



## MAIN DIRECTIONS OF PERSONAL DEVELOPMENT AND THE ROLE OF PHYSICAL EDUCATION IN THE FORMATION PROCESS

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**Таянч сўзлар:** аҳоли саломатлиги, инсон омили, шахс, соғлом турмуш тарзи.

**Ключевые слова:** здоровье населения, человеческий фактор, личность, здоровый образ жизни.

**Key words:** public health, human factor, personality, healthy lifestyle.

The recent increased interest of state educational policy in physical culture is an awareness of the importance of this type of culture in realizing the potential of the individual and society, which is confirmed by numerous studies and documents.

Scientists have recorded two negative trends: the first characterizes the lack of attention of society and the individual to physical culture as a value, the second - in the absolutization of the tasks of bodily-physical interpretation of this type of culture [2]. Their consequences are expressed by corresponding phenomena for society and the individual: 1) the working population is significantly reduced; 2) average life expectancy decreases; 3) the level of health decreases; 4) the growth of drug addiction and alcoholism is increasing, especially among young people; 5) the level of physical condition of young people in general is decreasing.

This phenomenon is determined by other factors: unfavorable environmental conditions, environmental conditions, changes in the socio-political and economic structure of society.

The key types of life activity of an individual are various types of social activity, because it is at the social level of activity that the essence of a person is realized. Human activity is always social in the sense that it is carried out in



the process of direct and indirect communication with other people and social groups, and uses knowledge created by society. A person's choice of forms of activity in his free time is largely determined: in an objective sense - by the real opportunities available to society, a social group and a given individual, in a subjective sense - by the value orientations, interests, and needs of the individual himself. This approach allows us to consider physical culture not only as a set of physical exercises, but also as a process and result of activity.

Physical culture contains a significant potential for the reproduction of the individual as an integrity in its bodily-spiritual unity. A content analysis of physical culture (its functional, value, activity aspects) indicates that it, like no other type of culture, has great potential in the formation of personality. However, in real physical training practice (from the standpoint of structural and content analysis of the concept of a comprehensively developed personality), these rich possibilities, due to the rupture of the somatopsychic and sociocultural unity of a person (his integrity), are far from being fully used. And, above all, such elements of the manifestation of individual comprehensiveness as self-realization, projective self-development, personal creativity, associated with the satisfaction and formation of spiritual needs, which are the primary impulse of any activity, are poorly represented. This limits the possibilities of physical education activities to the development of often only the motor sphere of those involved. In physical culture, in this case, its cultural potential, associated with the development of a person's intellectual, thinking, creative, and communicative potential, and with the formation of his personal physical culture, is significantly reduced (or not realized at all). Commensurability is also violated in such individual forms of social comprehensiveness as harmony, integrity, and universality.

The lack of demand for the potential of physical culture leads to limited formation of personality, which becomes anticulture in its essence. It is through a person, through the manifestation of the interdependence of the human-creative and adaptive function of culture, that its impact on the individual and on society occurs. A developing society has no other way than human self-improvement through cultural means. Therefore, physical culture acquires special social significance, since its goal, subject and main result are the development and self-development of the person himself.

In this regard, it is necessary, first of all, to note the fact that physical culture has not yet found a clear and defined place in any of the areas of social and humanitarian knowledge. Philosophy, cultural studies and other humanitarian disciplines to this day practically do not consider it as an integral part of the



spiritual potential of the individual, an internal condition for the formation of the social and moral qualities of the individual, his active life position in an extremely dynamic and changeable social environment.

Hence, the very definition of physical culture is often in no way connected with the concept of culture as a way of forming, improving, “cultivating” the human personality by means and methods of physical education and physical preparation for active and conscious social and professional activities.

From these positions, physical culture should be considered, first of all, as a prerequisite and internal attribute of the general culture of the individual. The very meaning of the concept of culture of society is no longer the cultivation of plants or other natural objects, but the cultivation and improvement of human happiness and the spiritual and moral foundations of the human personality. Physical culture is aimed, first of all, at preserving and strengthening human health, both physical and spiritual, and not just at holding sports competitions and sports and entertainment events. Today we can no longer deny the fact that natural biological processes play a huge role in human social life. A person is a bio-psychosocial being and this comprehensive understanding of the essence of the human personality leads us to the conclusion that the emotional and volitional qualities of an individual are largely determined not only by social attitudes, but also by physical training, physical culture in the broadest sense of this concept, which includes, first of all, personal health and a healthy lifestyle of a modern young man - both physiological and emotional-psychological and moral-spiritual, and not a single component of human culture, health and individual perfection can exist and function in isolation and in isolation from each other. This brings us to a new socio-philosophical meaning and understanding of the physical culture of the individual as an additional way and the most important means of achieving human identity and harmony with the surrounding nature and society.

When considering and determining the place and significance of physical education in the life of a young person, it should be noted that it affects all aspects of his life.

Value orientations aimed at the “active structure” of pastime indicate the highest level of the student’s formed personality.

The materials of the sociological research we conducted in universities in Tashkent allowed us to determine the level of compliance of the traditional content of general education in the field of physical education, organized at the university, with the demands of the practice of modern life, modern theoretical and methodological provisions in the field of general physical education, the



attitude of the main participants in this process towards it the most pressing problems, as well as the degree to which their ideas about ways to get out of the crisis correspond to existing realities.

We considered the issue of “physical culture in the system of student development factors” in two closely related directions. Firstly, physical culture was studied from the point of view of the currently existing system of general education disciplines, namely, as a special academic subject, the life of a student is not limited by the framework of his stay within the walls of the university. As a result, the second approach is associated with the study of the role of physical education in the free time of students.

The results of the study show that only 11.4% of the total number of respondents are constantly involved in various types of physical culture and sports in their free time (mostly these are students who regularly train in sports sections). It is very important to emphasize that this indicator characterizes the attitude of only 1st year students, since the number of permanent students in the 4th year is zero. From time to time, 76.8% of the surveyed respondents engage in physical education and sports (the frequency of these activities ranges from once a week to once a month, and in the 4th year to once every six months). 7.8% of students never engage in physical education and sports. These data indicate that during their studies at the university, students, unfortunately, lose interest in sports activities.

Research results show that one of the reasons for the low efficiency of the existing organization of the educational process in physical education in universities is that it provides a system of incentives for physical education and sports activities, mainly in the form of coercion. Only 22.5% of the total number of students surveyed attend compulsory classes out of persuasion, while the rest come to classes under duress - 60.3%, or do not attend them at all - 16.2% of students.

The data from the study show that already in the 1st year, only 28.7% of students study out of conviction, and 12.3% do not study at all, the rest study under duress (in order to get a pass). In the fourth year, the number of students not involved in physical education classes was already 26%, and 63.5% were involved, but under duress. They do not engage in physical education, highlighting the main reason - the lack of free time for 35.3% of the students surveyed.

Coercive measures are, at first glance, the simplest methods of “introducing” physical culture and sports into the life of students, but, as practice and the results of our research show, in most cases they give negative results.



If at the beginning of the first year the activity of students can be characterized as average (many of them have a desire to actively engage in various types of physical culture and sports), then at the end of the academic year the desire of students to engage in exercise noticeably weakens, and sometimes disappears altogether.

Junior year students find themselves especially in a difficult situation. On the one hand, they must immediately engage in intense work that requires the use of all strengths and abilities; on the other hand, overcoming the novelty of the conditions of educational work itself requires a significant expenditure of body strength.

With the current organization of physical education classes, students have to study under strict regulation. Complete submission always leads to passivity, as a result of which the desire to engage disappears. This method of organization contributes to a greater extent to alienation from physical education, since coercive measures have never given good results in training and education. Moreover, the effectiveness of physical culture and sports activities is determined not by coercion, not by comprehensive regulation, but mainly by the students' own understanding of the goals, means and ways of achieving them, by their personal attitude towards the activity, and by the desire to engage to the best of their strength and abilities. It is natural for students to want to be taken into account, their opinions taken into account, and not just made demands and forced to fulfill them.

The modernization of the education system carried out in Russian universities, along with solving other problems, is also aimed at developing the independence of students. At the same time, the results of our research show that more than half of the students are to one degree or another dissatisfied with the organization system, the forms and methods used for conducting classes, and their focus. This suggests that classes are of a formal nature for students, where their interests and needs are not taken into account. At the same time, the level of dissatisfaction with the organization outside of academic work is higher than the level of satisfaction with educational activities.

In our opinion, this indicates that the focus and content of the organization outside of educational physical culture and sports activities runs counter to both the focus of academic work and the interests and needs of the students themselves. Neither the organization of sectional work nor competitive activities reflect the true interests of students and do not contribute to the involvement of most of them in physical education and sports.



The reason for the low effectiveness of physical education also lies in the fact that the achievement of all kinds of results is at the forefront of all work. This includes passing various regulatory tests, which students, due to their low physical fitness, are unable to complete, and preparing elite athletes and university teams to participate in competitions. This situation arose because work in physical education at a university is assessed mainly by places taken in competitions of various ranks. And according to our data, no more than 5-8% of students take part in them. This led to the fact that all the work of a large group of teachers and sports club workers was reduced to working with this group, and the rest of the students turned into extras.

An important place in the system of physical education knowledge is occupied by ideas about physical activity as the most important and effective form of organizing influences on the human body, aimed at positively changing its physical potential and achieving other socially important goals. Unfortunately, every fourth of the young people we surveyed does not have basic knowledge about the simplest components of physical activity: morning exercises, rules of hygiene and hardening, methods of monitoring their health. Only 10.6% of respondents are worried about further increasing the level of physical education, deepening knowledge about physical training, and developing important physical qualities.

This focus of work on physical education in educational institutions leads to the fact that the maximum possible number of students are not involved in systematic classes, and the educational and educational focus of classes is lost.

To increase the effectiveness of physical education in universities, in our opinion, it is necessary to create conditions that promote individualization of the educational process, a variety of forms of conducting educational classes, as well as outside the classroom physical education and recreational work, and freedom of choice. In this case, one should proceed from the interests and needs of students, including them in the joint management of physical education and sports activities during classes at the university.

It is important that every student has a correct attitude towards his health, physical development and physical fitness, understands their important social and personal significance, so that he masters the appropriate knowledge and tools that allow him to purposefully influence his existing deviations in physical development and health, so that he does this is not “but by coercion,” but on the basis of the internal need for physical improvement. The result should be the formation of such socially significant personality traits that contribute to



increasing the level of physical culture, strengthening physical health, achieving physical perfection, and optimal preparedness for effective work.

In the context of a radical socio-economic transformation of modern society and the growing global environmental crisis, the question of the essence of physical culture as a dominant factor in preserving and strengthening human health and the leading form of implementing a healthy lifestyle should be posed in a new way.

The situation in modern natural science and scientific disciplines of the social and humanitarian block urgently requires the development of new criteria for assessing the essence and content of physical culture, as well as its much more clear verification from the point of view of new ideological approaches and integration into the system of scientific disciplines.

From this point of view, health and a healthy lifestyle should be considered as a continuous process of individual and social adaptation to the external environment, to the changing conditions of social and professional life. And it is especially important that this process in modern conditions of the information and technotronic society dictates the primacy of social factors of adaptation over the natural biological components of the human personality.

Denoting a social and humanitarian approach to the problem of physical education of young people in new anthropo-ecological and social conditions, one should abandon the usual reliance on medicine, which only “corrects” individual physical anomalies and not always quite successfully, and switch to integrative social programs in the field of health care. And for this it is necessary to analyze the essence, content, means and methods of the influence of physical culture on the individual precisely from the positions of modern cultural studies, pedagogical axiology, philosophical anthropology and social philosophy.

Because of this, it is necessary to raise the social, moral-aesthetic and psycho-emotional status of physical culture both among the bulk of the Russian population as a whole, and especially among adolescents, whose social and moral orientations can largely be modified by returning to the axiological, value foundations of physical education. culture as a leading factor in the formation of a healthy, creative and socially active personality.

Increasing the role and significance of physical education in its expanded understanding, together with achieving the greatest effectiveness of physical education and enlightenment, will help overcome the phenomena of social apathy and anomie among young people, and will also significantly reduce the impact of negative and depriving factors in relation to modern children



and adolescents, which will create conditions for more optimal preparation for future professional activities.

Hence, the current state of health of children and adolescents in modern very dynamic and even crisis conditions depends on many factors and not only on the genetic conditioning of the organism and ecology, but also on the whole complex of social measures of society to preserve and maintain the health of the younger generation, on the level and degree of “cultivation» by society and its main social institutions of a healthy lifestyle, as well as increasing the role and status of physical culture in the general humanitarian aspect.

The theoretical basis for the formation of this program of social significance of physical education in crisis and unstable conditions of the social system should be new scientifically based technologies of humanization, differentiation and individualization of the educational and pedagogical process in schools, technical schools and universities in combination with medical means of restoring the physical and mental health of children and adolescents, with new methods of educational, psycho-emotional and cultural-aesthetic influence on a teenager during the continuous educational process, supported by a national education strategy.

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#### РЕЗЮМЕ

Мазкур мақола аҳоли саломатлигини ривожлантириш ҳамда соғлом турмуш тарзига қатъий риоя қилишни кенг изох этган бўлиб, кўплаб жаҳон миқёсидаги олимларнинг илмий-тадқиқот фаолиятларида олиб борган изланишларидан келиб чиқиб, муаллиф ушбу йўналишни янада ривожлантиришда ўз фикри ҳамда хиссасини самарадорлигини баён этган.

#### РЕЗЮМЕ

В данной статье широко объяснено развитие общественного здравоохранения и строгого соблюдения здорового образа жизни, на основе исследований, проведенных многими учеными мирового уровня в научно-исследовательской деятельности, автор описал эффективность своего мнения и вклад в дальнейшее развитие этого направления.

#### SUMMARY

This article broadly explains the development of public health and strict adherence to a healthy lifestyle, based on the research conducted by many world-class scientists in scientific research activities, the author describes the effectiveness of his opinion and contribution in the further development of this direction.