

MANIFESTATIONS OF PSYCHOLOGICAL STATES IN THE PROCESS OF ORGANIZING PHYSICAL EDUCATION CLASSES WITH PRIMARY SCHOOL STUDENTS

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Abstract: The article studies the theoretical and practical aspects of forming interest in physical education classes among primary school students. The study of the interest of younger schoolchildren in physical education reveals the main motives and methods for increasing children's interest in physical education classes.

Abstract. V state rassmatrivayutsya teoreticheskie i prakticheskie aspekti razvitiya interesa k zanyatiyam fizicheskoy kulturoy u uchashchixsya nachalnyx klassov. Izuchenie interesa mladshikh shkolnikov k zanyatiyam fizicheskoy kulturoy pozvolyaet vyyavit osnovnye motivy i puti povysheniya interesa detey k zanyatiyam fizicheskoy kulturoy.

Annotation. The article examines the theoretical and practical aspects of developing interest in physical education classes in primary school students. Studying the interest of young school students in physical education reveals the main motives and ways to increase children's interest in physical education classes. This, in turn, will have a positive impact on increasing the interest of young schoolchildren in physical education and sports, their participation in physical education classes, and improving their physical fitness.

Keywords: primary school, student, interest, motivation, physical education, sport.

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The physical education teacher should be able to distinguish the age characteristics and psychological processes of students and children in the process of physical education, the development of personality traits, mental processes (attention, speech, sensations, perception, imagination, memory, thinking, feelings, etc.), mental states (emotions, surprise, trust, creative inspiration, faith, apathy, curiosity, endurance, vitality) and personality traits (temperament, ability, talent, responsible character) with physical education and sports. He should know the importance of the training process, its impact, the formation of relationships between the team during and after the competition. The goal of physical education of students is to help form a well-

developed and loyal personality to the Independent Motherland , and this goal is achieved in the process of educating students. It is revealed and clarified in the general tasks. Also, educational, educational, and health-improving tasks are set. In solving these tasks, one should not be allowed to prioritize one over the other. Sometimes teachers with a sports orientation forget about educational and general education tasks and focus on the physical development of students. Otherwise, both educational and health-improving tasks suffer. Regardless of the type of activity of a physical education teacher , the component of activity is usually related to the same feelings and perceptions, such as perception (for example, observing students), memorization and reproduction of information. The activity is carried out in several stages, a preparation stage, a plan execution stage (main stage), and a progress evaluation stage (final stage).

At the first stage, the physical education teacher performs a very large amount of work. He draws up a plan, prepares for them, prepares the premises (hall, pond, sports field, stadium). Prepares all the sports equipment and weapons required for the lesson. This stage includes creating comfortable conditions for students for more successful implementation of the activity and the psychological preparation of the physical education teacher.

The second stage includes controlling students (participants) , educating them (in terms of moral, intellectual, aesthetic, labor duties), maintaining order, protecting them from injuries, etc. It is associated with the practical implementation of the assigned tasks, controlling the actions and discipline of students, eliminating difficulties that arise at the beginning of the lesson , and adjusting the lesson plan according to changes in the situation. At this stage, the constant distribution and transfer of attention between students who are left behind is characterized by the teacher's mental tension, which is conditioned by the teacher's vigilance in order to prevent situations that lead to physical injuries, in other words, the physical education teacher is subjected to not only psychological, but also physical loads.

The third stage (final stage) is when the achievements and shortcomings of the lesson are assessed. The results achieved are evaluated, the function of the physical education teacher's activity should be based on the goals and objectives of physical education. When re-performing the activity, it is associated with making adjustments to the plan, requires a complete analysis of the lesson, generalization of some incorrect arguments, and searching for answers to questions that have arisen in the scientific methodological literature. The main goal of the physical education teacher is to help them develop harmoniously and become loyal to society, patriotic . It is also necessary to perform educational, scientific, organizational, managerial, design, administrative and economic functions.

The solution to the three aforementioned tasks is determined by the variety of work performed by the physical education teacher. The forms of activity of a physical

education teacher are diverse. This primarily consists of work at school, which consists of classroom and extracurricular work . Classroom work is conducting physical education classes: it constitutes the main educational load of the teacher. Extracurricular work is conducting training in sports clubs and sections . It includes organizing and holding intra-school sports competitions , holding sports holidays, holding tourist, travel, military sports games. This also includes the educational work of a physical education teacher with junior class teachers, educators, students, and their parents.

The work of a physical education teacher outside the school is related to ensuring the physical education of students in recreation camps and labor camps . It also includes the work of physical education of students in residential areas . Currently, great attention is paid to the physical education of the growing generation. A school with sports facilities and physical education workers should popularize physical education among students and youth, attract as many students as possible to regular physical education according to their interests, and use physical education as a means of preventing violations and re-educating children with difficult upbringing. There should be a specific Regulation on the implementation of this work.

Forms of activity of a physical education teacher:

a) Group work, conducting lessons;

b) Extracurricular work, conducting classes in sections, holding sports festivals, holding competitions at the educational institution, conducting educational work with students and parents, tourist trips, holding games in the spirit of military patriotism; Work carried out outside the educational institution:

a) Work carried out in families and neighborhoods;

b) Work in holiday camps;

c) Participation in district and city competitions.

Conditions of the physical education teacher's work: The work of a physical education teacher takes place in specific conditions compared to the work of other teachers . These conditions can be divided into three groups. These are psychological stress, physical exertion, and external environmental factors associated with conducting classes in the open air.

The nature of the conditions of the physical education teacher's work is to demonstrate physical exercises and ensure the safety of students when performing physical exercises, as well as the need for students to move together with students during classes held outdoors and on trips . The presence of several classes a day creates a large physical load for the physical education teacher. It should be taken into account that the teacher's standing and movement all day long creates a load on the legs and posture . Taking into account the deterioration of physical condition with age, it is inevitable that the physical load experienced by physical education teachers in physical

education classes will be one of the factors that complicate the implementation of pedagogical activities . This is especially true for female teachers, whose physical abilities are lower than those of male teachers.

Losses due to the growth of physical fitness force the teacher to use excessive force when demonstrating exercises. As a result, the aesthetic aspect of the demonstrated exercises, the novelty and freedom of their execution are lost. This has negative pedagogical consequences, since the teacher is an example of strength, agility, endurance, flexibility for the child. To prevent this, the teacher must regularly maintain his physical fitness, which again leads to an increase in physical load .

One of the unique aspects of the work of a physical education teacher is that he often conducts training sessions (clubs) in the open air . This factor has both positive and negative aspects. Everything depends on the weather and depends on climatic conditions. For example, in Central Asia and the South, there are cases of overheating, and in winter (during precipitation) the air cools down, which poses a danger to the teacher. These conditions require the teacher to be hardy and in good health.

Pedagogical activity implies the continuous solution of pedagogical tasks. Their solution is to find a method that is appropriate for a given pedagogical situation, to achieve a pedagogical goal. The reason is the attention of the teacher and the student, their attitude to the educational material, the relationship between the teacher and the student, and the relationship between the students themselves. Therefore, it is most convenient to work with a method that has been tested once and for all to achieve the goal. It is always necessary to regularly change the methods of achieving the goal, choosing the best method for a given pedagogical situation.

Solving a pedagogical situation goes through several stages: analysis of the pedagogical situation; methods for achieving the desired goal, preliminary evaluation of these methods and selection of the best one; implementation of the decision made; analysis of the achieved result and its comparison with the planned one;

The complexity of the assessment of the pedagogical situation by the teacher often lies in the distribution of activities over a certain period of time. As a result of working with a group of students and having to evaluate the resulting group and individual impact, the teacher finds himself in a somewhat difficult situation, which leads to psychological stress. This can lead to the fact that the object of his analysis is insignificant signs of the situation that lead to a deviation from the correctly chosen method of achieving the goal. The pedagogical situation includes the level of preparedness of the students of this class, their attitude to physical education in general and physical education lessons in particular, the interaction between the teacher and the student, the interaction between the students, the material provision of the lesson, weather conditions (outdoor classes) and other circumstances. Having analyzed all these results, the teacher determines the situation in which the pedagogical task is to

be solved, putting forward an idea of possible ways of solving it. This can be achieved only if the physical education teacher has extensive knowledge of pedagogy, psychology, physiology, hygiene, and the methodology of physical education theory. Then, with the identification of strengths and weaknesses, a diagnostic assessment of the methods used to achieve the goal begins. A systematic comparison of these methods leads to the choice of the best method in a given situation from the teacher's point of view. Accordingly, a specific plan is developed for solving this pedagogical task (or changes are made to the developed plan). The teacher's further management activities are aimed at implementing the plan created by him into practical life. After implementing the program, the teacher must necessarily analyze the results achieved, and if there was a failure, identify its causes. As a result, when a similar situation arises in the future, he will be able to act better and approach the optimal option for solving it. By solving pedagogical tasks, the teacher accumulates experience that depends on his pedagogical skills. The physical education teacher, first of all, teaches children the social environment surrounding them, the relationships between peers and adults, from the first day. The teacher encounters various and individual differences in the same class. These include the teacher's knowledge of the temperament types of students, their behavior (skills and abilities), how students remember and master educational materials, how they participate in sports competitions, sports holidays and relay races (in other forms of work).

The younger school age period includes students of primary (I-IV) grades 6-10 years old. The child is prepared for school education while being raised in kindergarten. In this case, he gets acquainted with the various requirements imposed on students at school, becomes biologically and psychologically ready to study the basics of science. Psychological readiness for school education means the child's objective and subjective suitability for school requirements. He is first prepared for school education psychologically. Consequently, his psyche must be sufficiently developed to acquire knowledge, the sharpness, clarity, accuracy of perception of a child of this age is distinguished from children of other ages by his curiosity, goodwill, trustworthiness, vivid imagination, strong memory, and clarity of thinking. Attention in a child preparing for school education is relatively long-term and conditionally stable. The characteristics of a child's attention are evident in role-playing and plot games (action games: role-playing, team, individual), drawing and construction, physical education (behavior) classes, making toys from clay and plasticine, perceiving and understanding the speech of others, solving mathematical operations, listening to and composing stories. Children have a certain level of skill in directing, concentrating, and distributing their attention to a specific objective, and strive to control their attention and concentrate it at the right time. Their memory is able to accurately remember, retain, and recall interesting, amazing, and surprising information and events.

Nowadays, youth education (grades I-IV) is more important and relevant than ever, raising children has completely changed, because the tasks of raising a comprehensively developed and labor- ready young person are expressed in the Law "On Physical Education and Sports", the Decrees "For a Healthy Generation", "On the Establishment of the Fund for the Development of Children's Sports of Uzbekistan". These tasks are achieved, of course, theoretically or on the basis of methodological experiments, certain psychological views, in accordance with the individual characteristics of children (temperament, activity, abilities, giftedness, mental potential, behavioral motivation, responsibility) and in full and successful implementation of psychological theories in practical pedagogical work.

A change occurs in a child's life when they enter school. Once they start studying, their mission, their main activity in life, becomes studying.

The child systematically receives news at school, which is the source of the student's knowledge of a diverse content that is increasing day by day . Through this, his knowledge base also expands. Mental processes develop, and at the same time, the emotional and volitional characteristics of the child begin to be re-formed and developed. The educational process in physical education lessons (sports holidays, sports competitions, relay races) itself places new demands on the child's mental processes (attention, speech, sensations, perception, memory, imagination, thinking, feelings (will), mental states (stability, alertness, curiosity , reliability, faith, emotions, creative inspiration), mental characteristics (temperament, character, abilities, talents, mental potential, responsibility).

requires highly organized, goal-directed, and highly voluntary mental processes.

The purpose of physical education classes is to strengthen and improve the health of the child, to help him develop harmoniously and physically , and to increase his mental and physical abilities. Therefore, in developing children's perception, such exercises should be selected so that they can correctly observe the process of performing these exercises themselves . For example: exercises in throwing, catching, and throwing the ball (up and down, far, to the target, to a partner). In this case, such cognitive processes as eye contact and coordination of movements (elements to each other), feeling the ball, and being able to correctly assess direction develop. In this regard, the role of the word in perception increases. The perception of space and time in children of primary school age has its own characteristics. As is known, the perception of space and time depends on the child's life experience.

At the younger school age, the ability to control attention is also limited. Of course, the attention of students of this age differs from the weakness of attention of students of other ages. Physical education classes (sports festivals, sports competitions, relay races) play an important role in the development of voluntary attention. Therefore, during physical education classes (sports festivals, sports competitions, relay races), the

introduction of imitations of birds flying, animals walking, catching monkeys or rabbits, swinging like trees, etc., will help develop the child's attention. It should also be said that in the process of teaching, it is advisable to use a simplified method of teaching the exercises as a whole, rather than teaching them in parts. For example: running and jumping long (jumping like a goat (goat)), running and jumping high (like jumping over a ditch). The process of physical education creates favorable conditions for the development of voluntary, stable, strong, concentrated, distributed, active, conscious attention of primary school students. Voluntary, conscious attention is formed in independent mental work to obtain knowledge (performing one or another exercise, element), repeating exercises, and exerting willpower. Also, its most necessary properties are improved, which provides the opportunity for conscious control. The process of using language in children's communication is called speech. In physical education (sports holidays, sports competitions, relay races) or sports, how each exercise we perform, the gross actions we take in participating with our bodies are conveyed through speech (language). By expressively describing the exercises by a physical education teacher, it can directly affect not only the thoughts and actions of children, but also their feelings. Children of primary school age show sufficient readiness to understand the tasks and conditions of various motor activities suitable for them. This allows for the widespread use of verbal influence (encouragement, reprimand) methods in the formation of motor skills. They increase not only the speed of mastering skills, but also their quality. At the later stages of the student's development, traces of previous impressions are revived in new combinations and combinations using the verbal (speech) influence system. This is mainly due to the fact that for the first time, it becomes possible to establish contact in a new relationship, to form new knowledge and skills using purely verbal instructions and explanations. One of the most important features of the memory of students of primary school age - logical memory and understanding of the meaning of words, increases the weight of memory. The student has the opportunity to consciously manage his memory, coordinate the processes of remembering, recalling, and retaining in memory with the goal of the activity.

due to the slight superiority of the first signal system over the second signal system, demonstrative motor memory plays a more important role in students than logical memory. Therefore, they remember concrete information, information, events and phenomena, images and objects faster and more firmly than theoretical laws and rules, abstract concepts, and retain them for a long time. At the younger school age, memory develops in two ways under the influence of education: 1) The role of word-logical memorization increases and the child acquires the ability to control his memory. 2) As a result of the dominance of the first signal system at this age, concrete-figurative memory develops. It is also advisable to pay great attention to active games (with and

without a plot, individual, team active games (sports holidays, sports competitions, relay races)). Nevertheless, they have a strong ability to memorize mechanically.

PFLesgaft wrote: "If a child learns a certain movement or some technique without fully understanding its meaning, then he acts mechanically - he cannot apply this movement." Therefore, empty imitation is unacceptable in learning movements.

It is at this age that the requirements for learning activities are formed on the basis of imagination. A characteristic feature of children's imagination at this age is that when they are telling a story, they involuntarily fill it in with their own words and they imagine. Students' imagination is formed through the influence, demand, opportunities and conditions of their own educational activities. The child's imagination is formed by sufficiently reflecting the surrounding impressions, the wonders of the world, and the demonstration (the use of visual methods in teaching actions, the correct and clear demonstration of actions or certain elements of actions by the teacher; the use of aiming when covering a distance; visual aids - films, kinograms, television broadcasts, photographs, slides, etc.). Also, the word (speech) spoken during the assignment of the action helps to imagine the content and structure of the action. When mastering these, connections are formed (skills and qualifications are transferred positively), and even when repeating any exercises in their minds, these connections are polished, as a result, the practical implementation of the exercises also improves (ASPuni)

In conclusion, **systematic** measures are being taken to ensure the development of children's mass sports as an extremely important condition for the formation of the physical and spiritual health of the growing younger generation, the pursuit of a healthy lifestyle and the instillation of love for sports. In this regard, it is necessary to provide for various measures to educate and bring up the younger generation, which provides the education system in our country. The main task of this farm is to equip students with theoretical knowledge in physical education, to familiarize them with physical movement skills and qualifications in this area. Improving the health of students, their physical development, providing children with physical training and sports knowledge is carried out in physical education classes at school, in classroom and extracurricular activities. Fulfilling these tasks, preserving the health of children, their comprehensive harmonious development, and raising a well-rounded generation should continue from the youngest age on the basis of a continuous education system, from primary school to primary school.

Regular 2-hour weekly physical education classes held in educational institutions cannot meet the needs of students for weekly movement and ensure their physical fitness. To implement these tasks, it is necessary to improve the skills of independent physical education work carried out outside the classroom, sports clubs, and families, to correctly explain its necessity and value, and to form the ability to select the necessary exercises and create a complex. In increasing the motor activity of children,

health-improving events held on the agenda, especially mass sports holidays and competitions, play a leading role.

Taking into account the needs of the times, school programs in all subjects have changed, including physical education, and high requirements are set for students. In order to meet the requirements of this program, students are engaged in educational work at school and at home to acquire knowledge. Of course, to perform such a large mental load, one must be strong and physically healthy. It is no secret that a healthy child performs all tasks with high quality, he has willpower, a keen interest.

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