

WAYS TO FROM INTEREST IN SPORTS AMONG TEACHERS THROUGH PHYSICAL EDUCATION LESSONS

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Abstract

. This article includes information on the development of physical and psychological qualities of the physical culture teacher on the basis of pedagogical professional competence and skills, creative approach, psychophysiological coexistence of the child on the basis of age periods, the use of psychotraumatic signs during the lesson.

Keywords: Motive, psychophysiological features, psycho training, physical qualities, professional competence, sports orientation.

Introduction

JISMONIY TARBIYA FANI DARSLARI ORQALI O'QITUVCHILARNI SPORTGA BO'LGAN QIZIQISHLARINI SHAKLLANTIRISH YO'LLARI

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Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta
tayyorlash va malakasini oshirish instituti kafedra mudiri

Annotatsiya:

Ushbu maqolada jismoniy tarbiya fani o'qituvchisining dars jarayonlarini tashkil etishida pedagogik kasbiy kompetensiyasi va mahorati, kreativligi, bola shaxsining yosh davrlari asosida psixofiziologik yondoshuvi, dars jarayonlarida psixotrening mashg'ulotlarini qo'llash orqali jismoniy, psixologik sifatlarini rivojlantirishga doir ma'lumotlar keltirilgan.

Kalit so'zlar: motiv, psixofiziologik xususiyatlar, psixotrening, jismoniy sifatlar, kasbiy kompetensiyasi, sportga yo'nalganlik.

ПУТИ ФОРМИРОВАНИЯ ИНТЕРЕСА К СПОРТУ У УЧИТЕЛЕЙ ЧЕРЕЗ УРОКИ ПО ФИЗИЧЕСКОЙ КУЛЬТУРЕ

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Аннотация:

В данной статье представлена информация о профессиональной компетентности, мастерстве и креативности учителя физической культуры в организации образовательного процесса, а также о психофизиологическом подходе на основе возрастных периодов личности ребёнка, развитии физических, психологических качеств с помощью применения психотренингов на уроках по физической культуре.

Ключевые слова: мотив, психофизиологические особенности, психотренинг, физические качества, профессиональная компетенция, спортивная направленность

Introduction

Today, in the complex of attention and requirements for the athlete's personality, special emphasis is placed on the emergence of a theory of selection of talents and skills in children's sports. Despite the fact that the beginning of the theory of selection of children for sports began in the mid-60s in Russia and abroad, today it is among the most urgent problems. The problems of forming children's interest in sports require constant research and improvement. The scientific basis of the methods of forming children's interest in sports in schools, forecasting future results, from children's sports to high-performance sports are considered an important and integral stage. The feeling of satisfaction of children with their initial results in sports is directly proportional to the correct choice of the sport. Therefore, the previously established and formed constant support for motivating the student, that is, encouraging him to constantly win, consistently grow, improve, and develop, is extremely important.

Positive evaluation and encouragement of student achievements also help to increase the effectiveness of sports-related motivation. The practical implementation of quick posters in schools with photos of students with good sports results, record charts, and congratulations during competitions also serves as an incentive to increase interest in sports among the student body.

Problems related to motives and motivation have found their expression in the studies of domestic and foreign psychologists E.Goziev, V.Karimova, G.Shoumarov, O.Hayitov, N.Safoev, P.Ergashev, E.Thorndike, W.McDougall, W.Kennedy, G.Willcott, S.Thompson, G.Hunnicut, R.Woodward, J.Bruner, E.Kieron, D.Atkinson, A.Maslow, G.Allport, K.Rogers, G.Heckhausen, G.Kelly, W.Wundt, D.Rotter, E.Lewald, G.Rosenfeld, G.Hall, K.Madsen.

S.L.Rubinstein wrote about the psychological essence of motives: "motivation is a set of reasons that are generated by the psyche and encourage a person to act; motive is a force that encourages a person to act in this or that way." S.L. Rubinstein explains the motive as "a certain inclination, need, interest for a person in connection with a goal becomes a motive for action."

In physical education classes in secondary schools, when organizing lesson processes, the teacher must first determine the student's imagination, knowledge, and interest in physical education and sports and develop a technology for providing knowledge based on this. The orientation of the individual is reflected in his interests, beliefs, and worldview. Interest is a motive that helps to set the right goal in any field, get acquainted with new facts, and reflect



reality more fully and deeply. Interests are manifested as a constant stimulating mechanism of cognition. Interests are determined by their content, purpose, scale, and stability.

According to the traditional principles of the physical education teacher, great importance has been attached to motivation. These methods are the most common ways of encouraging a person to engage in any activity, especially in sports, which require a person to demonstrate all his potential. The effectiveness of motivation is manifested in their fairness, the form of timely implementation of power, as well as in the individual characteristics of the student and the teacher, management methods, etc. Effective coordination of motivation is extremely important, which, of course, requires a greater number of incentives. In order to require the student to perform quality training, teachers often become very strict. However, this does not mean that teachers should be equally demanding and strict every day and always. Punishment is also a good incentive, but in sports, the role of encouragement is often higher, because encouragement is a powerful motivator for the student.

The ideas about the importance of encouragement and punishment in the learning process are given in the article by W. Kennedy and G. Wilcott entitled "Encouragement and Punishment as Motives for Inclination". This article discusses the case of children from various special groups and classes, as well as normal and retarded students. It is studied how students performed various tasks. Based on the above points, it can be admitted that there is a contradiction in the results of the research, that is, some authors call praise and encouragement a strong motivator, while others believe that punishment is a stronger influencing factor than praise. In simple words, encouragement can also give the student the necessary encouragement. It is important for physical education teachers to consider students' physical abilities first of all when teaching lesson processes, which is an important factor in forming teachers' interest in sports. According to O. I. Skorokhodova, "The qualitative characteristics of abilities determine in which field of labor activity (construction, pedagogy, economics, sports, etc.) a person can easily find himself, achieve great achievements and successes," which leads to the conclusion that the qualitative characteristics of a person's abilities are inextricably linked to their quantitative characteristics.

Ability is a conditional need for a given activity, efficiency as a result of the rapid acquisition of knowledge, skills and qualifications necessary for tasks related to the activity. Sports talent is a combination of abilities aimed at achieving efficiency through the ability to easily perform physical movements in accordance with the anatomical and physiological characteristics of the organism. Sports orientation is a system of activities aimed at encouraging a student to engage in a particular sport, predicting his interest, satisfaction with future sports activities, etc. The task of developing the popularity of physical education and sports is associated with the systematic involvement of as many children as possible in this activity. If we rely on the opinions of a number of authors, it is important to determine, among the tasks of the stage of adaptation of schools to primary school, issues aimed at strengthening the health of students, increasing the level of physical development, and cultivating moral duty and volitional qualities. In most schools, especially in primary school, it has been determined that up to 10-20% of students cannot adapt. The reasons for low efficiency are some mistakes made in the organization of the educational process and the general weakness of educational and



promotional work. Because in primary grades, children's age characteristics are dominated by play activities, from this point of view, sitting for 45 minutes per lesson causes boredom and fatigue in them. To prevent these situations, primary school teachers are also required to have knowledge, skills and qualifications in psychological and physical education. Conducting light exercises for 10-15 minutes during the lesson process will require them to use the necessary physical exercises for the development of hand motor skills and the spine. Physical education teachers have noted that the majority of students who do not enter physical education for some reason do so because they lack interest in sports. This, in turn, means that physical education lessons in primary grades should be given close attention.

At the same time, it has been found that children of primary school age (grades 1-4) of general education schools are not able to objectively assess their desires and capabilities.

Through physical education classes, it is also an effective way to popularize special knowledge about sports activities among the general public, conduct propaganda and propaganda activities on work aimed at forming children's interests, and conduct psychotraining.

Psychological training in sports activities is one of the most widespread forms of psychological practice. With its growth, training occupies a special place in the practical field of psychology. The term training (derived from the English language, train, training) has many meanings, such as: to educate, to train, to practice (training).

According to G.A. Kovalev, psychological training is an active socio-psychological teaching method as a complex social didactic direction. B.D. Parigin describes group counseling methods as an active teaching method that teaches communication skills in society and life in general.

Based on the above, we can define psychological training as follows - training is multifunctional, it is a method aimed at purposefully changing the psychology of human phenomena, groups and organizations, professional and personal adaptation of a person.

The main goal of the training session is: psychological (spiritual) liberation of a person, in which he feels natural freedom, is able to establish interaction and communication in his group and outside it. Thus, training is a set of training sessions conducted through discussions, games and exercises in order to form the knowledge, skills and abilities necessary for solving existing or emerging problems in a person.

Exercise "Balloons" (30 minutes)

Group participants are divided into three groups, form 3 circles and hold hands.

Instructions: I will now throw a balloon to your group. Your task is to try not to let it fall to the ground and not to push it out of the circle with your body parts (shoulders, forehead, nose, etc.). You cannot touch it with your hands. First, I will throw one balloon to each group, and then I will increase their number. The group that holds the most balloons is the winner.

Exercise "Throwing a ball around a circle" (30 minutes)

Participants stand in a circle. One participant in the middle has a ball in his hand. He throws the ball to the participant he wants. He also throws the ball to the participant he wants. While throwing the ball, you can say your name or another question, wish, etc.

In physical education lessons, this psychotraining serves to develop the psychophysiological aspects of teachers, as well as to increase their interest in sports.



The following technological approach is recommended for determining children's interest in sports in physical education lessons in secondary schools starting from the first grade.

1. Individually determine the abilities of students in grades 1-4.
2. Provide parents with detailed information about nearby sports clubs.
3. Introduce students to Olympic sports in the context of physical education education.
4. Study the characteristics of the development of physical qualities characteristic of sensitive periods, manifested in the natural dynamics of physical abilities in the characteristics of 6-10 years.
5. Master the technical elements of movements characteristic of sports through mobile games.
6. Identifying talents with developed coordination abilities from nature, individual predisposition to physical activity.
7. Organizing various sports competitions among students and analyzing their results on a school scale.
8. Establishing their involvement in sports games, based on the psychological characteristics of each student.

If sociological research is conducted in the process of studying existing problems in school practice, continuity is ensured in the work of directing children to sports schools based on early identification of their motivations for sports. So, physical education teachers are emerging as leading educational subjects capable of solving these tasks. If we approach the issue differently, it is observed that there is a positive relationship between the effectiveness of the physical education system in relation to the teacher's activities, the presence of parents, friends, loved ones, independent opportunities of students, and the emergence of methodological approaches to the theological process of sports selection activities. During pedagogical observations, the prospects (motivation) of primary school students for sports were studied (their attitude to sports). The answers obtained can be divided into two groups according to their essence:

1. Directly related to the motivation of sports activities. - a sense of satisfaction from beautiful, aesthetic movements; - the ability to control oneself in changing situations; - gaining the attention of others by demonstrating one's abilities; - imitating famous athletes.
2. Indirectly related to the motivation of sports activities. - to be beautiful, strong, healthy; - according to the wishes of parents.

The attitude of students to the training process, to their sports obligations, mainly depends on the previously formed motives for participation in training and competitions. In psychology, motives are understood as thoughts, aspirations and feelings that are related to a person's needs and that cause him to perform a particular type of activity, encourage him to do so. According to A.S. Puni, primary school students are distinguished by the predominance of dynamic (variable) motivation.

In conclusion, it is extremely important for a teacher to know the student's motivations for participating in physical education lessons. After all, these motivations affect the student's attitude to training, upcoming competitions, and the current work regime, and determine his goal of doing sports. Consequently, motivations also determine how accurately and skillfully the student will perform the exercises. Therefore, it is extremely important to improve the motivations that increase the activity of students during training and mobilize their strength to



the highest level to overcome the difficulties ahead. The formation of teachers' interest in sports through physical education lessons serves to ensure their independence in directing them to sports schools.

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