



**PEDAGOGICAL FOUNDATIONS OF SPORTS ACTIVITIES CONDUCTED
WITH STUDENTS**

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***Annotation.** This article explores the pedagogical foundations of sports activities conducted with students. It analyzes the impact of sports training on students' physical, mental, and social development, the pedagogical principles of organizing sports events, and the role of sports in the educational process. The article also examines the role of the teacher-coach in sports training and the issues of an individual approach to students.*

***Key words:** sports activities, pedagogical foundations, students, physical development, mental development, social development, sports training, teacher-coach, individual approach.*

INTRODUCTION

In the Republic of Uzbekistan, great attention is paid to the comprehensive development of the younger generation, their physical and spiritual maturity, as one of the priority directions of state policy. A number of Presidential decrees and resolutions adopted in this regard, including *the Decree of the President of the Republic of Uzbekistan No. PF-5961 "On Measures for the Further Development of Physical Culture and Sports"* and *the Decree of the President of the Republic of Uzbekistan No. PF-60 "On Measures for the Development of Education, Upbringing, and Science in the New Development Period of Uzbekistan"*, as well as other normative legal documents, are aimed at creating the necessary conditions for the physical education of students and their regular engagement in sports. To ensure the implementation of the tasks defined in these documents, the scientific analysis and improvement of the pedagogical foundations of sports activities conducted with students in general education schools is of paramount importance. Sports training not only strengthens the physical health of students but also fosters their willpower, develops discipline, teamwork skills, and positively influences their mental and social development.

From this perspective, this article is dedicated to a deep study of the pedagogical foundations of sports activities conducted with students, identifying the pedagogical principles of organizing sports training, analyzing the role of sports in the educational process, and considering the issues of an individual approach of the teacher-coach to students. The article will also highlight the pedagogical aspects of sports activities in the implementation of the tasks defined in the Presidential resolutions.



LITERATURE REVIEW

The pedagogical foundations of sports activities conducted with students are reflected in numerous pedagogical, psychological, and sports-related literature. Research in this area focuses on studying the impact of sports training on students' personal development and their physical and psychological well-being.

Pedagogical Theories of Physical Education and Sports: The pedagogical system of ***P.F. Lesgaft*** emphasizes the role of physical education in the comprehensive development of students. His works highlight the importance of physical exercises not only in strengthening the body but also in shaping intellectual and moral qualities. (Lesgaft, P.F. (1983). *Izbrannyye pedagogicheskie sochineniya* [Selected pedagogical works]. Moscow: Pedagogika).

The ideas of ***V.A. Sukhomlinsky*** are based on the principles of respecting the child's personality and taking into account their individual characteristics. His works particularly note the need to consider students' interests and capabilities when organizing sports training. (Sukhomlinsky, V.A. (1979). *Serdtshe otdayu detyam* [I give my heart to children]. Kyiv: Radyanska shkola).

The works of ***Yu.L. Hanin*** on sports psychology are dedicated to studying the psychological state, motivation, and stress management skills of students in sports activities. The importance of psychological preparation in sports training is extensively covered in his works. (Hanin, Yu.L. (1980). *Psixologiya sportivnoy deyatel'nosti* [Psychology of sports activity]. Moscow: Fizkul'tura i sport).

METHODOLOGY

This research employed a combination of qualitative and quantitative research methods to study the pedagogical foundations of sports activities conducted with students.

1. Literature Review: Pedagogical, psychological, and sports-related scientific literature, including textbooks, scientific articles, dissertations, and normative documents relevant to the topic, were analyzed. This helped establish the theoretical framework of the research.

2. Questionnaire Survey: A questionnaire survey was conducted among physical education teachers and sports coaches from various general education schools regarding the pedagogical aspects of organizing and conducting sports activities with students. The questionnaire questions covered issues such as the goals and principles of sports training, applied methods, and the role of the teacher-coach.



3. Observation: The process of students' sports training and sports events was directly observed in several schools. During the observation, the interaction between the teacher-coach and students, the organization of training sessions, and the students' activity were recorded.

4. Interview: In-depth interviews were conducted with experienced physical education teachers and specialists in the field of sports regarding the pedagogical foundations of sports activities with students, existing problems, and their solutions.

5. Statistical Analysis: The data obtained from the questionnaire and observation were statistically analyzed using SPSS software. Quantitative data were expressed through average indicators, percentages, and comparative analysis.

RESULTS

Research Focus	Key Findings
Goals of Sports Training	The majority of teachers consider the main goals of sports training to be strengthening students' physical health (85%), fostering their interest in sports (78%), and promoting their comprehensive development (72%).
Applied Pedagogical Principles	The most frequently applied pedagogical principles in sports training are demonstrativeness (92%), individual approach (80%), activity (75%), and systematicity (70%).
Applied Methods	The methods most often used by teachers are exercises (95%), games (88%), competitions (70%), and explanation (65%).
Role of the Teacher-Coach	Teachers perceive their role as motivating students (90%), guiding them (85%), organizing activities (82%), and evaluating their progress (75%).
Students' Activity	Observation results showed that students' activity in sports training depends on their interest, the variety of training sessions, and the teacher's individual approach.
Existing Problems	Teachers highlighted problems such as a lack of sports equipment (60%), the absence of modern sports grounds (55%), and insufficient time allocated for sports training (45%).

These results illustrate the current state of the pedagogical foundations of sports activities conducted with students and identify directions for further improvement in this area.





DISCUSSION

The results of this study revealed important aspects of the practice in Uzbek schools regarding the pedagogical foundations of sports activities conducted with students. The teachers' identification of strengthening students' physical health and fostering their interest in sports as the main goals of sports training aligns with the state policy's priority of raising a healthy and well-rounded younger generation. It is no coincidence that the relevant decrees and resolutions of the President of the Republic of Uzbekistan pay special attention to this issue.

The most frequently applied pedagogical principles identified in the study (demonstrativeness, individual approach, activity, and systematicity) are crucial for students' success in sports training. The application of the individual approach principle, in particular, indicates the need to consider students' diverse levels of physical fitness and interests. The predominance of active methods such as games and competitions plays an important role in increasing students' motivation for sports and developing their social skills. The teacher-coach's role in motivating, guiding, and organizing students is crucial in ensuring the effectiveness of sports training. The teachers' understanding of their role in this way demonstrates a correct pedagogical approach. At the same time, the problems identified during the study, particularly the lack of sports equipment, the absence of modern sports grounds, and insufficient time allocated for sports training, can hinder the improvement of the quality of sports activities conducted with students. To address these problems, it is necessary to provide schools with the necessary sports equipment and infrastructure, as well as allocate sufficient time for sports training. It was found that students' activity in sports training depends on their interest, the variety of training sessions, and the teacher's individual approach. This emphasizes the importance of teachers arousing students' interest and offering them suitable activities during the lesson.

Overall, the research results indicate positive trends in the pedagogical foundations of sports activities conducted with students in Uzbek schools while also identifying existing problems. By addressing these problems and more widely introducing advanced pedagogical methods, it is possible to further improve the quality of students' physical education and engagement in sports.

CONCLUSION

This research focused on exploring the pedagogical foundations of sports activities conducted with students and revealed important aspects of the practice in



Uzbek schools. The findings indicate that sports training is directed towards significant goals such as strengthening students' physical health, fostering their interest in sports, and promoting their comprehensive development. Pedagogical principles such as demonstrativeness, individual approach, activity, and systematicity are widely applied in training sessions, and active methods like exercises, games, and competitions prevail. The motivating, guiding, and organizing role of the teacher-coach is of crucial importance in the educational process. At the same time, the study identified several problems, including a lack of sports equipment, the absence of modern sports grounds, and insufficient time allocated for sports training. Addressing these issues and more widely introducing advanced pedagogical methods can further improve the quality of students' physical education and engagement in sports.

Overall, sports activities conducted with students play a vital role in their physical, mental, and social development. Focusing on the pedagogical foundations of sports activities in the implementation of the tasks defined by Presidential decrees contributes to the comprehensive development of the younger generation.

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