



THE IMPORTANCE OF THE INDIVIDUAL APPROACH PRINCIPLE IN ACHIEVING HIGH EFFICIENCY IN THE PROCESS OF PHYSICAL EDUCATION

TURSUNOV ADKHAMJON ALIMJONOVICH

ANDIJAN STATE UNIVERSITY THE DEPARTMENT OF INTERFACULTY PHYSICAL CULTURE AND SPORT, TEACHER
+99899-910-60-40

adhamjontursunov5@gmail.com

Article history:	Abstract:
Received: 23 th March 2021 Accepted: 4 ^h April 2021 Published: 20 th April 2021	This article discusses about the basics of individual approach principle that's to say the natural individual characteristics and capabilities of each individual, the specific features of the individual principle in the physical development of each individual and the development of motor skills, as well as youth orientation to sports.
Keywords: Physical education, individual, functional, physiology, morphology, temperament, movement qualities, style, method, physical development, medicine, preparation.	

Individual approach in the process of physical education taking into account the individual abilities of the participants, physical activity, healing factors of nature (water, air, sun), methods, forms of training and conditions are created for them to show their abilities more and at the same time develop their physical qualities. It is known that the functional capabilities of the organism are always distinguished by some individual aspect. It is difficult to find two people with exactly the same opportunities even in groups of people of the same age, gender, and level of preparation. There are individual differences, both during the reaction of the organism in response to physical work and the dynamics of changes in the organism associated with adaptation during the mastery of movements.

All of them require a strict individualization of the process of physical education. The subjects which study the humanities: anthropology, physiology, biochemistry, psychology, pedagogy and physical education are facing one of today's most controversial issues on the problem of individualization. This problem is multifaceted. Professionals also understand that in practice, each person needs to be approached individually and act on that basis.

The word "individuum" from the Latin language is not divided by its essence. A person's individuality appears in an extraordinarily different way. Even if all the morphological, biochemical, psychological indicators of a person are recorded, they will be different. Each person's personality is composed by unique combination of qualities and attributes that make up their individuality. Individuality is a combination of psychological qualities which reflect a person's uniqueness, their difference from other people.

Individuality is manifested in temperament and character features, superior interests, qualities related to cognitive processes (perception, memory, thinking, imagination), abilities, personal style of activity and others. Just as the concepts of "individual" and "person" are not similar to each other, although the person and the individuality are considered a union, they are not the words which express this concept. If the marks of individuality are not expressed in the system of interpersonal relationships, then they do not play an important role in the assessment of the individual and do not have the conditions for development, only individual qualities that are more "involved" in leadership activities for a particular social unit.

Classical educators, physiologists, psychologists and doctors have found out from specialists of physical training theory about choosing the correct approach for the formation of students' knowledge and skills in physical education classes in general secondary schools taking into account their personal characteristics and performance that showed the improvement while learning physical exercises. The behavioral qualities of children of the same age and the same level of physical development are not the same as the level of development.

Therefore, there are two branches of personal approach: the development of personal (individual) training programs aimed at developing the physical qualities left behind by one or more movement abilities. Therefore, boys and girls in the same class should be given separate exercises (training, imitation, development). The leading direction in the physical education of the younger generation is the populism and populism of the pedagogical process. The process of implementing this problem should often be based on knowing and taking into account the individual characteristics of the learners and taking a personal approach.

One of the most important requirements for the emergence of personal (individual) methods is a conscious, creative approach to the work which they do. If a person seeks the most convenient methods and ways to help achieve the highest results, then an individual style can emerge. Therefore, the individual style is very clearly manifested in well-mastered students, advanced workers, highly qualified athletes and first-graders. There are a number of separate psychological and pedagogical principles based on the individual method of activity.

One of the main tasks of education and upbringing is to better adapt the individual's temperament to the objective requirements of the activity of temperament through the composition. Physical development has the characteristics of a temperament property structure. The main and most universal way to adapt the characteristics of temperament to the requirements of the activity is to find a composition of the personal (individual) work style.

The exact task and requirements of a particular professional education and work activity in a field in the community can be accomplished in a variety of ways and ways but equally effectively. By individual style of activity we mean the personal (individual) system of methods and ways of action that are characteristic of this person and are appropriate for the achievement of a successful result. One of the conditions for the composition of the individual style is to take into account the nature of temperament. A person chooses methods and ways of performing an action that are in many ways appropriate to their temperament.

Temperament-appropriate behavioral patterns depend on the forms and behavioral characteristics of the path, which are often completely involuntary and in vain, leading to temperament. For example, an unbalanced, choleric performs many times more involuntarily and in vain counter-movements than a sanguine to maintain a forbidden movement. From the sum of such involuntary and futile forms of reaction consists a system of planned and goal-directed methods and actions that are fully consciously applied, characterizing the individual style.

According to the analysis of the scientific literature, children of the same age and physically equally developed children have different levels of development of motor qualities. Within physical qualities, several qualities develop at different levels. Therefore, it is necessary to take an individual approach to students, to create an individualized program for each person, which should include the development of one or more behavioral qualities.

According to experts, the choice of means and methods used in physical education is made taking into account the following factors:

- anatomical, physiological and psychological characteristics of children of a certain age;
- groups of children of the same chronological age show a very rapid increase in height at the age of 11-14 years (mainly an increase in the overall size and weight of girls).

There are deeply morpho-functional and functional changes during girls' puberty. In terms of physical development, boys are a little behind. At this age, all the muscles of boys develop and body weight increases. In terms of strength development, agility and endurance, boys achieve higher results than girls. However, the physical work given to students today is often indistinguishable. One of the most characteristic features of a person's personality is their individuality. Individuality is the irreversibility of a person's psychological characteristics. The physical disability of some children differs from that of some other peers in the school students are conspicuous in passing the required standards. If they are approached correctly in training and the selected exercises are performed correctly and repeated, their level of physical fitness will increase.

It should be noted during the training that short children perform complex movements well, while tall children perform movements that require speed and running over time. So, It means that children in the same place and in the same conditions are required to choose exercises based on their height and weight. The analysis of the literature in this field shows that there are no clear guidelines on how trainee master exercise depending on their personal characteristics and what plays a key role in the exercise. It should be clear that a special approach should be taken to standardize the exercise task in physical education classes while at the same time making sure that students are physical training and practicing exercise.

A stratified individual approach to students in the exercise should also be involved. A separate individual approach is also required for students with comprehensive physical fitness. When the exercise given to them is easy, they indulge in carelessness and reluctantly in a disorderly manner. It is necessary to strengthen the requirements for giving homework and exercises to such students. The individual (separate) approach emphasizes the need to take into account the students' health. It should be noted which is based on the above information, it should be taken into account that students have skills and competencies in terms of their physical fitness and program material when dividing into groups.

It is considered that the age range of 12-15 years is the period of puberty for boys and girls. At this age it demands to give different levels of physical activity taking into account the individual biological qualities of the organism and the characteristics of growth. Although psychological and pedagogical scholars support individualized learning based on certain characteristics of students in the organization of the educational process, individual approaches have not been sufficiently studied in practice.

The specialists such as physiologists, educators, experts in the field of theory and methodology of physical education have shown that the implementation of an individual approach to those involved in the search for ways to increase the effectiveness of the physical education system and optimize the learning process is one of the important principles of education. An individualized approach is often taken in physical education classes with students who are less prepared. The teacher corrects the same mistakes of students in different ways taking into account their

individual characteristics by using her own experience. Therefore, a special approach to the use of athletics, wrestling and other exercises in the development of physical qualities is required.

An individual approach is one of the best means to develop the different physical qualities of school-age students. Therefore, in our country, great attention is paid to the implementation of an individual approach to the physical education of students of this age and their involvement in sports.

The above data suggest that measures to improve the physical fitness of young schoolchildren (grades 1-4) should be reconsidered, as this is the basis for educating the next generation in young physical education classes. Methodological literature requires ways to improve the physical fitness of young schoolchildren, the correct choice of means of organizing the learning environment of students of this age and the scientific substantiation of the complex exercises studied. A special approach to this problem will increase the effectiveness of physical education classes for schoolchildren, as well as increase the level of physical fitness. Therefore, the interest and enthusiasm of children involved in certain sports should be taken into account. It was emphasized that the choice of sports specialization should be based on an individual approach taking into account the biological and psychological characteristics of children.

It is important to pay attention to their personal characteristics when choosing boys and girls of the same age for children's and youth sports schools. In recent years, a separate approach for preschool and school-age children in anthropology, physiology, medicine and other disciplines has been seen as a semiotic tip. One of the main weak points in improving the effectiveness of physical education in general secondary schools and the same approach to all teachers in the process of increasing the physical fitness of students.

The analysis of the literature in the field shows that the authors have different views on the individual approach to students in physical education classes: the first group of them show performance according to the indicators of puberty; the second group of children by the difference in the vital capacity of the lungs; the third group recommended an approach based on the growth of physical abilities.

In our opinion, high results can be achieved if boys and girls are approached individually taking into account their physical training, temperament and their characteristics.

REFERENCE:

1. Абрасимова Л.И, Карасик В.Е. Определение физической работоспособности. В сб. Новые исследования по возрастной физиологии. № 2. М., Педагогика. 1997. 114-118 с.
2. Богданова Г. П. Дифференцированные нагрузки на уроках лыжной подготовки. Физическая культура в школе. Изд. Педагогика.1981, 32-36 с.
3. Бочин В.П «Возрастное дифференцирование средств повышения скоростных возможностей у пловцов 8-12 лет». Авт. Дисс. к.п.н.Омск – 1989, 19 с.
4. Булкина Н.К. «Методика развития выносливости учащихся 11-14 лет на уроках физической культуры». Авт. Москва. 1991 г. 24 с.