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ПОНИМАНИЕ ЮМОРА КАК ХАРАКТЕРИСТИКА РАЗВИТИЯ ИНТЕЛЛЕКТА

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UNDERSTANDING OF HUMOR AS A CHARACTERISTIC OF THE DEVELOPMENT OF INTELLIGENCE

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Abstract. The authors of the article examine a sense of humor as one of the indicators of the development of intelligence. A sense of humor is a process in which a cognitive restructuring of the original image takes place and culminates in an emotional experience. The authors believe that humor performs the function of adaptation and compensation in difficult situations.

Keywords: sense of humor; intelligence; understanding; cognitive activity; emotional reaction; image.

На протяжении всей истории развития человечества вопрос понимания юмора связывался с показателем ума и психического здоровья [4; 6].

Чувство юмора как способность человека понимать юмор тесно связано с функционированием познавательных процессов, а также со способностью человека переживать эмоции и чувства комического, юмор, иронию, сарказм. Понимание рассматривается в современной психологии как процесс выстраивания смысла, протекающий параллельно процессу мышления [3]. Понимание определяет

возможность субъекта интерпретировать получаемую информацию.

Психологический механизм юмора представляет собой активную перестройку образного представления в качественно новые конструкции. Упрощенно это можно представить, как изменений последовательности структурных элементов или добавление новых деталей, или привнесение неожиданных, чуждых изначальному коммуникативному послы коннотаций или сравнений.

Юмор основывается на столкновении укоренившихся образов, символизирующих социальные представления, здравый

смысл, и новой, неожиданной комбинацией содержательных элементов.

Получаемый новый образ нацелен на получение яркой ответной эмоциональной реакции. Но относить юмор к переживанию положительных эмоций, с нашей точки зрения, не правомочно. Модальность переживания, запускаемого новым сконструированным образом может быть положительной, приятной, а может быть отрицательной, связанной с травмирующими переживаниями. В этом случае юмор выступает в качестве адаптирующего средства, помогающего справиться со сложной ситуацией. Например, «черный» юмор соответствует модальности отчаяния, а сатира является компенсацией бессилия.

Таким образом, исследование модальности юмора позволяет изучать преобладающие настроения, общественное мнение и социально признаваемые ценности.

В истории психологии юмор привлекал внимание как высшее проявление работы психики и рассматривается как защитный механизм, позволяющий адаптироваться и решать возникающие проблемы и противоречия. При этом юмор изучался как исключительно субъективный феномен, тесно связанный с бессознательным [5].

Чувство юмора является универсальной человеческой активностью [8], прояв-

ляется во всех видах социальных практик и имеет эволюционное происхождение. В целом, когнитивный подход является доминирующим в современных исследованиях юмора, который рассматривается как активная форма адаптации субъекта посредством когнитивной трансформации, результатом которой является эмоциональное переживание неожиданного образа. Данное переживание помогает найти позитивное для субъекта решение сложных жизненных проблем.

Интеллект выступает как единство некоторых способностей, проявляющихся в различных формах деятельности. Интеллект есть сложившаяся прижизненно система умственных операций, которая «вписана» в структуру личности и соответствует ее особенностям [2].

В ходе эмпирического исследования исследования были использованы «Тест структуры интеллекта» Р. Амтхауэра и опросник «Чувство Юмора» Г. Айзенком и Г. Вильсоном, который состоит из 32 рисунков, выбранных из различных газет и журналов [1].

Опрос проводился среди студентов высших учебных заведений в возрасте от 19 до 22 лет. Объем выборки – 10 человек. Все девушки.

Таблица 1

Результаты методики «Тест структуры интеллекта» Р. Амтхауэра, и методики «Чувство юмора» Г. Айзенка и Г. Вильсона

№	Уровень вербального интеллекта	Уровень числового интеллекта	Уровень пространственного интеллекта	Уровень общего интеллекта	Чувство юмора
1	102	87,5	88	91	47
2	98,5	67	94	85	69
3	146	112	127	139	74
4	64	27	32	142	39
5	106	114	126	118	63
6	113	79	91	95	40
7	63	36	40	159	42
8	99	39	90	86	46
9	115	118	112	122	37
10	110	76	103	98	64

Исходя из данных таблицы, мы видим, что 30 % респондентов имеет очень высокий уровень общего интеллекта. 20 % респондентов имеет высокий уровень общего интеллекта. 50 % респондентов имеет средний уровень общего интеллекта. Так же можно отметить, что из 3 респондентов имеющих очень высокий уровень общего интеллекта 2 из них имеют низкий показатель чувства юмора. Из двух респондентов имеющих высокий уровень общего интеллекта один имеет низкий показатель чувства юмора, другой показате-

тель ниже среднего. И из пяти респондентов имеющих средний уровень общего интеллекта, три имеют низкий показатель чувства юмора.

По результатам тестирования у 80 % респондентов преобладает уровень развития вербального интеллекта; 10 % – пространственный; числовой – 10 %.

Для выявления статистической связи между характеристиками уровня интеллекта и чувством юмора воспользуемся статистическим методом анализа – U-критерия Манна-Уитни.

Таблица 2

Результаты статистического анализа полученных результатов

Сравнение уровня развития интеллекта и чувства юмора	Данные U-критерия Манна-Уитни	Уровень критического значения
Сравнение уровня IQ- вербального интеллекта и чувства юмора	6	Значимы при $p \leq 0.01$
Сравнение уровня IQ числового интеллекта и чувства юмора	30.5	Не значимы при $p \leq 0.01$
Сравнение уровня IQ пространственного интеллекта и чувства юмора	17.5	Значимы при $p \leq 0.01$
Сравнение уровня IQ общего интеллекта и чувства юмора	0	Значимы при $p \leq 0.01$

Основываясь на результатах исследования, мы пришли к выводу, что выявлена статистически значимая связь между чувством юмора, вербальным интеллектом, пространственным интеллектом и уровнем общего интеллекта. Не были получены статистически значимые данные о связи уровня числового интеллекта и чувства юмора.

Мы рассматриваем полученные результаты как предварительные, пилотные. И предполагаем, что необходимо более обширное исследование с привлечением репрезентативной выборки. Однако, полученные результаты позволяют разрабо-

тать программу дальнейшего исследования, которое позволит установить, имеют ли выявленные статистические связи содержательное или только статистическое значение.

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MODERN TRENDS IN THE HUMANITIES PEDAGOGICAL TECHNOLOGIES OF THE FOREIGN LANGUAGES

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Abstract. An important feature of the humanitarian technology is dialogical. Terms of the dialogue in the humanitarian technology is provided by the deliberate construction of subject-subject relations, causing the character of individual personality changes teachers and students.

Keywords: competence; communication; integration; professional cycle.

Improving the quality of education of the foreign languages are one of the most pressing problems but for the entire world community. The solution to this problem is connected with the modernization of educational content, the optimization of methods and technologies of educational process.

Modern technologies in education of the foreign languages are seen as a means by which a new educational paradigm can be realized. Trends in the development of educational technology directly related to the humanization of education, promoting self-actualization and self-realization.

In the most general form of the technology – it is an elaborate system of "how" and "how" the goal is embodied in "a particular type of product or its components." From a scientific and methodical literature we call some versions of the definition of technology:

- Technical method of achieving practical goals;
- A set of methods used to obtain the objects necessary for human existence;
- A set of procedures and methods of human activity;
- Tools used for the simulation of human behavior [1].

Considering the issue of educational technology of the foreign languages it should be noted that the modern approach to teaching is to build on its technological basis. General principles and rules of the teaching technologies are seen as following:

1. The principle of pedagogical expediency of the foreign languages formulated by A. S. Makarenko: "No action of the teacher should not stand aside from the goals" [3].

2. The relationship and mutual teaching and learning as the two inseparable sides of the learning process. Teaching – an organization pedagogically appropriate independent activity of students. The main task of the teacher as it saw K. D. Ushinskiy – turn student activities in its initiative.

The current stage of development of society characterized by rapid technological development of the foreign languages. In modern scientific literature and practical activities of outstanding local teachers are three main types of technology: technical, economic and humanitarian. In his article, I will focus on the characterization of humanitarian technologies, which are divided into the management and humanities, pedagogical and psychological. Of particular interest to educators call the last two technologies.

The common reference to the notion of technology is based primarily on the criterion of reproducibility of pedagogical activity. In social terms, this trait is linked to another feature of the technology – its ability to mass. A more rigorous understanding of educational technology in the domestic pedagogy, close to the world to popular conception of educational technology is regarded as the construction of the educational process with the given diagnosable results [2].

The leading features of the strict notion of educational technology are:

- Diagnosticity description purpose;
- The reproducibility of the pedagogical process (including prescription stages, corresponding learning objectives and the nature of learning and learners);
- The reproducibility of the results of teaching.

The technology does not exist in the pedagogical process in isolation from its general methodology, objectives and content. Educational technology is a set of psychological and educational settings that determine the choice of forms, methods, techniques, methods, educational funds. With the help of

technology achieved effective results in the development of personal qualities in the process of acquisition of knowledge and skills.

In conclusion, the article you must stay at one of the features of educational technology of the foreign languages, which is that any technology, its development and application require a high activity of the teacher and students. Teacher activity is manifested in the fact that he is well aware of the psychological and personal characteristics of their students, and on this basis, making individual adjustments to the process. Active pupils are manifested in the increasing autonomy in the process of interaction technologies.

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**METHODOLOGICAL ASPECTS OF TEACHING RUSSIAN
AS A FOREIGN LANGUAGE IN HIGHER SCHOOL****M. A. Takhirova***Postgraduate Student,
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Abstract. The dynamic development of modern society and areas of knowledge makes new demands on the system of higher professional education, suggesting the formation and development of future specialists of such qualities as mobility, initiative, independence in obtaining new knowledge, readiness for effective interpersonal and professional interaction. The communicative orientation of the modern methods of teaching the Russian language, as shown by modern research, can be fully implemented with the use of techniques, means that imitate the conditions of real communication. Therefore, it is of particular importance to solve problems related to the creation and use of effective means of teaching the Russian language to students in non-core universities, where a high level of speech skills is the main condition for acquiring deep knowledge in the specialty. This article highlights the methodological aspects of teaching the Russian language in non-core universities.

Keywords: Russian language; speech competence; interactive methods; reception; teaching; quality of education.

Global social-economic changes taking place all over the world have led to the reform of the system of teaching languages as a priority direction for the further development of higher education. The study of the Russian language as a leading means of interethnic communication, interstate communication, has become one of the main factors in the training of highly qualified personnel at the level of international standards.

In developed countries of the world, scientific and theoretical research is being carried out in the field of improving technologies for teaching foreign languages, developing socio-cultural knowledge, skills and abilities of students in non-core areas of education, theoretical foundations for the continuous improvement of their skills in the study of foreign language vocabulary. Work is underway to introduce new models for the formation of students' speech skills, information search skills to master a sufficient body of knowledge for professional communication in a foreign language, including Russian, and the introduction of innovative teaching methods into the educational process. At the same time, the study of the development of speech competencies in the Russian language among future specialists in non-core universities is in demand, since at the moment the need to

teach students the Russian language in non-core higher educational institutions necessitates taking into account pedagogical and psychological-didactic conditions as a means of mastering the future specialty in the extralinguistic aspect.

In recent years, large-scale reforms have been carried out in our republic, affecting all levels and structures of the education system, aimed at ensuring its compliance with world standards. A developed legal basis for reforming the education system has been created for the study of foreign languages, including Russian, programs based on foreign experience and meeting international standards have been developed, and the material and technical base has been strengthened.

The study of the development of speech competencies in the Russian language among future specialists of non-core universities is timely, since the problem under consideration is associated with the lack of educational materials that are adequate to the needs of the engineering and technical profile and contribute to the formation of not only linguocultural speech competence, but primarily the actual language and communicative competencies of the professional orientation of future specialists. The main educational features of the content of teaching the Russian

language are determined by the specific nature of the difficulties that future specialists face in the course of educational activities.

The contradiction between the practical need for effective teaching of the Russian language in non-core universities and the lack of development of its methodology is a problem that manifests itself in the desire and desire of future specialists to master the laws of interpersonal cognition, communication technologies, (including speech) etiquette, in order to develop skills to adequately perceive and understand the normative Russian vocabulary for the assimilation of knowledge in the future specialty.

Practice shows that students of non-core universities feel the need to increase the level of formation of communicative competence in mastering a future profession, in self-determination and self-presentation of a person in an intensively developing labor market.

The communicative orientation of the modern methods of teaching the Russian language, as shown by modern research, can be fully implemented with the use of techniques, means that imitate the conditions of real communication. Therefore, it is of particular importance to solve problems related to the creation and use of effective means of teaching the Russian language to students in non-core universities, where a high level of speech skills is the main condition for acquiring deep knowledge in the specialty.

The Strategy for Actions on further development of Uzbekistan in 2017–2021 adopted by the Government on February 7, 2017, outlines five priority areas. This meant the comprehensive development of the higher education system for the period 2017–2021, which includes, in addition to improving the higher education system, strengthening and modernizing the material and technical base of higher educational institutions, equipping them with modern educational, scientific laboratories, means of modern information and communication technologies, etc.

The analysis of the problem related to the professional training and development of university students in the domestic pedagogical science and practice made it possible to establish that by now a scientific fund and

experience have been accumulated, which make it possible to identify the patterns and principles of the implementation of the humanistic orientation of the training of specialists. However, this only applies to graduates of language departments. Special studies that consider the problem of developing communicative competence by means of the Russian language in the process of professional training of non-core universities are rare. For example, in the dissertation of Ivkina Ekaterina Andrevna "Development of the speech skills of high school students in the process of writing a review" (2009), the issues of the development of speech of students of secondary schools by means of pedagogical technologies are considered. The work also highlights the system of lessons, including special exercises, didactic material that contributes to the development of literate Russian speech of schoolchildren.

The author rightfully asserts that "the problem of the development of speech at the present stage is of great importance. This is due to a number of reasons due to the change in the socio-cultural state of society, which negatively affected the formation of the linguistic culture of the younger generation. The emerging tendency to simplify speech, the frequent use of jargon and vulgarisms, the unjustified replacement of Russian words with foreign ones, the loss of interest in the native language and culture highlight the need to address issues related to rethinking the problem of developing speech skills. This determines the interest of specialists - philologists, linguists and methodologists in various aspects of the study of the means of language and their introduction into the active vocabulary of the student" [9].

Ideas presented in the writings of L. S. Vygotsky, P. Ya. Galperin, N. I. Zhinkina, A. A. Leontyev, A. R. Luria and others are aimed at substantiating the psycholinguistic theory of speech activity of students [5; 6; 7; 12; 13].

The development of oral and written speech of students, their functional stylistics were analysed by M. T. Baranov, T. A. Ladyzhenskaya, M. R. Lvov, V. I. Kapinos,

V. V. Vinogradov, B. N. Golovin, M. N. Kozhina and others.

Modern provisions of the methodology of teaching the Russian language are highlighted in the works of I. A. Zimnyaya, G. N. Pristup, L. P. Fedorenko, Demidova, A. P. Ereemeeva, T. A. Ladyzhenskaya, Z. P. Larskikh, G. Ramzayeva and others.

The theory of the regularity of mastering of Russian speech, in the context of the development of speech skills, was considered in the works of L. P. Fedorenko, T. M. Voiteleva, A. D. Deikina, I. Ya. Lerner, M. R. Lvov, E. I. Nikitina, T. M. Pakhnova, T. I. Chizhova, etc.

The dissertation by Neonila Vyacheslavovna Bychkova "Development of Russian oral speech skills in preschool children" for the degree of candidate of pedagogical sciences (2005) highlights the pedagogical and linguodidactic aspects of the formation of Russian oral speech skills in preschool children. The paper also analyzes the linguistic features of the formation of the mechanisms of Russian speech in preschool children, describes the methodology for teaching spoken language in Russian. Considering the issues of teaching the Russian language in preschool educational institutions, the author believes that "in preschool age children are laid that linguistic foundation, on the basis of which the whole process of mastering a second language is built in the future, a positive psychological attitude is created, interest in the language being studied is formed. It is at this age that the Russian language, due to the sensitivity of preschoolers to the acquisition of languages, is easily and painlessly included in the structure of their consciousness" [3].

Numerous data obtained by researchers in experimental works confirm the idea that no special studies have been carried out over the

past 20 years, considering the problem of developing communicative competence in future specialists by means of the Russian language in the process of professional training of non-core universities.

As you know, any communication is, first of all, communication, i.e. exchange of information that is significant for participants in communication. The very concept of "communication" (from the Latin. Communication – message, connection, way of communication, and this word, in turn, comes from communico "do", "connect", "communicate") denotes the semantic aspect of social interaction.

A number of scientists characterize the concept of communication as planning, establishing contact, exchanging information, reflection (Table 1).

As can be seen from Table 1, all scientists are unanimous in the opinion that communication includes the following stages: planning; establishing contact; information exchange; reflection and define communication as (or communicative act).

In our opinion, communicative acts that contribute to the improvement of speech competencies in the Russian language among future specialists in non-core universities can be considered by their types and the following varieties can be distinguished:

- 1) by content (industrial, practical, everyday, interpersonal, scientific and theoretical, etc.);
- 2) by the form of contact (direct, mediated);
- 3) by the type of communication (bidirectional, unidirectional);
- 4) according to the degree of correspondence of the communicants (high, satisfactory, insignificant, unsatisfactory, negative);
- 5) by results (from negative to positive).

Table 1

Characteristics of the concept of "communication" in the research of scientists

№	Scientists	Characteristics of the "communication"
1.	French scientist A. N. Perret-Clemon	A common understanding of the connections of individual actions in relation to the collective product and the subsequent implementation of these connections in the structure of a new joint action.
2	Russian scientist I. N. Gorelov	The act of communication, ensuring the mediation of the subject-object relations due to the emerging subject-subject relations.
3	Russian scientist V. R. Zhitnikov	An action that implies communication (speaking, gesturing, facial expressions, etc.)
4	Russian scientist L. A. Shkatova	Communication channel (organs of speech, hearing, visual, visual-verbal).
5	Russian scientist M. Ya. Demyanenko	Message as a product of speech, including the sender of the speech, the receiver of the speech, their speech activity.
6	American scientist L. Klaybol	Multilateral communication, a message that is expressed in connection with specific motives within a specific topic. The motivation for speech can be both internal (emanating from the needs of the person himself) and external (emanating from another person).

Communicative competence includes the following structural elements:

- Knowledge of ways to interact with others;
- Ability and skills to use language in oral speech in accordance with the conditions of communication;
- Practical mastery of dialogical and monologic speech;
- Mastering the culture of oral and written speech;
- Possession of the norms of speech etiquette in situations of educational and everyday communication;
- Possession of skills of work in a group, team;
- The ability to implement educational cooperation;
- Possession of various social roles;
- The ability to critically but not categorically evaluate the thoughts and actions of other people, etc.

However, the concept of communicative competence includes not only mastering the necessary set of speech and language

knowledge, but also the formation of skills in the field of practical use of the language in the process of speech activity. This also correlates with the implementation of educational tasks for the formation of a socially active personality, oriented in the modern world. Consequently, communicative competence becomes part of cultural competence, leads to an increase in the general humanitarian culture of the individual, the formation of high creative, ideological and behavioral qualities in her, necessary for her inclusion in various types of activities; assumes knowledge of languages, ways of interacting with surrounding and distant events and people; forms the skills of working in a group, team, possession of various social roles. The student must be able to introduce himself, write a letter, a questionnaire, a statement, ask a question, lead a discussion, etc.

Thus, possession of the listed skills, the ability to establish contact with other people and maintain it was defined as communicative competence by a number of researchers

(Yu. M. Zhukov, L. A. Petrovsky, P. V. Rastyannikov, etc.).

In the literature, the concepts of competence and competency are often distinguished. Competence is understood as the ability to perform any activity, including speech. Competency is a content component of such an ability in the form of knowledge, skills and abilities acquired during training. I. A. Zimnyaya defines competency as "internal, potential, hidden psychological neoplasms: knowledge, perceptions, action programs, systems of values and attitudes, which are then revealed in a person's competencies" [8]. A. V. Khutorskoy understands competency as a set of interrelated personality traits assigned in relation to a certain range of objects and processes [15].

M. N. Vyatutnev defines communicative competency "as the choice of the implementation of programs of speech behavior, depending on the ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation" [4].

Today higher education is called upon to prepare a "new type" specialist capable of prompt and effective implementation of professional tasks. In this regard, the problem of the formation of communicative competency is of particular importance in ensuring the social and professional success of a specialist.

Thus, the dynamic development of modern society and areas of knowledge imposes new requirements on the system of higher professional education, suggesting the formation and development of future specialists of such qualities as mobility, initiative, independence in acquiring new knowledge, readiness for effective interpersonal and professional interaction.

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THEORETICAL AND METHODICAL PRINCIPLES OF UNIVERSITY STUDENTS' PHYSICAL EDUCATION DURING EXTRACURRICULAR SPORTS WORK

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Abstract. The article discusses the motivated need and ability of a person to physical self-improvement, aimed at its versatile and harmonious development, covering the whole range of physical mental, moral-volitional and spiritual qualities that he receives in physical education lessons in higher educational institutions. The position on the nature of the physical education of students, the patterns and psychological and pedagogical factors of this process, the content, forms and methods of organizing and implementing out-of-school sports and mass work in higher education institutions is examined.

Keywords: physical education; students' physical education; physical self-perfection; students; institution of higher education; extracurricular sport activities; health promotion environment; health promotion technologies; educational invariants; development of personality.

Our work is devoted to theoretical, methodological generalization. A new approach is proposed to solve the urgent problem of physical education of university students in the process of out-of-school sports and mass work.

The conceptual foundations of physical education of university students in the process of out-of-school sports and mass work are determined; a cultural and historical retrospective of the issue of physical education of a person was carried out and scientific approaches (personality-oriented, active, systemic, environmental) to the physical education of university students were proposed, which made it possible to characterize the modern theoretical foundations of the physical education of university students [1].

The conceptual completeness of the natural education of university students has been substantiated; Recognition of the essence and structure of the concepts of «physical education of a student personality», which is a prerequisite and ability of a person to self-

improvement, aimed at the universal and harmonious development of culture in higher educational institutions; established psychological and pedagogical factors and patterns of education of university students; The strategy of students' physical culture formation is described.

The strategy of physical education of university students as an integral psychological and pedagogical phenomenon is based on an understanding of the essence of its components (cognitive, emotional, value, behavioral and activity), takes into account the origins of physical culture, based on varieties of physical culture and having essentially material, spiritual and aesthetic values.

Psychological and pedagogical factors of physical education of a student's personality are considered as a special combination of subjective (a set of motivational attitudes, value orientations, individual consciousness and worldview of a student) and objective factors characterized by modern conditions

for the organization of the educational process in higher educational institutions [2].

The laws of physical education of university students in the process of out-of-school sports and mass work determine the social and personal development of students, take into account the peculiarities of the formation of the components of a person's physical culture, as well as biological patterns that ensure the normal relationship of the body with the environment for the formation of abilities for sports and fitness activities.

General didactic principles of physical education (the correspondence of nature and culture in learning, an individual-personal approach, harmonious (value) development of a person, orientation to health, connection with a student's life) and specific principles of physical education (legitimacy, democratization of the educational process, systematic approach, strategic integrity, multidimensionality, systematic, accessibility and individuality, dynamism, the influence of pedagogical adequacy of age).

A psychological and pedagogical context has been created for constructing the content of physical education of university students. Extra-curricular sports activities with students are defined as a system of special events for the formation of personal qualities aimed at acquiring knowledge and skills, building the competencies of future specialists, which serve as the basis for their personal and professional development. Specificity and a conceptual model of out-of-school sports and mass work in a university aimed at fostering the physical culture of a student's personality are disclosed.

Methodological principles (systemicity, integrity, isomorphism, mediation in activity, invariance) and a program of empirical studies of the education of physical education university students are presented; defined criteria, indicators and educational levels of the student's physical culture; The results of the confirmation stage of the pedagogical experiment are presented.

In accordance with certain components, the criteria (mental, emotional, value, motor activity) and indicators of education of students by physical education are substantiated.

Four levels of their education were identified (high, sufficient, medium, low).

The results of the confirming stage of the experiment showed an insufficient level of physical education of students of I-II course. The revealed state of physical education of university students confirmed the need to justify and design the pedagogical system of education of physical education of students in the process of out-of-school sports and mass work in higher educational institutions and determine the psychological and pedagogical conditions for its effective implementation.

The pedagogical system of physical education of university students is justified and developed in the process of out-of-class mass sports in higher educational institutions, the main components of which are reflected in the target (goal and objectives), conceptual (methodological approaches, principles), prognostic (components, criteria, indicators and levels), forming (stages of organization, methods, forms, means and psychological and pedagogical conditions) effective (positive dynamics of physical education of students of higher educational institutions).

As part of the introduction of the developed pedagogical system, a substantive and methodological support for the physical education of students of higher educational institutions in the process of out-of-school sports and mass work has been developed, which is reflected in teaching aids: «Moving Games», «Physical Self-Improvement of Students», «Physical Education. Fitness» (co-authored); copyright courses: «Physical education. Volleyball», «Physical education. Aerobics», «Physical education. Rhythmic gymnastics», «Physical education. Pilates», «Physical Culture. Body fitness»; in the multimedia program «Beautiful Body».

Innovative fitness programs based on aerobic motor activity and fitness programs based on recreational gymnastics were developed and implemented. In the innovative organizational form of physical education, functional training is proposed, which is a process of sports training aimed at improving health, developing motor skills, increasing the level of physical fitness and determined by the components of physical, mental, spir-

itual and social conditions. It has been revealed that a significant potential for educating a person's physical culture has active leisure, which stimulates students' creative initiative and contributes to their self-education.

The psychological and pedagogical conditions for the effective implementation of the pedagogical system of education of physical education of students in the process of out-of-school sports and mass work in higher education institutions are identified and justified, namely: students' awareness of the importance of physical education and a healthy lifestyle; creation of a health-saving educational environment as a space of opportunities for individual choice of the trajectory of physical development and forms of informal mass sports; the formation of conscious motivation among students to engage in extracurricular sports and mass work and the steady need for physical self-improvement; improving the content of interactive and multimedia health-saving technologies used in extracurricular activities for physical education of students; taking into account age and individual characteristics of students, personalization of the process of out-of-school sports and mass work; the formation of subjectivity and improving the pedagogical skills of teachers of physical education as a factor in achieving the quality of medical and rescue educational activities.

An analysis of the results of the stage of the formation of the experiment showed that the positive dynamics of the levels of education on the cognitive, emotional-value, behavioral and activity components of physical education of university students in the experimental group indicates the effectiveness of the implemented pedagogical approach of the system of physical education of students in the process of out-of-school sports and mass work in higher education institutions.

Scientific and methodological recommendations based on educational invariants of personality development (according to I. Bech) are developed.

The scientific novelty of the results is that the theoretical and methodological foundations of physical education of university stu-

dents in the process of out-of-school sports and mass work are defined and justified, namely: for the first time, a comprehensive theoretical analysis of the problem of physical education of university students in the process of out-of-school sports work and substantiation of the conceptual foundations of this process; the pedagogical system of physical education of university students in the process of out-of-school sports and mass work, psychological and pedagogical conditions for its effective implementation are theoretically substantiated and developed; characterized by the specifics and didactic foundations of the physical education of students in extracurricular sports activities of higher educational institutions; criteria were defined (mental, emotional, value, motor activity) with relevant indicators (knowledge in the field of physical culture, informational need for awareness of physical culture and sports, the development of motor intelligence (the ability for subtle motor movements); positive emotional – a critical attitude to physical education, the need for physical self-improvement, focus on sports, competitive activity and outdoor activities; and the level (high, sufficient, medium and low) of the level of students' physical fitness.

The essence of the concept of «physical culture of the student's personality» is clarified, which is considered as a motivated need and ability of a person to physical self-improvement, aimed at its versatile and harmonious development, encompassing the whole complex of physical mental, moral-volitional and spiritual qualities that he receives in physical education lessons in higher education institutions; the structure of the «physical culture of the student's personality» is clarified (cognitive, emotional-value, behavioral-activity components).

Further development has been achieved: a position on the nature of the physical education of students, the laws and psychological and pedagogical factors of this process, the content, forms and methods of organizing and implementing out-of-school sports and mass work in higher educational institutions aimed at improving the physical culture of students.

The practical significance of the research results lies in the implementation of: the pedagogical system of education of students' physical culture in the process of out-of-school sports and mass work of higher educational institutions; diagnostic tools to determine the levels of education of the student's physical culture; the content and methodological support of university students with physical education in the process of out-of-school sports and mass work, which is reflected in textbooks: «Moving Games», «Physical Self-Improvement of Students», «Physical Education. Fitness»; Author courses: «Physical education. Volleyball», «Physical education. Aerobics», «Physical education. Rhythmic gymnastics», «Physical education. Pilates», «Physical Culture. Fitness for the body», in the multimedia program «Beautiful body».

Theoretical, technological and methodological results of the study can be used in the process of physical education of university students to create educational programs, special courses for students, study guides, methodological recommendations, and can also be applied in the system of professional development of teaching staff.

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20–21 ноября 2020 г.	Подготовка конкурентоспособного специалиста как цель современного образования
25–26 ноября 2020 г.	История, языки и культуры славянских народов: от истоков к грядущему
1–2 декабря 2020 г.	Практика коммуникативного поведения в социально-гуманитарных исследованиях
3–4 декабря 2020 г.	Проблемы и перспективы развития экономики и управления
5–6 декабря 2020 г.	Безопасность человека и общества как проблема социально-гуманитарных наук

ИНФОРМАЦИЯ О НАУЧНЫХ ЖУРНАЛАХ

Название	Профиль	Периодичность	Наукометрические базы	Импакт-фактор
Научно-методический и теоретический журнал «Социосфера»	Социально-гуманитарный	Март, июнь, сентябрь, декабрь	<ul style="list-style-type: none"> • РИНЦ (Россия), • Directory of open access journals (Швеция), • Open Academic Journal Index (Россия), • Research Bible (Китай), • Global Impact factor (Австралия), • Scientific Indexing Services (США), • Cite Factor (Канада), • International Society for Research Activity Journal Impact Factor (Индия), • General Impact Factor (Индия), • Scientific Journal Impact Factor (Индия), • Universal Impact Factor 	<ul style="list-style-type: none"> • Global Impact Factor – 1,721, • РИНЦ – 0,107.
Чешский научный журнал «Paradigmata poznání»	Мультидисциплинарный	Февраль, май, август, ноябрь	<ul style="list-style-type: none"> • Research Bible (Китай), • Scientific Indexing Services (США), • Cite Factor (Канада), • General Impact Factor (Индия), • Scientific Journal Impact Factor (Индия) 	<ul style="list-style-type: none"> • Global Impact Factor – 0,915
Чешский научный журнал «Ekonomické trendy»	Экономический	Март, июнь, сентябрь, декабрь	<ul style="list-style-type: none"> • Research Bible (Китай), • Scientific Indexing Services (США), • General Impact Factor (Индия) 	
Чешский научный журнал «Aktuální pedagogika»	Педагогический	Февраль, май, август, ноябрь	<ul style="list-style-type: none"> • Research Bible (Китай), • Scientific Indexing Services (США) 	
Чешский научный журнал «Akademická psychologie»	Психологический	Март, июнь, сентябрь, декабрь	<ul style="list-style-type: none"> • Research Bible (Китай), • Scientific Indexing Services (США) 	
Чешский научный и практический журнал «Sociologie člověka»	Социологический	Февраль, май, август, ноябрь	<ul style="list-style-type: none"> • Research Bible (Китай), • Scientific Indexing Services (США) 	
Чешский научный и аналитический журнал «Filologické vědomosti»	Филологический	Февраль, май, август, ноябрь	<ul style="list-style-type: none"> • Research Bible (Китай), • Scientific Indexing Services (США) 	

**ИЗДАТЕЛЬСКИЕ УСЛУГИ НИЦ «СОЦИОСФЕРА» –
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Научно-издательский центр «Социосфера» приглашает к сотрудничеству всех желающих подготовить и издать книги и брошюры любого вида:

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- присвоение ISBN,
- печать тиража в типографии,
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