienced teachers pay special attention to creative exercises (reports, essays, abstracts, presentations, etc.), as they positively influence the active development of students' independence and teach them to overcome difficulties in independent learning.

Practical work is very similar in its content to laboratory work. But practical work will be focused on production. In the learning process, students' practical work varies according to their age characteristics.

Walking and running are related to the kinematic structure of a specific ability to perform movements simultaneously and sequentially in a whole activity, along with individual movement directions, amplitude, speed, and rhythm. In walking and running, willpower, which determines the structure, control, and many other aspects of movement regulation, is characterized by the system of exertion and nervous processes, muscle tension and contraction, and the optimal manifestation of speed, strength, and endurance.

In running, pushing off is the main phase of the work, increasing speed after the forward support brake at each step. The greater the work of the hip-thigh and knee extensor muscles and the flexor muscles in the full joint during push-off, the higher the running speed.

The shorter the stretching period, the deeper the muscles become. If the angle of repulsion is sharper, the horizontal component of the support reaction increases. For this, it is necessary to stretch the hip joint more and especially to tilt the hip forward more. The next step initially involves the full movement of the leg (the center of gravity) after the backward (relative to the body) and upward push-off, followed by the start of the leg forward movement, that is, the movement until it reaches its vertical moment.

The backward and upward movement of the leg occurs when the forward speed of the body is higher than the speed of the leg at the moment of push-off. As a result, the body pulls the leg, and the leg slightly extends from behind the forward-moving hip, rising back and upward. This is facilitated by the residual tension in the leg muscles that have lost their support while lifting from the ground.

With the next step, the anterior muscles of the hip joint stretch and contract, stopping the backward movement of the leg and beginning to flex the hip joint. With the onset of anterior femoral movement, acceleration appears in the upper part of the bone marrow, while its lower part, along with the sole of the foot, rises upwards due to inertia, increasingly stretching the leg extensor muscles in the knee joint. As the movement continues, the leg bends at the knee, and the center of gravity of the entire leg approaches the hip joint.

This reduces the leg's moment of inertia and facilitates its forward extension. After the swing leg passes the vertical, the step phase begins. As the flexion of the thigh in the hip joint slows down, the shoulder, by its own inertia, passes over the thigh. The back muscles are stretched and deepened, and the thigh hinders further forward movement. The energy of a moving leg passes through these muscles to the rest of the body. The leg loses part of its forward movement speed, while the remaining mass of the body slightly increases its speed due to this. A similar situation occurs with the redistribution of velocity.

In this flight, the velocity and kinetic energy of the entire body are not increased. However, quickly extending the leg during support significantly increases kinetic energy.

When running fast, the leg extends more forward, and when flying, the angle between the thighs also increases. As a result, antagonist muscles stretch, which then helps the thighs connect faster. If this is the movement, the forward-stepping foot lands on a more firm support, then the stepping foot extends even more firmly forward. The first of these actively moves the body forward, while the second ensures a stronger

extension of the leg forward.

In long-distance running, the arms are bent at the elbows and move widely back and forth at the shoulder blades. The faster the running, the wider the arm movement; as it slows down, the range of movement decreases, and its direction also changes. When the arms are extended forward, it approaches a medium position, and when moving backward, it turns outward. The reason for this is the body's rotation. In this, as in walking, the greater pectoralis muscle, which extends the hand movement forward from the dorsal plane, and the deltoid muscle play a significant role.

The movement of the arms and shoulder girdle is also related to the rotation that expands the hip gait. The alternating work of the anterior and posterior muscles of the shoulder joint, as well as the muscles of the torso, contributes to muscle relaxation and better recovery of strength.

During running, the body should be bent forward or vertical. Excessive forward bending facilitates retreating but makes it difficult to extend the leg forward. Running with the weight back makes it easier to move the leg forward, but it increases the angle of inclination. The higher the running speed, the greater the forward deviation of the wrestling. As a result of a strong run-up, the vertical oscillation of the UOM reaches 10 centimeters or more. The UOM's highest position is in the flight phase, and its lowest position is near vertical in the support phase. At the same time, the hip descends to the lowest point, swinging the supporting leg across the UOM.

Furthermore, we believe that using new pedagogical technologies, such as insert, split notebook, essay, cluster, brainstorming, question-and-answer, competition, and other methods, to enhance the critical thinking and activity of school students, academic lyceums, vocational schools, and university students in the learning process, we can provide students with a certain amount of knowledge about compound simple sentences. In our future work, teaching, and educating the future generation, it is essential to effectively utilize advanced pedagogical technologies to utilize even more innovative teaching methods. We intend to further develop this issue in our future work.

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