

**ACTIVITIES OF UNIVERSITIES IN ORGANIZING FORMS OF SUBSTANTIVE
LEISURE FOR YOUTH AND THE DEVELOPMENT OF YOUTH SPORTS**

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Abstract:

The modern era is characterized by the increasing relevance of youth leisure organization and the development of youth sports, which requires deep philosophical reflection. The role of higher education institutions in shaping students' personalities, their socialization, and the realization of their potential is of particular importance. Traditional and innovative approaches to leisure organization, the role of freedom and discipline in sports activities, as well as the communicative function of leisure practices, are analyzed. The interconnection between physical activity, cognitive development, and academic productivity has been identified.

Keywords: leisure, youth sports, philosophy of education, higher education institution, socialization, physical activity, self-expression, harmonious development, communicative action, traditions and innovations.

**ДЕЯТЕЛЬНОСТЬ ВУЗОВ ПО ОРГАНИЗАЦИИ ФОРМ СОДЕРЖАТЕЛЬНОГО
ДОСУГА МОЛОДЕЖИ И РАЗВИТИЯ МОЛОДЕЖНОГО СПОРТА**

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Аннотация:

Современная эпоха характеризуется возрастающей актуальностью проблемы организации досуга молодежи и развития молодежного спорта, что требует глубокого философского осмысления. Особое значение приобретает роль высших учебных заведений в формировании личности студентов, их социализации и раскрытии потенциала. Анализируются традиционные и инновационные подходы к организации досуга, роль свободы и дисциплины в спортивной деятельности, а также коммуникативная функция досуговых практик. Выявлена взаимосвязь физической активности с когнитивным развитием и академической продуктивностью.

Ключевые слова: досуг, молодежный спорт, философия образования, высшее учебное заведение, социализация, физическая активность, самовыражение, гармоничное развитие, коммуникативное действие, традиции и инновации.

The modern era is characterized by the growing relevance of youth leisure organization and the development of youth sports, necessitating a deep philosophical reflection on this issue. Questions concerning the role of higher education institutions in this process are gaining increasing theoretical and practical significance, as they relate to fundamental aspects of personality formation, socialization mechanisms, and the realization of human potential. The study of this issue requires an interdisciplinary approach that integrates achievements in pedagogy, psychology, sociology, and philosophy.

As the ancient Greek philosopher Plato noted: *"The first and best victory is to conquer self."* This statement is particularly relevant in the context of the modern higher education system, where ensuring the harmonious development of student youth is essential [10, p. 234].

The conceptual foundation of the philosophy of leisure, rooted in antiquity, interprets leisure not merely as a period free from study and work but rather as a sphere intended for personal growth and self-expression. According to Aristotle's views, leisure is not mere idleness but a state of inner peace and an elevated activity of the mind [8, p. 145]. In the context of the modern university environment, this idea is realized through various forms of organized leisure activities aimed at fostering students' intellectual, creative, and physical potential.

This approach emphasizes the importance of creating conditions in which students can actively participate in the cultural, educational, and sports life of the university, thereby shaping their personal qualities and gaining experience essential for successful social interaction and professional activity. In this context, leisure serves not only as a means of recreation but also as a tool for developing a well-rounded and harmoniously developed personality.

According to this document, the student is a systematic activity aimed at formation of theoretical knowledge, practical skills and skills on the basis of independent acquisition of educational material, assignments with varying degrees of complexity, creative and independent performance of practical tasks outside the audience and the audience [8,p.14]. Sports activities within the university environment acquire a special philosophical significance, extending beyond mere physical development [4, p. 89]. The principle *"Mens sana in corpore sano"* ("A healthy mind in a healthy body"), introduced by the ancient Roman thinker Juvenal, remains relevant even in the modern era, particularly in the organization of student sports activities [5, p. 213]. Contemporary scientific research confirms that regular physical activity not only strengthens physical health but also positively influences cognitive functions, enhances academic productivity, and contributes to the development of essential personal traits.

Neuropsychological data indicate that physical exercise stimulates endorphin production, improves cerebral circulation, and enhances concentration, which in turn positively affects the learning process [6, p. 112]. Furthermore, participation in sports events helps students develop qualities such as self-discipline, determination, and teamwork skills, which play a crucial role in their future professional and social lives [9, p. 34].

The organization of leisure in higher education institutions must take into account the philosophical principle of holistic personality development [3, p. 425]. The German philosopher Immanuel Kant stated: *"A man can only become a man through education. He is what education makes of him."* In this context, the university environment serves as a space for comprehensive education, where leisure activities are an integral part of the educational process [9, p. 234].

Modern higher education institutions offer a variety of leisure organization forms, which can be categorized into several key areas: cultural and creative, sports and wellness, scientific and educational, and social and public engagement. Each of these areas has its own philosophical justification and plays a significant role in shaping students' personalities. As existentialist philosopher Jean-Paul Sartre noted, *"Man is nothing else but what he makes of himself."* Organized leisure provides students with opportunities for such self-creation [6, p. 145].

Leading global universities develop comprehensive strategies for organizing students' extracurricular activities. For example, Harvard University implements the *"body-mind-spirit"* concept, in which physical activity becomes an integral part of the educational process. This idea resonates with Confucius' thought that learning without reflection is unproductive, while reflection without learning is dangerous. This principle finds its application in modern approaches to shaping students' leisure activities.

The development of youth sports in universities should be considered through the philosophical lens of freedom. Friedrich Nietzsche wrote, *"That which does not kill us makes us stronger."* Sports activities, based on voluntary participation and intrinsic motivation, become a space for free self-expression and personal development. At the same time, it is essential to maintain a balance between organization and freedom of choice, creating conditions for realizing students' diverse sporting interests [4, p. 156].

Philosophical analysis shows that the effective organization of leisure and sports activities in universities should be based on the principles of systematization, integrity, and humanism. Contemporary philosopher Jürgen Habermas emphasizes the importance of communicative action in forming social connections. University leisure activities create a space for such communication, fostering the formation of social capital and the development of interpersonal relationships [5, p. 198].

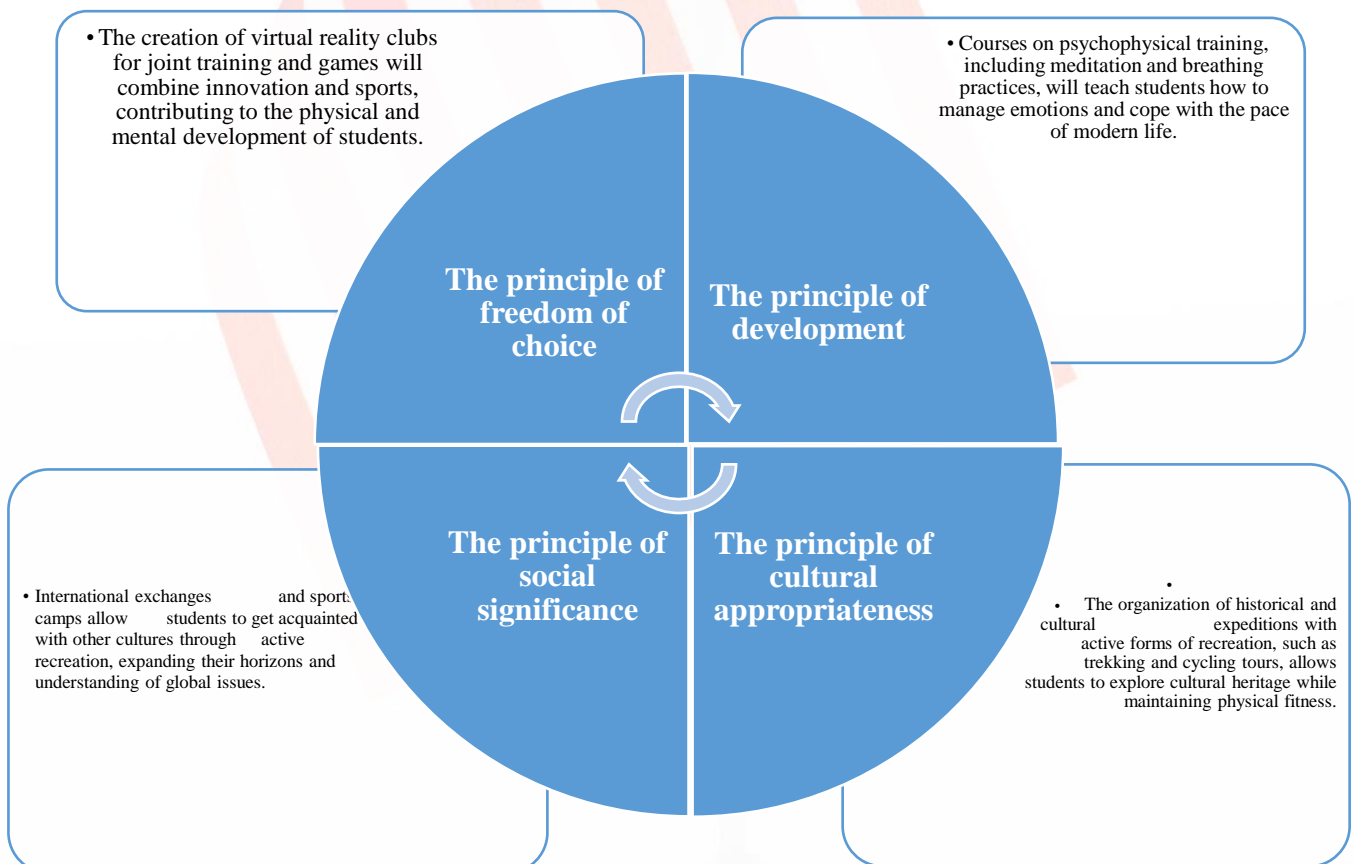
The philosophical issue of the relationship between tradition and innovation in organizing student leisure is of particular importance [8, p. 201]. On one hand, it is necessary to preserve

and develop traditional leisure activities that have proven effective. On the other hand, modern realities require the implementation of innovative approaches that take into account changes in the interests and needs of young people. As philosopher Martin Heidegger noted, "*Tradition is not the worship of ashes, but the preservation of fire.*" [9, p. 345].

Philosophical reflection on the role of sports in the university environment is closely linked to the concept of agonistics—the competitive principle in culture. Johan Huizinga, in his work *Homo Ludens*, emphasized the fundamental role of play and competition in cultural development. University sports, combining elements of play, competition, and physical development, become a crucial factor in shaping both individual personality and the culture of the student community [4, p. 267].

The organization of leisure and sports activities in universities should consider the philosophical principle of the unity of the individual and the social. Leisure programs should provide opportunities for both individual development and the formation of collective identity and social connections [6, p. 201].

Philosophical reflection highlights key principles for organizing leisure and sports activities in universities, such as:



These principles and examples of their implementation demonstrate how philosophical principles can be integrated into the practice of organizing leisure and sports, making it interesting, diverse, and beneficial for students.

These principles require a systematic approach and consideration of various factors that influence the effectiveness of leisure activities. The issue of value orientations, emphasized by Max Scheler, is of particular importance, as he focused on the significance of values in personality formation. Leisure activities in universities should foster the development of positive value orientations, moral qualities, and social responsibility in students. Philosophical analysis of university activities for organizing youth leisure shows that effective management of students' free time is a key factor in shaping a well-rounded personality. As Socrates said: "There is a sun in each of us, all we need to do is let it shine." The task of modern universities is to create conditions for unveiling this inner light through diverse forms of leisure and sports activities.

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