

THE IMPACT OF PHYSICAL EDUCATION IN THE PERSONAL DEVELOPMENT OF POLICE OFFICERS

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Abstract: The article examines the peculiarities of the impact of physical education on the personal development of employees of internal affairs bodies in the process of physical training. Abstract: The article examines the peculiarities of the impact of physical education on the personal development of employees of internal affairs bodies in the process of physical training.

Keywords: *physical education, motivational and volitional sphere, personal development.*

The problems of man as a subject of physical training are the object of attention of a number of sciences, in particular pedagogy, psychology. Due to the specifics of the professional activity of an employee of the Department of Internal Affairs, it seems necessary not only competent possession of special knowledge, skills and abilities in the field of professional activity, but also the development of personality and character traits that allow to effectively carry out the process of activity and obtain the desired results. Analyzing this problem, we can talk about a special psychological space of interaction between a person and a profession. The content of this space is also specific psychophysical mechanisms, an in-depth analysis of which can become a starting point in the development of effective training technologies.

The main components of the ideals of good and evil, beauty and ugliness reflected the perfection of body and spirit, compliance with self-regulation, discipline and moderation with the requirements of the "golden mean", or the principle of "nothing beyond measure". The "sense of proportion" of the ancient Greeks, therefore, embodied a whole way of life, where the physical aspect was one of its components. The desire of the Greeks to achieve the ideal of a fully developed personality has led to the fact that gymnastics and other physical exercises have become an important part of an integrated education system.

The potential capabilities of an ATS employee are associated with the motivational and volitional sphere of his personality, based on "self-confidence" and acting as a condition for the existence of a personality as an active subject capable of independently choosing life goals, including professional ones.

The motivational and volitional sphere manifests itself in the desire to test oneself and gain new opportunities. Various potentially dangerous events, a low state of physical development, fitness, health, and increased reactivity have a negative impact on learning and individual anxiety. Empirical studies show that people with a high level of personal anxiety react even to a standard information load mainly with defensive reactions in the form of changes in heart rate, an increase in heart rate, and suppression of orientation reactions. They are more likely to experience stress and related cognitive impairment, and their creative activity is suppressed. Overcoming an artificially created barrier in the process of performing physical exercises expands not only the functional capabilities of the body, but also contributes to the mobilization of internal mental "forces", increases resistance to stress of various types, and replenishes the missing internal potential of personality development. Participation in competitions promotes self-affirmation of personality. Reflection on one's own activities in preparation for the competition and in its process allows one to form one's own problem situations, correlate them with the problem situations of others, organize appropriate communication, compare one's results with the results of others, set new goals.

This is the process of realizing personal potential, self-realization of personality, the acquisition of a person's life path through the full use and development of existing inclinations, turning them into abilities, which, of course, leads to reaching the pinnacle of professionalism. Faith in one's abilities allows one to take risks, change the established state of interaction with the environment, and show so-called suprasituational activity. Such activity unfolds according to the scheme "the need to learn new things pragmatically - unmotivated risk - self-actualization".

Actually, physical culture begins with the fact that some additional responsibilities are imposed on human behavior in the form of specially organized muscular activity, i.e. an adaptively adapting way of activity of human society, contributing to its adaptation to the natural and social environment and at the same time humanizing the environment and the person himself. The basis of the impact of physical education on personal components is research on a dynamic stereotype that arises as a result of the repetition of arbitrary movements (including labor movements) and causes a dominant focus of arousal in certain brain structures. The mechanisms of adaptive rearrangements in the brain caused by the effects of physical exercise include switching, active rest, repayment, overcoming, as well as physiological mechanisms of working out, steady state and fatigue.

Physical culture and sports activities significantly expand the role experience, make great additions and adjustments to the process of socialization, orient a person to increase social activity: idealism, citizenship, humanism, hard work, creative aspirations, morality, provides the opportunity for active interpersonal communication in a wide range of situations. This is a force that is transmitted through personal

experience - the process of physically feeling the energy of life, which, in turn, is generated by voluminous and intensive work.

Systematic physical education and sports activities make police officers disciplined. And, if in the beginning discipline imposes familiarization with what is not always pleasant, then later discipline turns into self-discipline. Interests in physical culture develop into beliefs, views, and a subjective attitude to one's actions, associated with a deep and well-founded confidence in the truth of knowledge, principles, and ideals that a person is guided by. They manifest themselves as personality qualities and include: awareness of the need to act in accordance with social requirements and norms; foresight of the consequences of choosing decisions, actions; criticality and constant monitoring of their actions, taking into account their consequences for other people; striving for self-realization in the objective world; self-reporting and self-assessment; willingness to be responsible for their actions; socially-responsible activity.

A positive, interested attitude towards the chosen type of physical culture and sports activity develops into responsibility, and, as a result, into organization, purposefulness, perseverance. There is a desire to accumulate a certain amount of knowledge, skills, and abilities. And then physical education is necessary not only because it is beautiful and fashionable, but also because it is necessary - for health, to increase one's creative potential.

Thus, physical culture as a necessary phenomenon of any type of activity acts as a process and result of professional education in the activities of an employee of the Department of Internal Affairs, not only as a man-made option to replace physical labor with physical exercises, but also provides an effective process of his personal development.

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