



DEVELOPMENT OF MENTALLY STABLE QUALITIES IN ADOLESCENT STUDENTS THROUGH PHYSICAL EDUCATIONAL MEANS

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Article history:	Abstract:
<p>Received: October 10th 2021 Accepted: November 11th 2021 Published: December 27th 2021</p>	<p>The article discusses the content of the program for the development of psycho-sustainable qualities in students through the means of physical education, the results of experimental research in the educational institution. The author's program for the development of psycho-sustainable qualities consists of a set of tools, methods, goals, principles and forms that have a pedagogical impact on solving this problem. The author chose a systematic and proactive approach.</p>
<p>Keywords: means of physical education, psycho-stable qualities of students, program for the development of psycho-stable qualities, principles of program implementation, content, goals, objectives.</p>	

INTRODUCTION.

Adolescence is a unique period in human life. This age is not only an active aspiration to understand the environment, but also a period of active development of personality, which includes other qualities such as courage, the need for activity, the enthusiasm of adolescents, psycho-stable qualities. Spiritually-stable qualities are formed in the process of the emergence and acquisition of the life experience of the individual and is an important practical task for every teenager, parent and educator.

Ability to refrain from various harmful habits and vices (smoking, alcoholism, drug addiction, etc.) as a person with his own thoughts and principles in the present and future life of the younger generation, to overcome the existing difficulties in the educational process in difficult situations Since the development of each person's mental-stable quality system depends on the development of this task, the effectiveness of the adolescent's current and future learning process is directly related to his or her extracurricular activities, which are constantly becoming more complex and expanding.

The Urgency of the problem. It is known that physical education includes exercise (including the following modules: gymnastics, athletics, sports, general developmental exercises), the healing forces of nature (sun, air, water) and hygienic factors (work, study, sleep, diet, sanitation). and hygiene conditions) [7]. They are closely related to each other and help each other in effective application. The means of physical education have a wide range of opportunities in the development of psycho-stable qualities in adolescents. But these opportunities do not happen by themselves, they are based on a clear goal-oriented, systematic pedagogical process. Therefore, the author found it necessary to develop a special program for the effective use of this pedagogical process in order to develop psycho-sustainable qualities.

A brief analysis of the scientific works of other scholars on the subject. In the Republic of Uzbekistan, a number of scientific studies have been conducted to study the psycho-stable qualities of schoolchildren (E. Goziev, Sh.A. Parpieva, D. Kayumova, E.A. Khudaikulov, G.I. Sattarova, N.E. Eshnazarova) . In their scientific work, these authors have studied the psycho-stable qualities of the individual, mainly from the point of view of psychology and medicine, while pedagogical information is almost scarce and scattered. The concept of psycho-stable qualities and their composition are not defined. The phenomenon of human will and psycho-stable qualities and its manifestation has been actively studied by European and Russian scientists since the beginning of the twentieth century. The currently popular research work is A.I. Visotskiy, E.P. Ilin, V.A. Ivannikov, V.K. Kalin, A.F. Lazurskiy, B.F. Lomov, A.G. Maklakov, R.S. Nemov, A.K. Osnitskiy, A.V. Petrovskiy, I.K. Petrov, A.T. Puni, S.L. Rubinstein, V.I. Selivanov, V.N. Sokolenko, I.V. Straxov, S.I. Khokhlov, V.L. Haykin, O.V. Shishova, T.I. Shulga, E.V. It belongs to scientists like Eidman.

Many researchers [1] suggest that active development during this period includes aspects such as perseverance, patience, perseverance in achieving one's goals, and the desire to overcome obstacles and obstacles. Adolescents, unlike younger learners, are able to exhibit not only some psycho-stable movement but also full psycho-stable activity.

At the same time, the process of development of psycho-stable qualities in them, while maintaining a contradictory, unstable, impulsive character, is closely linked with spiritual upbringing and includes such aspects as activism, need, interest in society.

The positive and negative aspects of psycho-stable qualities in adolescents are manifested together. These are courage and panic, desire and opportunity, perseverance and procrastination, composure and inability to control oneself, and so on.

Therefore, it is necessary to activate such factors as the formation and development, strengthening of the desire to constantly demonstrate the psycho-stable qualities of adolescents during this period. A number of scholars, including N.V. Kuzmina [3], P.P. Tissen [7], Yu.A. Janson [8], P.I. , out the author came to the following conclusion:

1) researchers do not have a holistic or unified approach to program development, the structure of the proposed program is quite different;

2) the content of programs is sometimes conditioned by the subject, goals and objectives of the research;

3) The structure and content of authoring programs do not always correspond to the curriculum and remain an additional load on the overloaded curriculum.

Scientific essence of the article:

- The pedagogical conditions for the effective use of physical education tools to develop psychologically stable qualities in students were identified and experimentally confirmed: coordinated and goal-oriented work of teachers, parents and students; use of physical education in a "as simplified manner" as possible; creating and resolving target situations that require psycho-stable stresses; methods of integrated use of physical education tools were proposed.

- A program for the development of mentally stable qualities in students through physical education has been developed, which differs from existing programs aimed at ensuring the coordinated work of teachers, parents and students, the essence of which is to strengthen the pedagogical impact on this process to create opportunities for the choice of forms and methods, depending on the conditions of the general education institution, by creating the necessary conditions for this.

ensures maximum use;

- The author suggested diagnostic tools that allow students to continuously monitor the process and outcome of the formation of qualities such as endurance, perseverance, initiative, perseverance, rather than the development of one individual quality in students, as suggested by many researchers. questionnaires, criteria, observation diaries for mothers and students to assess and record the formation of psycho-stable qualities were offered.

Object of research. Educational process of general education institutions.

The aim of the research is to develop a program for the development of psycho-sustainable qualities in adolescents through physical education.

In developing a program for the development of psychologically stable qualities in adolescents through physical education, the author took into account the following conditions: the organization and implementation of development work should include monitoring the implementation of this work.

Methodological bases of the program. A methodological approach to solving educational tasks was chosen. This approach, depending on the subject and characteristics of the research, helps to achieve the set goal and solve the tasks. Therefore, taking into account the nature of the manifestation of the nature and characteristics of psycho-stable qualities in adolescents [2], systematic and active approaches were chosen.

The process of development of systemic-mental-stable qualities in adolescents is not an independent and objective process, but it is a component of the whole educational process. Activity is the development of psycho-stable qualities in the process of acquiring knowledge, skills and abilities of adolescents through the means of physical education.

The functional nature of the program is that each element not only performs its assigned function, but also helps to perform the functions of other elements in achieving a "useful result" [5]. Such a sign or sign of a program to develop psycho-sustainable qualities through the means of physical education in adolescents is very important. Because their developmental process is subjective and individual, it should be borne in mind that while physical education tools can show a positive result in the development of a certain quality in one adolescent, this indicator may be low in another adolescent.

The synergistic nature of the program (enhanced interaction of several factors) leads to a number of principles in the implementation of the project:

1) the teacher and the student are equal subjects in the process of developing psychologically stable qualities, open to each other in the acquisition of new knowledge, mutual understanding and communication;

2) the development of psycho-stable qualities in adolescents is manifested in the subjective direction;

3) the plan of work on the development of psychologically stable qualities is supplemented by intuitive innovations generated during the performance of specially selected exercises of the adolescent;

4) The result and outcome of the development of psycho-stable qualities will be the identification and determination of the position of adolescents.

Program Objectives. To identify and describe program goals, the author conducted a survey among teachers, parents, and adolescents. One of the questions in the survey was: "What goals do you want to achieve in the implementation of the program for the development of psycho-sustainable qualities through physical education?" was asked.

Teachers working with adolescents considered the main goals to be: to satisfy the interest and demand for physical education in adolescents as much as possible, to attract additional external resources to improve physical education, to improve the educational and pedagogical qualities of physical education.

Parents supported the initiative to develop such a program, saying that strengthening the health of children, developing in them such qualities as patience, perseverance, independence, aspiration is a very important process.

Adolescents, as stakeholders in this process, have the opportunity to engage in physical activity of their choice, to meet their needs for the development of basic physical qualities (boys - strength, agility, speed, endurance; girls - flexibility, agility, endurance, agility), perseverance, expressed a desire to have qualities such as courage, perseverance and the development of independence. The goal that unites them is not to launch the process of developing psycho-stable qualities in adolescents, but to organize and carry out purposeful and focused work in this direction. Дастури мазмуни (дидактик компонент).

Forms and methods of direct physical education are used in the use of physical education tools to develop the psycho-stable qualities of adolescents. The experiment conducted at the secondary school No. 7 in Kokand, Fergana region, shows that in the process of physical education of adolescents, various forms of school, out-of-school and family activities are used. The main forms of use of physical education in school are: physical education classes, extracurricular activities, health-improving activities on the agenda of the school day.

Physical education is the main form of physical activity and plays an important role in the development of mentally stable qualities of adolescents.

Unlike other forms, the course form has several advantages:

the course is the most popular, organized, systematic, and mandatory; conducted on the basis of a science-based program and designed for a long period of time;

conducted under the guidance of a physical education specialist; age, gender, physical and individual characteristics of adolescents are taken into account in the course; medical team, sports results, determined by movement skills

angle helps in the all-round development of all students.

Extracurricular forms of physical activity (sports clubs, school competitions, physical education months and events, etc.) increase students' interest in mass sports, provide healthy, active and meaningful recreation.

Exercise in out-of-school institutions (children's and youth sports school, health camps, sports grounds, etc.) is of great importance in the development of psychologically stable qualities of adolescents.

Common forms of physical activity in the family include morning physical education, physical breaks in class preparation, aerobics and bodybuilding at home, family competitions with parents, and participation in various relay races. These forms have been included in the program developed by the author, taking into account their active participation in the development of psycho-stable qualities in adolescents.

Important elements of a psycho-sustainable qualities development program in adolescents include the use of physical education tools.

The main styles within the program are: strictly defined exercise (regulated), game style, competition style. The essence of a strictly regulated exercise style is that every exercise requires

should be done in the form in which it was made and in a clearly designed load. The essence of this method is sufficiently covered in the physical education literature and has great pedagogical potential.

The importance of play style is the use of sports games in the development of physical and personality qualities of adolescents. In the process of applying this method, movement activities in adolescents are organized based on the content, conditions and rules of the game. Practice shows that games lead to all-round development and improvement of movement skills and abilities.

Competitive style is the use of physical education tools in the form of competitions at different levels. Its stated purpose is to encourage the maximum display of motor skills, to determine the quality of mobility and at the same time to promote the development of psycho-stable qualities.

Principles of program implementation. The program proposed by the author to develop psycho-sustainable qualities in adolescents is an integral part of the school physical education program. This program is a basic training program.

It is not an additional load. Therefore, the following are proposed as principles for its implementation:

1. Taking into account the age and psychological characteristics of adolescents. As mentioned above, adolescence is a period of rapid development of psycho-stable qualities.

During this time, teenagers resist demands and rules, are under the influence of others, and become loose in the face of adversity. During this period, physical qualities such as speed, agility, strength, flexibility develop intensively.

2. The use of physical education tools that have a complex effect on the development of psycho-stable qualities in adolescents. This is due to the fact that the means of physical education do not have any single or separate means of developing psycho-stable qualities.

3. Collaboration between teacher and student in solving the task of developing spiritually stable qualities. In pedagogy, cooperation is a subjective process of joint search for truth, a way for the participants in this process to develop themselves and understand themselves [8].

This means that the process of developing the psycho-stable qualities of adolescents through the means of physical education should also take the form of dialogue.

4. Priority of safety rules in the use of physical education facilities. The use of physical education tools is always associated with the risk of injury or trauma. Given the diligence, enthusiasm, and thoughtlessness with adolescents in

working with adolescents, and taking the safety precautions lightly, [4] the teacher should explain the precautions to the students to protect them from injury.

RESEARCH RESULTS.

The effectiveness of the proposed program was tested during an experimental study.

The experiments were conducted during one school year (2020-2021 academic year) at the 7th comprehensive school in Kokand, Fergana region. Two 6th graders participated in the research experiment. An experiment conducted at the beginning of the study found that the rate of development of psycho-stable qualities in both grades was almost the same. 65–70% of students have goal-oriented, patient

endurance, perseverance, independence and initiative qualities were found to be low at 60-65%. None of the students had high levels of psycho-stable qualities.

During the year, the implementation of this proposed program has shown its effectiveness. The number of students with low levels of psycho-stable qualities in the experimental classes has halved (goal-orientation, patience, resilience up to 30%, independence and initiative up to 26%).

CONCLUSION.

During the implementation of the program, the author came to the following conclusions:

The development of psycho-stable qualities in the use of physical education is manifested in the creation of high results - an environment of difficulty.

If the adolescent is given lighter exercise, the adolescent will feel less compelled and his or her physical qualities will develop and his or her psycho-stable qualities will not develop. However, this does not only mean giving the adolescent a difficult and strenuous exercise, but also giving the teacher the optimal option of exercise, taking into account the individual characteristics of the adolescent.

Adolescents need to develop a desire to do the exercises with passion, even when they are in trouble. Only then will the development of one psycho-stable quality lead to the development of other psycho-stable qualities.

Offer. The program proposed by the author is an open, dynamic, constantly evolving program designed to address educational tasks, and secondary schools operate within the curriculum of physical education. Such a program demonstrates the physical development of the younger generation and their desire for perfection, achieving high results in sports, gaining self-esteem and prestige among themselves, as well as equal communication with peers.

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