



Physical culture as the most important factor in the formation of a comprehensively developed personality

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Abstract

Objective of the study. Exercise and regular sports activities are critically important for the health and well-being of people of all ages. This question is especially important for schoolchildren and university students whose studies involve intense mental and emotional work. However, statistics show that a significant proportion of school and university students do not devote enough time to physical activity, preferring other activities in their free time. It is important that physical education promotes the development of students' teamwork and communication skills. The purpose of this study is to examine the importance of physical culture in shaping the personality and healthy lifestyle of students.

Methods and structure of the study. The experiment involved students of the 5th "B" class of secondary school No. 6 in St. Petersburg. The study revealed that many students consider regular physical education and sports activities only as part of the curriculum. In this case, some students perceive physical activity as a process where the main thing is the result, namely the mark, rather than maintaining their health and developing self-discipline.

Results and conclusions. After the experiment, students became more willing to attend physical education classes and take the initiative in organizing sports games; many girls and boys showed interest in team sports, which led to an increase in the number of students attending sports sections both at school and outside; children began to feel more confident, became more open and it's easier to establish contacts with peers; many have realized and understood the importance of a healthy diet.

Keywords: *physical exercises, regular sports, health, well-being, students, intensive mental work, emotional work, physical activity, teamwork, communication, physical education, personality formation, healthy lifestyle.*

Introduction. The significance of physical education and sports has been crucial throughout civilization's history. Notable theorists and practitioners in sports medicine, such as R. E. Motulyanskaya, I. M. Bykhovskaya, A. V. Chogovadze, and A. G. Shchedrina, argue that health - promoting physical education leads in disease prevention. They believe that physical education and sports should play a key role in maintaining and strengthening health, preventing diseases, forming a healthy lifestyle, and cultivating stable motivation and a positive attitude towards physical exercise. Regular participation de-

velops qualities like perseverance, concentration, self - control, restraint, and activity, as well as the ability to overcome oneself. The body can be viewed as a tool for understanding the world and expressing oneself in it. Thus, a well - tuned body and engagement in physical education contribute to the normal development of cognitive, self - cognitive and self - actualization processes. The functions of physical education and sports include:

1. Leisure;
2. Communicative;
3. Recreational and gaming;



4. Fitness maintenance; and
5. Creative - activity facilitation.

The leisure function refers to using physical activities to fill free time, escape daily routines, and engage in enjoyable pursuits.

The communicative function involves the various interactions and communications facilitated by these activities. Besides the recreational function, which provides emotions and pleasant experiences, the gaming function stands out as something more special, though similar to recreation. Fitness maintenance ensures that at any age, physical education and sports can maintain bodily fitness for an active and pleasant life. Regular training promotes justice, honesty, and respect for other competitors. Sports also help develop discipline and self-discipline, crucial for academic and professional success. Active student participation in sports teaches respect for rules, tolerance, and recognition of diversity. Furthermore, sports build moral resilience, responsibility, leadership, and teamwork skills. They also teach decision-making and honesty towards oneself and others.

Physical activity and regular exercise are of great importance for maintaining health and well-being of a person at any age. This topic is especially relevant for students in educational institutions, whose educational activities are associated with great intellectual and emotional stress. However, according to statistics, many students do not devote enough time to physical activity, preferring other activities in their free time. It is very important that physical education helps students develop teamwork skills, and with it communication skills [1,2].

Objective of the study. To explore physical education's role in personality development and promoting a healthy lifestyle.

Research methodology and organization. The experiment involved 5th-grade students from class «B» of a St. Petersburg secondary school. Student assessment focused on: Physiological health (urine and blood test results, heart rate, pulse); Muscle development adequacy for body type and age; Current mental health and emotional state; Personality maturity and associated challenges.

Research findings. Testing occurred both before and after implementing compulsory extra physical education classes, which featured diverse formats:

1. Active games ("Crossovers," "Pioneer Ball, "jump rope, "Fishing", "Knockout") that engage

children in physical development through play, suitable for their age.

2. Sports games as a more serious form of active games (football, basketball).

3. Masterclasses and discussions with professional athletes on physical development and nutrition.

These additional classes aimed to spark students' interest in varied physical activities, encouraging them to attend physical education classes not just for grades but due to recognizing its importance.

Before the experiment: Students reluctantly attended scheduled physical education classes, often skipping or performing exercises poorly; They felt awkward performing exercises in front of the class, lacking confidence; They consumed "junk food" and rejected school cafeteria meals; **After the experiment:** Students willingly attended physical education classes and showed initiative in sports activities; Many boys and girls developed an interest in sports, increasing enrollment in school and external sports clubs; They became less self-conscious, more outgoing, and more sociable with peers; Many recognized the importance of healthy eating.

To evaluate the experiment's effectiveness in implementing compulsory extracurricular physical education and sports activities, a comparative "before" and "after" analysis was conducted. Data was presented in tables, and physical/mental health status and personality maturity were rated from 1 to 3 (1=poor, 2=average, 3=good).

Thus, most children had poor or average physical and mental health, scoring 1 or 2. Only a few scored 3. Personality maturity was assessed by self-defense ability, teamwork, and independent living skills. After our experiment, the indicators improved significantly.

Conclusion. The research indicates that physical education and sports are crucial for developing moral qualities. Regular training fosters justice, honesty, and respect for others. Sports also develop discipline and self-discipline, which are important for academic and professional success. Participation in sports teaches students to respect rules, be tolerant, and value diversity. It also strengthens moral resilience, responsibility, leadership, and teamwork. Physical education and sports have a comprehensive impact on students' moral development, promoting personal growth and social skills.



Table 1. Indicators Before and After the Experiment

Student Name	Physical Health		Mental Health		Personality Maturity	
	Before	After	Before	After	Before	After
Andrey K.	1	2	1	3	1	2
Lisa N.	1	2	2	2	2	2
Sveta G.	2	3	2	2	1	2
Natasha A.	2	3	2	3	2	3
Alexey M.	1	3	1	2	2	3
Anna M.	2	2	1	2	1	2
Karina A.	2	2	1	3	1	3
Sergey M.	2	2	1	2	2	3
Nikita C.	3	3	3	3	3	3
Sofia S.	3	3	3	3	2	2
Artem Ya.	1	2	2	2	3	3
Stepan T.	1	1	1	2	1	2
Mark E.	2	2	2	2	1	2
Evgeniya K.	1	2	2	2	1	2
Olga V.	1	2	3	3	2	2
Evgeniy F.	2	3	1	1	2	2
Egor L.	3	3	2	2	2	2
Lisa P.	3	3	3	3	3	3
Peter M.	1	3	1	3	1	3
Pavel I.	1	2	2	3	2	2

In order to increase the motivation of students to systematically engage in physical education and sports, it is necessary to use a comprehensive approach, including: improving the regulatory framework for physical education; optimizing curricula and programs for the discipline "Physical Education"; developing an understanding of the difference between systematic physical education and sports and a discipline that simply must be attended; cultivating discipline in order to instill an understanding of the need for regular physical activity; teaching how to plan one's own daily routine, distribute workloads, so that there is an opportunity to include physical education and sports in the lives of students on a systematic level; developing a system of incentives for students who systematically engage in physical education and sports.

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