

THE LEADING ROLE OF PHYSICAL EDUCATION IN BOOSTING SPORT PARTICIPATION IN SCHOOL AND BEYOND

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Abstract: *A sociological lens cheery one to view through, aback and beyond controversy the facades of social functions. Scientists explain that a sociocultural prospects provides a means to critically point 'read' and understand physical schooling content, pieces ways of thinking and fact acting. We will deduce with a contemplation of a curriculum seeing for sport in physical education that stirs class one which is more include and understanding of broader sociological problems.*

Keywords: *society, background, technical and physical society.*

Sport in Australia are historically celebrated for their *obsession* with sport. Whether the term 'obsession' is the most embezzle term is debatable distributed the contemporary societal influences on local lifestyle choices and exacts. Furthermore, sport became facial an expression of British 'Australians' where created games were thought to courier social ideals that were foundations to colonial community. A desire for cultural procreation thereby formed one of the characteristics of Australian life [1,3]. The primary arguments for Australians' sporting desire was that the majority of the early settlers came from Britain which, he pretended, was the most sport sentient nation on earth around the turn of the 19th century.

- The location pattern with many neighboring rustic districts and towns encouraged local contention and competition.
- The lack of highbrow or large cultural heritage was offset by more physically display oriented pursuits suitable to the type of people enticed to a new settlement.
- The 'pioneering life was tough. Sport was seen as a means of retreat.

Physical education

The importance of contemporary school physical education has never been more fateful to the dispute around the relationship between school physical education, school sport and teenagers sport participation in Australia. Physical education has been justified within the resume by the claims of creating particular types of citizens. School sport is rarely used as an interchangeable part for physical education in public debates, whereas in fact sport is a content a places of physical education. 'Sport' pleaded to a range of physical motion experiences or activities distinguished by protected codifications of rules to improve participants to distinguish specific types of sporting activities. School sport association in

particular is expected to improve children's health. These teaching outcomes through sport and from sport demand specialized attention of the physical education teacher. They can then be translated into the lunchtime 'play' place and beyond into the community structure. School physical education is often seen as the link between sport and lustiness. Many people take a limit ideological stance claiming that physical education should evolve children in sporting activities, which in turn will make them fiction and healthy. While this is problematic on a number of fronts – for instances the limited amount of time deducted to physical education in the school curriculum – physical schooling is far more sophisticated than merely a part for physical activity collection. Physical education is an important constituent of education and schooling mainly in its relationship to sport and active and healthy living, but also in broader aspects of life. But as formerly identified, this can only occur through believe design and enactment[2,45].

Curriculum design and instructional strategy

The content of physical education to boost sport participation in school and around is a matter of curriculum structure and pedagogy. A limit mechanistic definition of sport teaching and learning entrusted through a multi-activity program arguably plumbs to an embodied sense of irresponsibility rather than competency for many students. According to this has produced a scenario where sport has been devalued like a curriculum experience because it has been narrowed to little more than exhibitions of physical skill[3,5]

Promoting sport participation in school and beyond

Sport is significant part of our culture and has sizable educative potential when the physical educator is repositioned from the technical specialist of conventional physical education to a facilitator of authentic teaching experiences using a sporting context. He evolves teachers to create an environment that can direction many of the concerns raised about traditional physical knowledge pedagogy and resultant student learning. Research identifies that students describe their parts in sport education as preferable to other sport formats (Hastie 2003a). Girls and lower skilled students visible particularly receptive to find sport education.

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