



MODEL ACTIVITY FOR INDIVIDUALIZING STUDENTS' ATTRACTION IN A HEALTHCARE INSTITUTION IN PHYSICAL EDUCATION

Tukhtakhojayev Khanjarbek Bokhodirovich
Professor of Fergana State University, (PhD).
khanjarbek.1978@mail.ru

Abstract

The thesis examines a model approach to individualizing students' attention to health care facilities within the framework of physical education. The aim of the study was to develop and test a model of educational activities that develops students' awareness and motivation in health-related physical practices. The results indicate an improvement in active behavior towards physical activity, health literacy and preventive measures.

Keywords: individualization, physical education, health care facilities, health awareness, student activity model, pedagogical control.

INTRODUCTION

Basic conditions for developing a model. The starting point of modeling is the definition of the main concept of the study. By individualization of students' involvement in health-improving activities, we mean the structure of classes that allows us to take into account the systematic complex of their individual characteristics in order to more effectively develop a motivational-value attitude to their own health.

The main difficulty in implementing the pedagogical process in accordance with the principle of individualization is that, although the conceptual significance of this principle is generally recognized, there are not many simple and convenient ways to apply it in practice in physical education classes. In our opinion, here, both objective (lack of appropriate material and technical support, large number of students in study groups, etc.) and subjective reasons (inability of teachers to



Scientific Conference on Multidisciplinary Studies

Hosted online from Bursa, Turkey

Website: econfseries.com

11th June, 2025

properly organize the individualization process, stereotypes of the administrative-command system of education, etc.) play a role.

Health-improving activities become more complicated with the inclusion of the above-mentioned process. Regular and goal-oriented health-improving activities involve the systematization of a certain lifestyle, worldview, formed habits, sufficiently strong motivation, etc. It is impossible to engage in health-improving activities without significant changes in the personality of the learner, which requires a deep level of individualization. Indeed, it is very easy to take into account some individual characteristics of a pupil, student, athlete, worker. At the same time, taking into account the entire systemic complex of individual characteristics of a person, building a pedagogical process, preserving individuality as its anthropological unity, fully revealing the individual peculiarities of a person, manipulating a person is a much more complex task, in which inhumanity should not be allowed. These situations, in turn, require qualitatively different approaches to making any decisions, which differ from the currently widely repeated activities, primarily through the use of indirect determinants. One of these determinants is the social environment of the individual, the community, the group.

Most of the main objects for education and upbringing have a stimulating character, and one of the most important conditions for understanding that its development is the achievement of the individual in a social sense. This, in turn, orientation to the environment, society, and the community is an attributive feature of an integral part of human nature. A person's need for communication, emotional connections, friendship, love, his desire to be in society, to interact with others is defined in psychology by the term affiliation [1]. Without the fulfillment of this need, not only is the harmonious development of a person impossible, but also the possibility of his comfortable and successful life activity is called into question. Blocking affiliation causes a person to feel dissatisfaction, loneliness, helplessness, despair, and depression.

If we look at the interrelationship of society and the education system from an instrumental point of view, we can see that it is based on the social relations of all individuals included in the sphere of any education system. In the process of interiorization and socialization, a person accumulates a whole set of certain rules,



Scientific Conference on Multidisciplinary Studies

Hosted online from Bursa, Turkey

Website: econfseries.com

11th June, 2025

relations, devices, which are largely determined by the development of the characteristics of the socio-group consciousness of the environment in which it is implemented. Naturally, the school, and then the higher educational institution, are the main generators of this environment, even without taking into account the specialized pedagogical interaction of the teacher and the student. Usually, it is here that the types of relationships that form the personality are most manifested. As is known, the nature of the relationship in such social subsystems as teacher-student, student-student, student-student, student-community, in many respects determines the effectiveness of the implementation of the entire pedagogical process.

The doctrine of the integral biosocial-cultural essence of man has a methodological character. But in ordinary pedagogical practice it is often encountered and is considered as some kind of generalized purely theoretical rule, not related to real activity.

At the same time, it is very important for society how well a person adapts to existing social relations after graduating from school and higher education, how harmoniously he can adapt to this social lifestyle, find his "own" place, how firmly the skills of building successful relationships with society at all levels are formed: person-person, person-community, person-society. Currently, the social order is aimed at educating the following qualities of a person:

- the ability to work on oneself, receive independent education, self-education;
- the ability to adapt to various life situations;
- the ability to think freely and critically, independently master;
- communicate effectively with other people, be communicative and sociable, be able to work in different social groups;
- work with different information [2].

The above makes it urgent to search for new forms and methods of constructing a pedagogical process aimed not only at the assimilation of students, but also at acquiring knowledge, skills and qualifications, as well as the ability to find oneself in the environment, to interact adequately with it, to be free and successful, and to have all the qualities for further self-development[3].

The process of physical education has a specificity that forms the basis of action in relation to other aspects of pedagogical activity, which, in addition to taking into account individual characteristics determined by general pedagogical tasks, also

Scientific Conference on Multidisciplinary Studies

Hosted online from Bursa, Turkey

Website: econfseries.com

11th June, 2025

implies its own necessity and takes into account the individual psychophysiological qualities of learners.

The above-mentioned circumstances lead to the idea that it is relevant to use the individualization mechanism, which can be called the “traditional alternative”, to solve the problem of involvement in health-improving activities. Its essence is to abandon the traditional isolation and analysis of the individual characteristics of the individual and introduce him into a specific, specially structured or selected environment according to certain parameters, in which changes corresponding to his individual capabilities occur. This method of individualization is distinguished by its focus on taking into account individual characteristics in the process of human development and indicates the real possibility of deepening the individualization process to the personal level [4].

Our research shows that a specially selected and purposefully formed social environment of an individual acts as an actively forming environment, which, on the one hand, allows for the creation of a favorable psychological environment for each learner, and on the other hand, provides individual stimulation of his activity, which leads to the disclosure of individuality and allows and encourages him to act in accordance with the educational process, according to his individual characteristics (Figure 1).

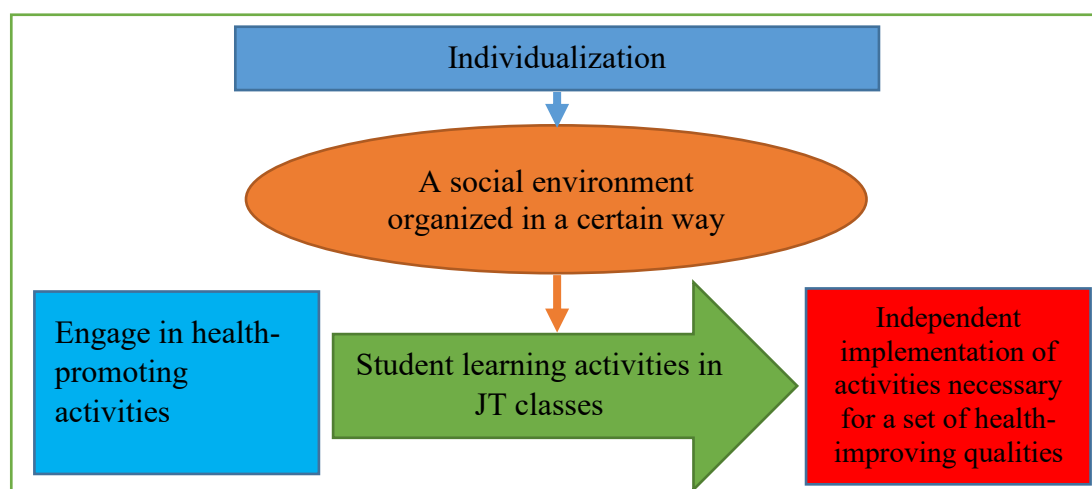


Figure 1. The “traditional alternative” individualization mechanism.

Scientific Conference on Multidisciplinary Studies

Hosted online from Bursa, Turkey

Website: econfseries.com

11th June, 2025

It would be wrong to limit oneself to the above-mentioned mechanism when implementing the individualization process of involving students in health-improving activities. Therefore, only the full and comprehensive use of all means of health-improving activities can ensure the greatest effectiveness (Figure 2).

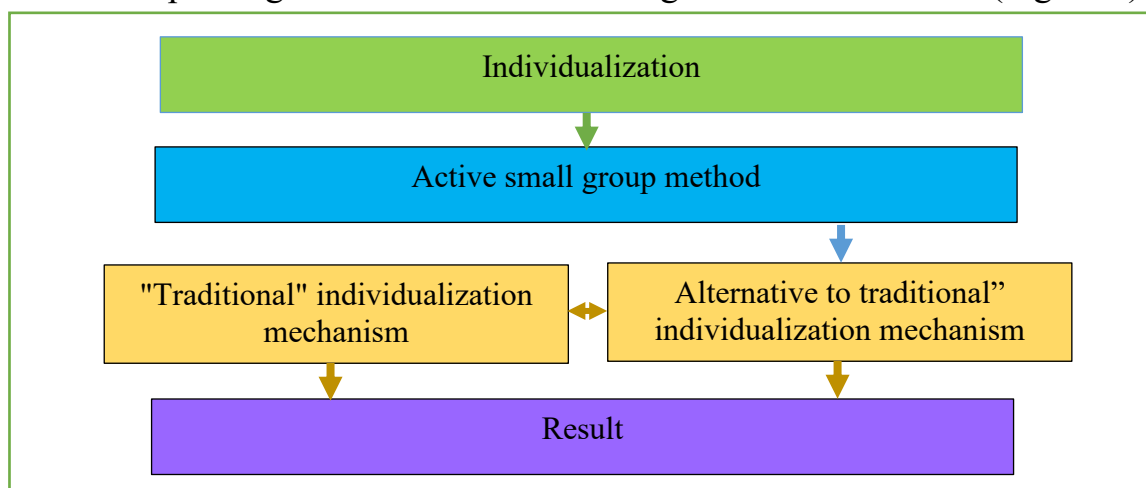


Figure 2. Individualization of activities in the system of involving students in a health care institution

Structure and content of the model. The individualization of students' involvement in a health care institution consists of the following main parts of activities in physical education classes: goals (immediate and prospective), organizational and pedagogical conditions, implementation stages, result (Figures 3, 4).

Purpose. Based on the analysis of literary sources in the preliminary study, we can conclude that the purpose of setting the model of individualization of students' health care activities represents a sequence of the following components:

- immediate goal - to facilitate the implementation of the state curriculum for physical education for higher educational institutions;
- prospective goal - to develop students' motivational and value-based attitude to their physical education activities, to maintain and strengthen their health, to lead a healthy lifestyle [6].

Organizational and pedagogical conditions. The main organizational and pedagogical conditions for individualization of students' involvement in health care activities are as follows:



Scientific Conference on Multidisciplinary Studies

Hosted online from Bursa, Turkey

Website: econfseries.com

11th June, 2025

1. Conducting lessons on the basis of interpersonal compatibility and mutual selection.
2. The presence of formative competitive activities, which are the basis of intergroup competition, stimulating student activity and increasing emotional feelings in the lessons.
3. The result of the achievements of microgroups formed on the basis of individual and general ratings of the traditional system of assessing student activity.
4. Providing additional opportunities for individual work between the teacher and the student.
5. Using the maximum variety of physical education tools outside the scope of sports activities traditionally held in a higher educational institution.
6. Using pedagogical activities of different levels.
7. Activating reflexive activity in students.
8. Assigning responsibility to students for the implementation of physical education and health work.
9. To understand that ensuring the success of each student in physical education classes is the result of the combined effect of the factors created by the organizational and pedagogical conditions listed above.

CONCLUSION

In conclusion, we should note that the main component of the pedagogical conditions for individualizing physical education programs is the kinesiennergomic approach based on modern ideas about muscle energy support systems, which allows us to determine individual physical activity and reliably control the immediate, cumulative and delayed effects of training.

List of used literature

1. Грицай Е.Н. Индивидуализация физических нагрузок в системе оздоровительной физической культуры // Вестник спортивной науки. – 2021. – С. 110–116.



Scientific Conference on Multidisciplinary Studies

Hosted online from Bursa, Turkey

Website: econfseries.com

11th June, 2025

-
- 2.Кадыров Р.М. Педагогический контроль физической активности: современные подходы // Теория и практика физической культуры. – 2020. – С. 74.
 - 3.Разуваева И.Ю. Адаптивные методики контроля физической нагрузки // Современные проблемы науки и образования. – 2022. – С. 333–336.
 4. Кабанов А.А. Индивидуальные программы тренировок: эффективность и мониторинг // Физическая культура: воспитание, образование, тренировка. – 2020. – С. 78–82.
 - 5.Ванюшин Ю.С. Проблемы дозирования физической нагрузки в оздоровительном тренинге // Физическая культура и здоровье. – 2019. – С. 339.
 - 6.Бондин В.И. Контроль интенсивности физических упражнений при оздоровительных занятиях // Педагогика, психология и медико-биологические проблемы физического воспитания и спорта. – 2021. – С. 52–54.