

CHARACTERISTICS OF THE DEVELOPMENT OF PHYSICAL EDUCATION IN THE ANCIENT EAST, ANCIENT GREECE, ANCIENT ROME

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Abstract:

Physical education is a type of education, the uniqueness of its content reflects the teaching of movement exercises, the formation of physical qualities, the acquisition of special physical education knowledge and the formation of a conscious need to engage in physical education. The system of physical education is a historically conditional type of social practice of physical education, which includes the worldview, scientific-methodical, program-normative and organizational foundations that ensure the physical maturity of people.

In the article, the concept of physical education and its content, as well as the characteristics of the development of physical education in the ancient East, ancient Greece, and ancient Rome are scientifically researched.

Keywords: physical education, physical education in the ancient East, physical education in ancient Greece, physical education in ancient Rome.

INTRODUCTION

It is known that the field of physical education includes many concepts that reflect the essence and specific features of this process. These include physical development, physical education, physical culture, physical culture work, physical education, physical fitness.

According to archaeological findings, the results of various scientific studies, human society appeared on the earth 3.5-4 million years ago. Boigani have a lot of social life experience, such as making hunting weapons, lighting fire, dressing, preparing children with special exercises to be physically strong. In the early times, people fought with nature for survival. That is, they invented methods of protection from various natural disasters (wind, tornadoes, floods, cold, attacks of wild animals, etc.), manufacturing processes such as making weapons. It is not difficult to imagine that the necessary life skills and abilities for a person are formed directly in the processes of labor activity due to physical qualities, skills and abilities. It is natural that young people learn all labor and physical activities from adults and develop by imitating them.

MAIN PART

Social living, especially animal hunting, led to the improvement of production forces. The appearance of light spears with various strong and sharp points, and then arrows and bows led to the improvement of hunting and the development of hunting. As a result, the time spent searching for food was significantly reduced. As a result, opportunities to settle down and raise children have increased. With the emergence of new forms of economic management, the circumstances of organizing the personal society became much stronger. Maternal clan communities appeared, members of the ulaming united on the basis of kinship relations and began to live by working.

This, in turn, created the public. Also, changes have gradually occurred in the field of culture. Construction of houses and handicrafts will appear. Fine art (painting on rocks, making various shapes out of wood and clay) was created. songs, games and dances were performed in the lamoas, and holidays took place. It was during these times that religious ideas appeared (believing in divine forces, obeying them, making sacrifices, etc.). Various competitions and games related to work gained independent educational value and were used by different age groups of the clan community. The division of labor according to gender and age has been implemented. The emergence of art has enriched my husband's thoughts and imagination, improved my spiritual world. Actions of labor and defense, which are repeated in games and dances, have developed not only as work, but as physical exercises.

Physical education in the countries of the ancient East

Historians say that the development of private ownership, the development of production and the emergence of the first state began in the IV-III centuries BC. During these periods, large states were created mainly in the ancient East, in Greece and Rome. Murals, various cultural objects, and manuscripts testify to the diversity of physical education tools in countries such as Egypt, Iran, Babylon, Assyria, India, and China in the ancient East. The first traces and examples of physical culture are more common in the states around the Mediterranean Sea (Mesopotamia) that emerged in the IV century BC. The content and forms of physical exercises are expressed in military activities. Activities such as archery, hand-to-hand wrestling, boxing, wheel-cart racing, and marksmanship play an important role in this. Historians admit that the Boians, Parthians, Scythians, Iranians, Romans, and Arabs, who dedicated the Olympic holidays to their god Zeus, learned their games and traditions from the Mesopotamians. In the lives of Indians and Iranians, there were various physical exercises and games. They include horse riding (camel, mule, etc.) and hunting, fencing, chariot racing, archery, playing with balls and sticks. In ancient Iran, there was a system of educating noble youth in specially organized schools. In this case, the training of the above-mentioned exercises (thrusting a spear, using a sword, dismounting from a horse) was carried out on the basis of the program.

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Physical education in ancient Greece.

In social life, in particular, the work experience of the countries that exist on the European continent has a great place in raising children to be physically fit and improving the fighting conditions of those participating in military and defense work. The system of physical education of the ancient Greeks is historically significant. Because this system gained its meaning and significance in the world over time. The formation and development of the ancient Greek state includes the III-II millennia BC. The Homeric period of Greek history refers to the 12th-9th centuries BC.

At that time, the word "athlete" in the work "Odyssey" was associated with the concepts of "noble hero" and "nobleman". That is, it is opposed to the concept of "agile man" in the people. For this reason, ordinary people did not participate in the games of the noble warriors, but only sat as spectators. In order to train future fighters, a special educational system is being created in the country's major cities. They have been studied in history under the name of Spartan and Athenian system.

Spartan system. The city of Sparta was founded in the 9th century BC, and its population consisted of about 9,000 slave families, 30,000 artisans, merchants and landowners, 200,000 qui. Slaveholders (spaitiates) used a very strict educational system in order to protect themselves and prepare for self-defense. Children were raised in the family until the age of 7. During this period, they taught the ulama not to be afraid of the dark, not to cry, not to choose food, and they attached great importance to training. Children and adolescents from 7 to 18 years of age were mainly engaged in physical education in educational institutions of the state system. Those who taught and trained Ulami in activities such as endurance of cold and hunger, agility and endurance of pain. They taught young people to throw spears, run, jump, fight and play military games, and hunt wild animals. A lot of time is devoted to such areas as singing, music and dancing. The leaders appointed by the state raised the young Spartans in the spirit of bravery, bravery and narrate towards the slaves. For this purpose, they organized attacks and raids against slaves at night. Suspicious slaves were killed.

1820-year-old trainees were accepted as officers and underwent physical and military training. Later, they divided the ulama into military ranks and kept them in military service until old age. In the Spartan system, a lot of attention is paid to the physical education of girls. In order to give birth to healthy children and raise them in a healthy way, families are expected to be very healthy. For this reason, the girl child was regularly engaged in exercises such as running, wrestling, javelin throwing and throwing. Spartan women mostly served in keeping slaves. The education system of the Spartan state and the strongest part in the military sphere were established in Greece. They have been known as invincible for many years. Spartan athletes participated in many Olympic, Pif and other games and won.

Athenian system.

The system of slavery in Athens has its own characteristics. Class differences were strong in the 5th-4th centuries BC. Crafts, trade and science made Athens the center of Greece. Every slave had the opportunity to actively participate in community affairs. Citizens of Athens had the right to participate in the education system. The Athenian system, unlike the Spartan system, carried out multi-disciplinary propaganda along with military and physical education. According to the Athenians, a person should find harmony in all aspects. Mental, spiritual, aesthetic and physical education is required to be the main tool. This demand and need has been gradually improved. In Athens, a child was raised in a family under the supervision of slaves until the age of seven. At this age, more attention is paid to games. Then they sent the boys to school. The girls were brought up at home. Those aged 7 to 15 were educated in public schools or private schools. They are called music and gymnastics schools. That is, they were engaged in music, dance, reading and writing in music lessons, and naked wrestling (palestra) in gymnastics lessons. From the age of 12 to 16, gymnastics classes were given priority. After the age of 16, well-off parents sent their children to gymnasiums. There are three public gymnasiums in Athens, i.e.: academy, lyceum and cinema. In these educational institutions, young people received education in political science, philosophy and literature in addition to physical education. In Athens, 18-year-old boys are recruited into the state military organization - ephebia. They did military service for two years. The first year of ephebes underwent physical education and military training. In the second year, armed with shields and spears, they guarded the state border. Gradually, the pedagogical and scientific theory of physical education began to emerge. In the works of ancient philosophers - Plato, Aristotle, etc., physical education in the educational system was highly valued.

Plato (427-347 BC) representative of the Athenian nobility, philosopher-idealist (thinker) is the founder of the theory about the spiritual and physical qualities of a person. He showed an inclination to the Spartan system and planned to combine military and physical training with mental training and education. Plato said in his (state) work: "Good gymnastics is also simple, but first of all, it should be military gymnastics." Aristotle (384-322 BC). A great scientist and philosopher, a student of Plato and a teacher of Alexander the Great. His teaching is highly valued in the field of dialectics. Because it promotes the idea of unity of form and content. At the same time, it proves the development of existence. It explains that the human soul and body are inseparably connected. Emphasizes the harmony of physical education with mental education.

Democritus (460-370 BC) teaches that physical exercises play an important role in the formation of a person, that is, they are superior in the development of the natural state. Socrates (469-399 BC) said that good health is a guarantee against many diseases. According to the words and teachings of the ancient Greek physician Hippocrates (460-375 BC), physical exercise is important in the prevention (prophylaxis) and treatment of various diseases. In the ancient Greeks, physical education consisted mainly of gymnastics and agonistics. Gymnastics is used in general physical education. The agonistic system includes special training and participation in other competitions. Swimming, boxing, horse riding, archery and other exercises are also included. Orchestra mainly consists of dances accompanied by music. The games consisted of gymnastics with sticks, wheels, balls, and balls.

The types mentioned above are used more often in Olympic celebrations (agons). Olympic holidays and other gymnastics games (agons). The role of Olympian and gymnastic agons in raising the glory of ancient Greece is special.

Physical education in ancient Rome

The creation of the Roman state dates back to 754 BC. During the time of the Roman emperors, various rites were held in cavalry, labyrinths (confused paths), which are referred to in history as the "Trojan games". These games were mainly important for Roman patrician nobles. Chariot racing, various military dances, javelin throwing, wrestling and other exercises are also common. It occupied an important place in the military-physical activity of the system of the slave society. For this reason, the system of physical education served to strengthen the military power of the slavers. Rome existed as a republic and had a military-political system.

Because of this, the power was in the hands of people in military service. It was necessary for every citizen to undergo military service - to compulsorily prepare himself for military activity. That is why special education institutions were established. The difference between the education system here and that of ancient Greece is that it was adapted to the characteristics of home education. Roman boys were prepared for military service a little earlier in the family, among their peers. Physical exercises and games served as the main means for this. The guys were in military service for 16-17 years. During this period, they carried out long marches and military-physical training. This order lasted until the 2nd century BC, and was preserved until the era based on professional military with the Marian reform. physical exercises, games, various competitions were embedded in the life of the ancient Romans. Various ball games have become popular. They were common among the patricians (nobles) as well as among the plebeians.

In ancient Rome, many opinions were expressed about the benefits of exercise for physical development and society. Cruel oppression of slaves, their incessant rebellions, weakening of military organizations caused the collapse of ancient states, and on this basis, the weakening of physical education.

CONCLUSION

In conclusion, the physical training that was created in the primitive community system helps to improve seed breeding and tribalism. Hunting and various other rituals formed the basis for the organization of the game. Such processes found expression in Eastern and European countries and played a special role in the emergence of ancient Greece, Rome and other countries. The system of slavery developed in Greece, Rome and other countries, and the state system emerged. The nobles and the common people organized their own games and holidays. In history, the organization of Olympic holidays was carried out, in which the qualities of agility, speed, strength and endurance were tested. Training of slaves for gladiatorial training intensified and special schools were established. Emergence of Christianity In Greece, Rome and other countries, "fighting games" were banned during Olympic holidays and circus performances.

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