



PSYCHOLOGICAL METHODS OF MANAGING A PHYSICAL EDUCATION TEACHER'S ACTIVITIES

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Abstract

The role of psychological methods in managing the activities of a physical education teacher. Teaching the effective use of psychological methods in teaching physical education lessons to preschool, school, and vocational college teachers, sports coaches, educators, and mentors.

Keywords: Intelligence, endurance, sports sections, track and field, football, volleyball, basketball.

Introduction

In recent years, consistent measures have been implemented in the republic to popularize physical education and sports, promote a healthy lifestyle among the population, create necessary conditions for the physical rehabilitation of persons with disabilities, and ensure the country's worthy participation in international sports arenas.

At the same time, there is a need to put into practice specific programs in the field of physical education and sports that contribute to strengthening public health, widely engage young people in sports and identify talented athletes from among them, form national teams with skilled athletes who can achieve high results in various sports disciplines, and create additional conditions for coaches.

From the historical development path of any state, it is known that the rapid development of the country, achieving certain successes, and the well-being of the people are closely related to the level of attention paid to the education and upbringing of youth and their future in that state. In this sense, the issue of youth in Uzbekistan is one of the most priority areas of state policy.

A solid legal framework has been created in the country to protect the rights and interests of young people, create the necessary conditions and opportunities for them, and this system is being improved in accordance with modern requirements.



In particular, to date, the parliament has adopted more than 40 legislative acts concerning youth, and more than 30 international legal documents have been ratified.

The first legislative act signed by Shavkat Mirziyoyev as President of the Republic of Uzbekistan is the Law "On State Youth Policy" of September 14, 2016. Consequently, in a country where more than half of the population consists of young people, the consistent implementation of state youth policy, the education of the younger generation as comprehensively developed and harmoniously developed, intellectually capable, firmly positioned individuals who are not indifferent to the reforms being carried out in the country, ready to contribute to the worthy future of the country, purposeful, energetic, patriotic, loyal, and perfect individuals is an important factor in Uzbekistan's entry into the ranks of the most developed countries in the world.

Studying the scientific heritage of Eastern and Western scholars and applying it to educational practice is the sacred duty of every patriotic, spiritual, executive, and professional.

Emotionality of schoolchildren in physical education classes. One of the most important characteristics of a person is their emotional process.

The emotional process of personality: includes emotions and feelings. Emotion is the feeling of a person's attitude towards something and their anxiety. Emotions are divided into negative and positive.

The oldest of them are feelings of satisfaction and dissatisfaction, which control human behavior. Sometimes there are complex positive and negative emotions, which are also called emotions. Emotion is a person's expressed attitude towards an object. Emotions are closer to a person's biological characteristics, while emotions are closer to social and personal characteristics. Emotions and emotions have different degrees of expression and continue differently. At the same time, mood, affects, and passions are distinguished in them.

Mood is a weakly expressed, unchanging emotional state, a cause unknown to a person. This, embodied in a person, increases or decreases their activity in work and communication. Therefore, raising students' mood during lessons is one of their primary responsibilities.



Affect is a rapidly occurring short-term emotional state. During affect, consciousness control weakens. Also, control over the covering decreases, resulting in behavioral impulses.

Frequent manifestations of affect indicate a person's lack of proper upbringing or nervous system disorders. Such students require great attention from teachers.

Emotion is a quick, unchanging, and strong emotion. These can have both positive and negative directions.

Positive ones include: science, art, sports, collecting.

Negative ones include: cards and interest in alcoholic beverages. As a guarantee, this person can be guided towards both good and bad behavior. For example, a student's interest in sports can be expressed as an enthusiast and reduce the learning process. Emotion has the property of transition and should attract the attention of the Eismoni culture teacher.

Because if one student expresses fear of doing an exercise during the lesson, the rest of the students may also refuse. Therefore, training should begin with a willing and fearless student.

Role of emotions. Emotions play the most important role in human behavior and activity. Emotions express protective, mobilizing, organizing, compensating, synthesizing, and disorganizing functions, which are interconnected.

The protective function is associated with the emergence of fear. Fear can mobilize human reserves, as well as disorganize human behavior by creating a passive-protective reaction. The deorganizing role of emotions can also be observed in anger. Irritability weakens a person and makes their behavior illogical.

The compensatory function consists of filling in information that is insufficient for someone to make a judgment on their part.

The signalman's role is related to having information about the process of satisfying needs. Understanding the signaling functions of emotions is very important for a teacher. Therefore, it is necessary to constantly control one's emotions and apply them to the proper influence on students. Much depends on a person's purposefulness, character, and upbringing conditions..

Higher emotions. Personality is expressed as a collective being and, unlike animals, is distinguished by higher emotions, i.e., moral and aesthetic experiences. Higher emotions, reflecting the inner world of a person, express the following features: they are always directed at the object, expressing their attitude to some surrounding



reality - love for the Motherland, hatred for the enemy, disgust for a person, etc.; They always embody the intellectual component; their experiences are connected with the analysis of the phenomenon; a high degree of generalization can be achieved - love for humanity, a sense of patriotism, internationalism, etc.

As a result, if the process of social phenomena becomes the object of higher emotions, they are categorized into moral and aesthetic ones.

Moral feelings. One of the highest feelings is the sense of duty. Its foundation is composed of the needs of our society, family, and community, as well as the individual's understanding and experiences. A person not only knows and understands their duties but also contemplates their fulfillment.

This mainly arises from a person's pangs of conscience. Additionally, moral feelings include dissatisfaction with injustice, cruelty, and immorality. The main category comprises moral and political feelings - expressing loyalty to social society, patriotism, and proletarian internationalism.

Aesthetic feelings. This plays a key role in the emotional processes of the personality structure and is connected with the experiences of beauty.

Aesthetic feelings are also observed in physical education classes. For example: colorful sports holidays, wavy and gentle movements of the athlete - evoke admiration in fans. Therefore, one of the goals of physical education is to develop students' appreciation for this beauty. Aesthetic experiences can achieve great generalization, for example, in the sense of humor. Also, developing curiosity, interest in work, etc. is of great importance in student upbringing.

The relationship between emotions and feelings. Emotions are a component (complement) of feelings. According to K.K. Platonov, the psychological structure of feelings consists of emotions and concepts. First and foremost, before the feeling of love for the Motherland can emerge, a person must comprehend the concept of "Homeland." However, emotions may be expressed differently in each individual. The emotional development of students is characterized by the age-specific features of how feelings form during each school period. Therefore, teachers should take these characteristics into account when exerting pedagogical influence on students.

The emotional processes of primary school students are characterized as follows:

- 1) quick engagement with ongoing events
- 2) clear manifestation of their experiences - joy, anguish, fear;



3) high emotional instability; rapid mood changes, a tendency towards short-term emotional outbursts;

4) achievements in the learning process as emotional factors and their encouragement by the teacher.

By the third grade, students develop a sense of friendship, community, and unity. An attitude of admiration towards heroes and famous athletes emerges. At this same age, feelings of love for the Motherland, national pride, and a sense of duty begin to form.

The following emotional processes are characteristic of adolescents:

1) Very high emotional arousal, causing adolescents to be quick-tempered and rapidly express their feelings.

2) Intensity of emotional experiences.

3) Contradictory feelings;

4) Excitability

5) Attachment to a person or object.

6) Valuing friendship;

7) Patriotism

8) Coming of age is the formation of the central renewal of personality.

Maturity is the feeling of being a grown-up. It is expressed in the following ways: independence from adults, having one's own worldview and opinions, autonomy in knowledge and interests, and similarity to adults. In this process, adolescents strive for independence but cannot accurately assess their capabilities. At the same time, teenagers develop a critical attitude towards adults. In their view, the ability to see the shortcomings of adults is a sign of their own maturity.

The emotional processes of high school students are characterized as follows:

1) experiences of moral and socio-political feelings;

2) Emotional stability compared to adolescents;

3) the ability to empathize, that is, to understand the feelings of others;

4) the emergence of romantic feelings. Adolescent love is characterized by the desire for self-improvement and physical growth;

5) development of aesthetic sensibilities.

This, in turn, helps high school students avoid negative influences and behaviors.

Willpower of schoolchildren in physical education lessons. Various actions and habits of a person are carried out with the help of willpower. In idealistic and



materialistic teachings, the concept of willpower differs. In idealism, willpower is seen as independent from external influences. Willpower is the precise control of a person's characteristics and habits by the individual. Volitional activity is expressed through diligence and purposefulness. Purposefulness is connected with the planning of actions, taking into account possibilities. Volitional perseverance is the foundation of any act of will. It is based on well-founded effort, where attention is concentrated on the expression of action. Volitional perseverance is characterized by intensity and duration. These two levels characterize a person's willpower. Additionally, volitional perseverance is characterized by its direction, and differences in functions are distinguished: activation and inhibition. In various situations, a person employs different levels of volitional perseverance. Human volitional activity

Thus, in any situation, the strength of the motive also determines the degree of volitional diligence: for example, if I want to achieve a goal, I try to express both intensive and long-term volitional diligence. The duration of volitional activity depends on the energy of the activity.

Will. Usually, people are divided into strong-willed and weak-willed. A strong-willed person overcomes all difficulties with ease; a weak-willed person cannot cope with these difficulties. According to I.M. Sechenov, will is the active side of consciousness and moral feeling. A person can simultaneously be both strong-willed and weak-willed.

Therefore, the teacher should not rush to quickly draw conclusions about the students' willpower.

Volitional qualities. Specific expression of will in various events. Volitional qualities are divided into 2; 1) diligence, 2) self-control.

Diligence towards a goal is exemplified by patience.

Determination - striving to achieve a goal after a certain period.

Volitional qualities characterizing self-control include courage, restraint, and composure. Qualities such as directness and initiative can also be included.

Formation of moral and volitional qualities of students during physical education lessons. One of the main moral qualities is the sense of duty and responsibility.

This determines other moral manifestations - self-affirmation, courage, firmness, self-awareness, and activity. The formation of a sense of duty is understood as the interdependence of people. Adult selfishness takes into account one's own needs



and desires, rejecting the understanding or interdependence of people. The formation of a sense of duty in physical education lessons depends on:

- students' understanding of the fact that taxes, skills, and quality are the value of society;
- recognition of the importance of physical education by students, parents, and the pedagogical community;
- checking the readiness of students for the lesson by the physical education teacher, i.e., placing, checking, adjusting the equipment, etc.;
- student participation in competitions.

To instill a sense of responsibility in students, the teacher can use various methods. It depends on his wit and liveliness. Furthermore, physical education should cultivate moral qualities such as honesty and truthfulness in students. That is, there must be truth in physical education games.

Development of volitional qualities during physical education lessons. The volitional qualities of students develop in the process of personality formation and serve as a moral foundation. Because the moral component is of great importance in the manifestation of will. Firmness is determined by motive. Therefore, the formation of purposefulness in students leads to increased determination. To learn to feel responsibility, the teacher should organize events where the student must decide for themselves and understand whether the conclusion is correct or incorrect. At the same time, the development of irresponsibility in the student should not be allowed. Sports games should be played according to clear rules, which teaches the student to control their character and actions. The opinions of friends and the physical education teacher about the correct actions are taken as an auxiliary developmental factor. Gradually, the child's volitional actions become a clear moral guide. The main mechanism of will manifestation in various phenomena is self-stimulation.

Students' self-education during physical education lessons. Self-education is an activity aimed at changing a person's personality. This is one of the ways to improve. But before you do this, you need to set the right goal. Students acquire this knowledge through self-discovery from teachers, parents, and friends.

Self-knowledge and selfishness are like those who lose self-education.

Self-knowledge and self-confidence. The improvement of man began in ancient Greece.



Self-observation is a person's ability to control their behavior, actions, and emotions. This informs one's behavior in specific emotional states and enables timely moral and behavioral control over inappropriate actions and deeds.

Retrospective self-knowledge - for self-regulation with the effect of self-observation in relation to the behavior of the subject, it is important that the elimination of shortcomings be an incentive for self-observation.

Comparative self-knowledge is carried out by students who have reached a certain level of self-knowledge. This is done in the following ways: comparing with other people, comparing the attitudes of people around you towards yourself. Students of different ages have different opinions about themselves. In early grades, the opinions of teachers and adults prevail, while in adolescence, the opinions of classmates prevail.

Comparison is carried out after contact with believers. Students usually put themselves in other people's shoes. He can feel their experiences. This will be a huge psychological task. Because this work is an internal psychological activity of students and enriches their personality.

Analysis of one's actions and actions is carried out mainly in the process of self-observation and comparison, leading students to the formation of self-control. This leads to an awareness of achievements and shortcomings, allowing students to discuss their personality. Based on the analysis of one's own activity, one can form an objective opinion about one's own reliability. In the process of analysis, it is necessary to pay attention to the analysis of factual phenomena.

Objective self-discussion can be made based on real actions. Practical activity and behavior together shape and test personality qualities. It is necessary to develop self-analysis in students through systematic and purposeful self-analysis. Self-analysis should help the student to have a critical attitude towards their personality, to distinguish the features of their behavior, to recognize their shortcomings. However, this can only be achieved when self-analysis is adequate and reaches a specific stage of development. Self-assessment consists of 4 levels, which are as follows: procedural-event, qualitative-event, qualitative-conservative, and qualitative-dynamic.

Procedural - phenomenal - is characterized by the fact that the student does not connect the level of self-assessment between achievements and failures. He evaluates his "self" based on certain results. The result, being a reflection of events,



can be non-objective, that is, the result does not correspond to the qualities of personality.

Irritability can lead to unbalanced self-esteem. At this level, correction of offenses is mainly observed.

Qualitative-phenomenal-student is characterized by the correct connection between achievements and failures and personal qualities. Self-education at this level has a phenomenal character. It is still inadequate and unbalanced.

Qualitatively-conservative actions, achievements are characterized by a violation of the correct and formal connections between personal qualities. The quality of personality is abstracted in clarification. As a result, self-assessment becomes conservative and insufficiently objective. Students realize that self-education cannot be achieved easily. This can lead to a pessimistic point of view.

Qualitative-dynamic, characterized by the student's awareness of complex connections between actions and personal qualities. Self-assessment is more objective and dynamic. Self-education is formed as a conscious, planned, and active process. Depending on the situation, a high or low level of self-esteem can be observed.

The above-mentioned levels of self-assessment development have specific stages of youth characteristics. The first stage is characterized by primary grades, the second - by adolescents, the third - by adolescents in the transitional period, i.e., from adolescent to adolescent, and the fourth - by adolescents. Inadequacy of self-esteem can be related to personality traits. That is, in some cases, students overestimate or underestimate their characteristics. This is associated with uncertainty about upbringing and one's own capabilities, since some temperamental characteristics and nervous system are at the level of conflict, i.e., difficulties with goals. Students with a high level of argumentation highly value their capabilities, that is, they want others to value them more than others. And a fair assessment is assessed as impartial. Students with a low level of argumentation have low self-esteem. Therefore, teachers face a significant task of fostering positive self-assessment in students. It is mainly observed among plants. Self-assessment has a great influence on the effectiveness of the moral education of students. The level of self-esteem means understanding one's personal characteristics and having an adequate attitude towards them, it means having an adequate attitude towards them! For example, they might evaluate qualities like industriousness, modesty, or

courage. It is necessary to take into account that students do not have the opportunity to adequately assess their qualities. As can be seen from the research, students cannot adequately assess their activity in physical education lessons. Their evaluation is aimed at assessing the results of their activities and has an unbalanced character. Therefore, it follows that pedagogical measures play an important role in the formation of adequate self-assessment of students. Its multifaceted activity is taken as an important method of forming adequate self-assessment of students.

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