

## PHYSICAL CULTURE AND ACTIVITY AND ITS IMPORTANCE

**Rakhmonqulov Qodir Khushbaqovich****Associate Professor, Termiz Branch,****Tashkent State Medical University**

**Abstract:** This article provides important information on physical education and culture, their basic concepts, as well as the tools of physical culture, a general description of physical qualities in physical education, and methods for monitoring their development.

**Keywords:** physical culture, technological progress, social life image, social life, theory of physical education, moral and aesthetic education.

Under the initiative of the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, and the leadership of our state, great attention has been consistently given to physical education and sports. In particular, the Decree PQ-3031 dated June 3, 2017, “On Measures to Further Develop Physical Education and Mass Sports,” and the Decree PF-5368 dated March 5, 2018, “On Measures to Radically Improve the State Management System in the Field of Physical Education and Sports,” focus on strengthening the health of our population, improving physical fitness, and promoting a healthy lifestyle.

Neither an individual nor society, in general, can cancel or change the laws of objective development, as these laws exist independently of humans. For example, the gradual quantitative and qualitative changes of the body, laws of functional and structural transformations within the organism, and the unity of the body with its living conditions are natural laws. Nevertheless, in accordance with these laws, it is possible to guide the natural development process—including the physical development of the organism — by influencing it according to the requirements of society and the individual.

In this context, physical culture serves as a special social factor that deliberately influences the process of human physical development, helping to nurture physical

qualities and abilities in a targeted manner. The physical development of a person is influenced by social life conditions, education, including physical education, genetics, and the process of acceleration. Historically, physical culture emerged primarily under the influence of society's practical demands to prepare both youth and adults for labor.

Moreover, in the organization of educational and training systems within society, physical culture, as a fundamental factor, organically integrated the development of various movement skills and competencies, expanded human activity potential, and facilitated not only the development of physical abilities but also intellectual, moral, and aesthetic education.

In the context of technological progress and changes in labor and living conditions, physical culture serves as a valuable resource for improving physical condition, preventing diseases, enhancing functional capacity, increasing and maintaining work efficiency, and, more broadly, preserving and strengthening health. It is applied as the most effective means to optimize physical condition.

As a result of physical culture activities, desired outcomes are achieved holistically and culturally within society. These include, in particular, achieving physical preparedness, refining movements, skills, and competencies, reaching higher levels of vital energy, sports achievements, and other results gained in connection with physical culture.

Thus, the activities of physical culture are not merely external interactions but represent an internal resource, integrating skills, competencies, and abilities. By fully incorporating all spheres of physical culture into social life, the population achieves a comprehensive level of physical development.

Scientific research on physical culture began relatively later compared to other areas of culture. The practical expansion of physical culture and its increasing role in society created the need for scientific reflection and facilitated its integration into everyday life.

The systematization of scientific knowledge about physical culture did not happen uniformly across its different branches. Knowledge of physical education emerged

first, as it historically constituted the primary form of physical culture, making up a significant part of general social educational practice. The theoretical and methodological foundations of physical education developed in close connection with pedagogy and became a relatively advanced scientific and practical subject.

The Law of the Republic of Uzbekistan “On Education” declares education as a priority in the social development of our state, placing great responsibility on the discipline of physical culture. Several fundamental issues in the scientific theory of physical education have been advanced historically by prominent scholars and public figures in our country, including Abu Ali ibn Sino and Amir Temur.

In higher education, physical education theory and methodology have been formalized as academic subjects. Among specialized subjects, the one directly connected with physical culture is the theory of physical education. However, it cannot fully cover the entirety of physical culture, as physical culture is not manifested solely in physical education. Another advanced subject that generalizes scientific knowledge in the field of physical culture is sports theory. The rapid development of this discipline, particularly in the past decades, has been driven by achievements in the Olympic Games and international sports competitions. It should be noted that international competitions have showcased independent Uzbekistan to the world.

Educating our youth to be morally and physically mature individuals is a fundamental task of our society striving for a great future. Only physically strong and morally mature individuals can determine the trajectory of social development.

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