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## TECHNOLOGIES OF ORGANIZATION OF PHYSICAL CULTURE AND SPORTS IN FOREIGN COUNTRIES

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### **Abstract:**

This article analyzes the views on the origin and development of physical culture and sports in foreign countries. It also analyzes the contributions of historical figures to the field of sports.

### **Key words:**

foreign countries, sports, physical culture, life, physical education.

The radical transformation of socio-cultural life on earth is associated with the Middle Ages. Representatives of advanced cultures in Europe, Asia, America and Africa tried to prove that physical education is an integral part of human life. As a result, the tools of physical education have been used in family and school education. The best practices have been disseminated from country to country, from continent to continent, with dozens of exercises being used internationally, such as fencing, archery, wrestling, car racing, and swimming. began. These factors led to the development of physical education in Germany, France, Italy, Russia, China, Japan, the United States and many other countries, and later to the emergence of national sports. As noted above, physical education is of universal historical importance. For this reason, it is appropriate to mention the most important dates in the history of international physical education in the past.

The bull revolution of the sixteenth and nineteenth centuries shattered the foundations of the feudal system and ensured the victory of capitalism. During this time many scientific discoveries were made in the natural sciences. It led to the idea that the material world is stable and that there are no supernatural forces. The result of upbringing began to be seen in the manifestation of man's mind, will, and physical qualities. This has led to an increase in human interest in pedagogy and the practical implementation of the theoretical foundations of physical education. The pedagogical views of John Locke (England), Jean-Jacques Rousseau (France), Johann Pestalossi (Switzerland) and the pedagogical experience of German philanthropists in the late eighteenth century greatly influenced the development of physical education theory and practice. In his philosophical and pedagogical teachings, Locke expressed the interests of the English bourgeoisie and the nobility who joined it. He regarded one's inner and outer experience as a source of knowledge. According to him, external experience is an external material world that exists directly, and it is perceived by man through the organs of perception (imagination). Inner experience is the activity (reflex) of the human heart, which means, "These two sources, as objects of perception, form a single essence, and all our ideas begin with this essence," Locke acknowledged. Improving sensory organs (sensing, smelling, seeing, hearing), developing limbs (arms, legs), strengthening the body, useful practical skills (swimming, horseback riding, rowing, fencing, archery), with convincing evidence of the need to develop willpower and ability to use physical forces at a high level.

These ideas had a strong influence on physical education in English schools at the time. The great Swiss educator-democrat Johann Pestalossi (1776-1827) supported the idea of public education. He believed that the basis of education is the development of human natural abilities, the purpose of education is to form the spiritual image of man. According to him, physical activity is manifested in movements, and movements

depend on the structure and mobility of the joints. He developed elements of gymnastics for the joints. In this, all the actions found their content. Pestalossi considered elementary gymnastics to be a kind of 'alphabet of labor skills', i.e. lifting, squatting or throwing, turning, beating, and so on. found it necessary to teach them to do.

The famous leaders of gymnastics in philanthropy were Gerhard Fit (1763-1836) and Jeoghan Guts-Muts (1759-1839). G. Fit wrote a three-volume book entitled "Experiments in the Encyclopedia of Physical Education." The history of physical education in ancient times and its educational significance is reflected in the books. I. Guts-Muts wrote the book "Gymnastics for Youth" (1713). This book was widely used in European countries. In his book, the author added theoretical and practical aspects of physical education, in particular, a clear description of the exercises and their methods of application. The gymnastic exercises he describes include wrestling, running, jumping, throwing, squatting, swimming, rope, shot put, pole vaulting, and climbing, as well as handicrafts and games.

The pedagogical theory of physical education existed differently in these periods. The English philosopher and sociologist Herbert Spencer (1820-1903) advocated a combination of physical education, mental medicine, and moral education. The German philosopher Friedrich Nixel (1844-1889) and others also contributed to the spread of the gymnastics movement in the new era. In the nineteenth century, as a result of the development of economics, politics, science and technology, physical culture also developed. Especially in military training, physical training began to be used in a targeted manner. In particular, the Germans, Swedes, and French developed their own gymnastics systems.

Not only simple exercises for the gymnastics system, but also athletics, swimming, boxing, fencing, shooting from military weapons and many other exercises were taken as a basis. Specialists began to emerge to develop and implement such systems. In 1810, the first gymnastics circle was formed in Berlin under the Society of Friends of Pestalossi. The youth movement was led by Friedrich Jan (1778-1852). In 1811, games were organized in the square near Berhn. Gymnastic equipment was installed here.

By the spring of 1812, the number of participants in the circle had reached 500. Gymnastics and military travel exercises were widely covered in their training. He also called the word "gymnastics" "Turnkunst" (the art of dexterity), and those who practiced it - turners. In the following years, the movement of turners slowed down considerably. Only in 1862 did all the Turner societies join the All-German Gymnastics Union (Deutsche Turner Shaft). Their system of "gymnastics" did not have a single requirement and theory of methods of teaching exercises, classification of exercises, anatomical and physiological features, norms of loading. Adolf Spiss (1810-1853) taught gymnastics at school. His teachings complemented the German gymnastics system and lasted until the twentieth century.

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