

**THE IMPORTANCE OF THE PERSONAL-ACTIVITY APPROACH IN THE FORMATION OF THE PHYSICAL CULTURE OF THE INDIVIDUAL**

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**Abstract**

Historically, in all eras, the issue of training in society was the most pressing issue, and even today this issue is one of the main ones. Because the training of members of society is considered to be the power of society that decides the entire existence of its time, that is, its progress, well-being, marifati and manavati, economic stability, the interaction of members of society, the preservation of peace in the world, the joint solution of various attitudes that do not depend on the human factor. The physical culture, which is a component of such an incomparable system, serves in its own way in ensuring the comprehensive perfection and activity of the members of society. Taking this into account, special attention is paid to physical culture in our country, increasing social activity, especially the formation of a personal-activity approach.

The article pedagogically investigated the importance of the personal-activity approach to the formation of the physical culture of an individual.

**Keywords:** Physical Education, Physical Culture, physical education theory, Health, Sports, healthy generation education, healthy lifestyle, physical education system, Personal-Activity, Activity.

Large-scale work is carried out in our society aimed at creating conditions in accordance with the requirements of the time for the formation of a healthy lifestyle, regular participation of the population, especially the younger generation in physical education and mass sports, strengthening confidence in their will, strength and capabilities in youth through sports competitions, improving courage and patriotism, improving feelings of loyalty to the motherland.

"Physical culture is a part of a general culture, the development of which depends on the level of socio-economic development of society"[1, 57].

"Physical Culture, physical education and sports are an important factor not only in physical but also in spiritual maturation. He refines the will, teaches to strive for a clear goal, to overcome difficulties with endurance and endurance. Nurtures in the heart of Man the feelings of confidence, pride and pride in Victory"[2, 67].

The activities of the physical culture teacher are based on the solution of the following tasks:

- formation of a system of knowledge about physical culture and vital action skills and abilities;
- development of individual motor skills and increase the level of physical fitness of students;
- education of value orientations for the physical development of the individual;
- regular exercise and the formation of the need for the chosen sport;

- education of moral and volitional qualities; development of the experience of interpersonal communication.

"In contrast to the careful development of the methodological development of the lesson, which encourages the teacher to operate effectively, educational technology is directed towards student activities, which serves to create the necessary conditions for students to independently Master educational materials, taking into account their personal and joint activities with the teacher"[3, 56]. The rapid development of science, technology, production and technology has opened up new prospects for the development of society in all spheres of life.

Physical culture is a multifaceted social phenomenon that has a strong influence on the development and upbringing of all segments of the population. In general, the most important specific function of Physical Culture is to provide an opportunity for a person to meet his natural needs for physical activity and, on this basis, to provide the necessary physical opportunities in life. Physical culture is the unity of real (practical) and ideal (mental) activity. In the process of this activity, the individual enters into contact and relationships with the social and natural environment. Like the culture of the whole society, Physical Culture includes a sufficiently wide range of various processes and phenomena: the human body with its own characteristics; the physical condition of a person; the process of his physical development; classes in certain forms of motor activity; the above will be associated with knowledge, needs, directions of value, social relations. Also, the formation of the physical culture of an individual is the goal of Physical Culture.

The most important humanistic results inherent in the educational system are knowledge, skills and qualifications focused on Physical Culture, which are necessary for the use of physical exercises for the purpose of wellness, rest, rehabilitation, the formation of a healthy lifestyle. At the same time, a healthy, physically active lifestyle and knowledge that forms the value orientations of social relationships to achieve it are important. Ultimately, general physical education should shape the worldview of a healthy and mandatory physically active lifestyle.

The activity of each living organism will be aimed at meeting its needs. Realizable and unrecognizable, natural or cultural, material or spiritual, personal or socio - personal needs give rise to various kinds of activity in a person.

If the behavior of animals is directly determined by the tevarak - the surrounding environment, the activity of a person begins from the early youth, and the whole is controlled by the experience of a person and the demand of society. This type of behavior is so specific that the specific term "activity" has been adopted in psychology to refer to it. Activity is said to be the physical and psychic (mental) activity that an individual displays to meet their needs. The peculiarity of human activity is that the content of the activity, the need for the occurrence of this activity, is not defined only by itself. If the need motivates and motivates the activity as a motive, the form and content of the activity is determined by social conditions, social requirements and experiences.

The main idea of the personal-activity approach in education is not related to the activity itself, but to the activity as a means of forming and developing the subjectivity of the child. That is, in the process and as a result of the use of forms, methods and methods of educational work, in order to accurately perform certain types of actions, types of activities, the robot does not come

into the world, is trained and programmed, but is born a person with the ability to choose it. , to assess, program, and design activities that conform to its nature, meet the needs of self-development, self-awareness. Thus, as a common goal, a person is seen who can turn his life activity into an object of practical change, treat himself, evaluate himself, choose methods of his activities, control his progress and results.

From the point of view of the activity approach, the essence of education is as follows:

- the fact that in the implementation of jointly developed goals and objectives, attention is paid not only to activities, but also to joint activities of children with adults.

The teacher does not provide ready-made samples of moral and spiritual culture, creates, develops them together with small comrades, together searches for the norms and laws of life in the process of activity and forms the content of the educational process.

From the point of view of the activity approach, the learning process comes. The need to design, build and create the situation of educational activities. They are characterized by the realization of the life of the student, social life as a whole, the unity of the activities of the educator and educators, leaving a part of the educational and educational process. Situations were created to combine the means of education and upbringing into single educational complexes that stimulate the multifaceted activity of a modern person. Such situations make it possible to regulate the vital activity of the child with its entire integrity, versatility and literacy, thereby creating conditions for the personality of the reader for the subject of various types of activity and his life as a whole.

The peculiarity of the personal-activity approach in the formation and teaching of physical culture lies in the fact that it is aimed at helping the student become the subject of his life. This fact determines the saturation of the conceptual apparatus with subjective problems. What reality is the "subject" in psychology and pedagogy? This concept is considered in two senses:

- 1) as a subject of activity capable of mastering and creative transformation of it;
- 2) as a subject of his own life, his inner world, capable of planning, building, evaluating the actions, actions, strategies and tactics of his own life.

***Specific principles of the personal-activity approach in the formation of the physical culture of the individual:***

the principle of subjectivity of Education;

the principle of accounting for leading types of activities and the laws of their transformation;

the principle of accounting for delicate periods of development;

principle of joint transformation;

the principle of overcoming the zone of convergence to development and the organization of joint activities of children and adults in it;

the principle of enrichment, strengthening, deepening the development of the child;

the principle of design, construction and creation of the situation of educational activities;

the principle of mandatory efficiency of each type of activity;

the principle of high motivation for any type of activity;

the principle of forced reflection of any activity;

the principle of spiritual enrichment of the types of activities used as a tool;

the principle of cooperation in the organization and management of various activities.

An active approach is understood as such a way of organizing the educational and cognitive activity of listeners, in which they are actively involved in the educational process themselves, and not passive "receivers" of information. The essence of the activity-based approach to education is to direct all pedagogical measures.

Organization of intensive, constantly growing complexity of activities, because a person only through his activities absorbs science and Culture, Methods of knowledge and transformation of the world, forms and improves personal qualities.

The personal-activity approach means that the educational center is a person, his motives, goals, needs and the condition for the self - realization of the individual is an activity that forms experience and promotes personal growth.

**What are the activities of personal development?** These activities relate to all the actions we have taken to achieve improvement at a personal level in any area of interest to us. These are activities that help to expand our range of actions in relation to the experiences of our daily life. They do not necessarily have to engage in formal activities, for example, attending a course or seminar on a particular topic. Personal development can be achieved from well-being in our home or going to entertainment events related to issues that can educate us separately.

### Conclusion

The range of alternatives that exist in terms of personal development activities is very diverse, depending on the interests of each of us. They can be developed through reading, movies, some sports disciplines, meditation, yoga, etc.

- Based on the results of the above scientific studies, conclusions can be made as follows:
- The concepts of "Physical Culture", "activity", "personal activity" are being formed and developed;
- Designation of concepts and terms in the field of "physical culture" as an important scientific research direction of Uzbek linguistics;
- One of the main factors in the deep immersion of the concepts and terms of the field of "Physical Culture", in the daily life of the population, in their diligent training with the actions of physical action by deepening their knowledge. In this regard, educational processes in teaching the science of Physical Culture in educational institutions are one of the leading factors. Therefore, even in the field of physical culture, it is necessary to further improve the dominant directions of personal activity.

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