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SPORTS PEDAGOGY BASED ON PSYCHOMOTOR AND DEVELOPMENT THEORIES

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ABSTRACT

Childhood, especially early childhood, is one of the most important periods in a person's life. During this period of rapid development, the foundations of character education are laid, which will play an important role in the future lives of children, the infrastructure of their cognitive future is formed, they begin to perceive the environment, worldviews and emotions are highly developed. This period, which is directly related to the future life of a person, should be managed very well, awareness should be created among families and education should be planned accordingly. This study uses sports pedagogy and psychomotor development of children, including the processes of mental and physical development, Freud's psychoanalytic theory, Erikson's theory of psychosocial development, Piaget's theory of cognitive development, Robert Havighurst's theory of development, Arnold Gesel's theory of maturation. Social learning theory and Bandura's theory were reviewed. The study paid special attention to psychomotor and developmental theories, as well as their descriptive analysis from the point of view of sports pedagogy. Another issue of sports pedagogy is related to the cognitive and mental development of children. As a result of the study, we drew attention to the fact that families and schools, especially the ministry and our athletes, have a great responsibility to ensure maximum preparation for sports life.

KEYWORDS

Child development, psychomotor skills, motor activity, sports pedagogy, sports, physical exercises.

INTRODUCTION

Early childhood is defined as the period from birth to primary school. During this period, the cognitive and physical development of the individual accelerates, while many foundations for their future life are laid and formed. Developmental achievements have a great impact on a child's life in subsequent years. Early childhood is a very important and sensitive period in this regard. But we should not forget that the character, habits, attitude and behavior of an individual are formed not only in early childhood. Factors such as people's characteristics at birth, environment later in life, education, preferences and diet also influence the formation of their character, psychological and physical structure.

During development, children are not yet fully aware of their bodies, abilities, needs, environment and interests. They find it difficult to express their feelings and thoughts. For this reason, parents, adults caring for children, and educators must know the child and his development well so that he grows up to be a healthy person.

To raise children mentally and physically healthy, it is necessary to have a good knowledge of the characteristics of their development. A good education can only be ensured by knowing the developmental characteristics of children. Physical activity, where children can interact with the environment, nature, objects and animals, should be a priority in children's education. Children should be taught by seeing,

touching and moving around the environment. It is necessary to ensure that children develop their fine and gross motor skills through a variety of physical activities and provide them with a foundation for acquiring sports skills later in life. Parents and preschool teachers must prepare the necessary educational experiences at home to ensure specific behaviors in children's developmental processes and support their development.

This article reviewed existing theories in the literature and attempted to evaluate them from the point of view of sports pedagogy.

Psychomotor development

One aspect of early childhood development is psychomotor development. The process of psychomotor development is an issue that should be well known and taken seriously, especially so that children grow up mentally and physically healthy. Psychomotor development is a natural process that begins in the womb, increases in early childhood and gradually declines in later years. The foundations of motor-physical, cognitive-mental and social-emotional development of a person are laid in early childhood.

In the sports and pedagogical literature on this topic, the definition of the term “psychomotor” is often interpreted differently. In some publications the definition of this term is completely lost. The Duden Dictionary of Foreign Words has a comprehensive

explanation: “it experiences movements in accordance with physical laws and at the same time expresses the normal or pathological mood of a person.”

One of the most important features of the process of psychomotor development is the continuous growth and development of the child’s body. During this period, the child's development includes both visible and invisible growth, with movement coming first. The baby's first communication with his mother is based on the baby's movement.

The word motor literally means movement. Even before birth, a person begins to develop physically in the womb. Development accelerates in early childhood. While movements such as blinking or breathing continue as reflex movements throughout life, movements such as walking, jumping or pressing buttons are defined as conscious motor skills and are considered within the framework of psychomotor development. During psychomotor development, the senses, mind, and muscles work together to ensure that behavior is under control. Psychomotor development is the acquisition of voluntary mobility in parallel with physical growth and development of the central nervous system.

Motor movements include all movements that a person experiences and interacts with the environment. Motor skills are divided into two groups: gross and fine motor skills. The motor system first

expands and develops through the use of gross and then fine motor skills. The main requirement for motor skills is a sufficiently developed nervous and muscular system. It can be improved through sports and exercise. Parents and teachers should provide children with a variety of physical activities that will help them develop gross and fine motor skills. Physical activity is one of the factors that directly affects psychomotor development.

When children begin to crawl and walk, this is the first step towards independent movement. In this way, children begin to stand on their own two feet and take responsibility for their actions. Children's first physical activity is gross motor skills. Gross motor skills include the basic physical movements needed to move the body. In order not to overexert yourself during physical activity, it is necessary to use appropriate exercises with a clear dosage. The basic forms of gross motor skills are crawling, standing, walking, jumping, climbing, etc. It's in shape. Fine motor skills can be built when gross motor skills, which are the basis of motor activity, begin to form. Therefore, children should be taught areas such as balance, body awareness and muscle tone, especially in the early years of life. Fine motor skills are physical activities based on gross motor skills and include all small movements. These are precise movements that do not require much muscle strength. Such skills require a calm mind, patience and appropriate strength. Physical activities such as typing,

tying shoes, sewing, using scissors correctly, and pressing buttons are just a few examples of fine motor skills. Gross motor skills are often taught in sports and therefore in athletics. However, many disciplines, such as the high jump or javelin throw, require very precise technique.

Important elements of healthy and well-formed motor skills are coordination, sensitivity and balance. Sports and movement not only affect the development of motor skills, but also help children be healthy and fit. In psychomotor science, the health of the body affects human psychology, and the psychological state affects the health of the human body. Body and soul are interconnected. The better the spiritual structure, the more freely a person moves. When the body is sick, people's psychology also suffers.

The human body cannot be divided into body and soul. Body and soul act as one, interdependent and interacting. In this regard, it is necessary to pay attention to the psychomotor development of children and design programs accordingly when planning education.

Freud's theory of psychoanalysis

Having a problematic relationship with psychiatry, Sigmund Freud (1856-1939) was forced to transform his scientific worldview into a philosophy of life. Freud works as an assistant to the physician Theodor Meinert, who presents the dogmatic theory of

localization. According to him, the cause of mental illness always lies in local damage to the brain. After this dissertation, Freud turned to the problems of psychological research and finally, in 1884, began experimenting with the use of cocaine. He sees that these experiences lead him into the unknown and thereby open the way to psychoanalysis.

Freud defined psychoanalysis in 1922 as follows: "Psychoanalysis:

- This is a method of studying mental processes that are almost inaccessible;
- One of the methods of combating neurotic disorders, based on research;
- It is a collection of psychological concepts obtained in this way and gradually integrated into the new scientific field. Today's schools of psychoanalysis are usually grouped into four areas: the School of Impulsive Defense, Ego Psychology, the School of Object Relations and Self-Psychology.

Sigmund Freud, in his psychoanalytic theory, emphasizes the psychological development of man according to universal principles. According to Freud, society also shapes a person's personality. Freud's emphasis on the importance of early experiences in shaping lifelong behavior patterns is valuable from a developmental perspective.

The concept of psychoanalysis developed by Freud is used in three senses:

As a method of deep psychological research (Freud obtained his psychological knowledge through psychoanalysis).

A summary of Freud's teachings (Psychoanalysis places a fundamental importance on sexuality).

As a form of treatment/therapy (you may not be able to get rid of neurotic disorders without psychoanalysis)

Treatment of any mental and psychomotor diseases (especially neuroses); ability to love and work; Reconstruction of personal life stories by highlighting the repressed; make the unknown known; You could say that this is introspection. Target groups: all age groups

The theory of psychoanalysis is based on two main principles:

- Causal-psychological determination
- It plays a much larger role in a person's spiritual life than unconscious phenomena.

In psychoanalysis, unresolved childhood conflicts are considered the cause of mental disorders. Such childhood experiences continue to influence the subconscious and manifest as symptoms in adulthood. Freud considered the cause of nervous disorders to be

instinctive conflicts and instinctive fixation (focus) on the stages of sexual development (oral, anal, genitals) in early childhood.

Psychoanalytic approach

In his 1900 book *The Interpretation of Dreams*, Freud explains that the psychic apparatus consists of three systems: conscious, preconscious and unconscious. As Freud developed his theory, this model gradually lost its relevance and function and was incorporated into the Structural Model with the publication of *The Ego and the Id* in 1923. According to Freud, moral and personal development consists of the id, ego, and superego. They are defined as:

IDENTIFIER; This is the most primitive part of a newborn's personality. Then the Ego and Superego develop from the Id. The id is the most primitive part of a newborn child's personality and consists of basic biological activities. The ego and superego develop from the id. The id operates on the pleasure principle and wants immediate satisfaction of needs such as food, drink, removal of waste from the body, avoidance of pain, and sexual pleasure. Try to avoid pain and enjoy it. For example, a 5-month-old baby walking down the street in his mother's arms wants to breastfeed immediately when he is hungry. As the time required to fulfill this desire increases, dissatisfaction gradually increases. Because the id wants to satisfy its needs immediately. Freud called the structure that

controls the id and makes it unconscious the ego. ego; It pushes into the subconscious actions that contradict the biological structure of a person or do not correspond to reality. This is a real human executive organ. The function of the ego is to achieve harmony within and within oneself. The ego does not seek immediate pleasure like the id, but is willing to sacrifice pleasure for real needs. The ego is the representative of the external world. For example; It is the ego that tells someone who is about to take a difficult exam and wants to go to the cinema to postpone going to the cinema and prepare for the exam. Freud calls the part in which society believes, and the source of its right and wrong decisions, the superego. Like the Id and Ego, most of the Superego is unconscious. The superego decides whether an action is right or wrong. The internalization of the moral values of society mainly shapes the consciousness of the individual. The superego exists for an ideal, not for reality. superego; Makes decisions based on inappropriate, inappropriate moral values.

Erikson's theory of psychosocial development

Psychosocial development theory was developed by Erik H. Erikson (1902–1994). Influenced by Freud's work in the early years of his research, Erikson adopted a different view of personality development and his view of personality as expressed in Freud's psychoanalytic theory. While Freud emphasizes that the subconscious and biological aspects of personality are more

important in personality development, Erikson emphasizes that cultural and social factors are more effective in development.

Erikson (1968) emphasizes the concept of personal and social identity and expresses this in his theory of psychosocial development. Emphasizing that physical and mental development of the individual and social change influence the formation of personality, Erikson explains that personal development and identity crisis, as well as social culture, change and historical/current crises are inseparable and mutually determining. Erikson defines personality formation as the relationship between psychological, social, developmental and historical characteristics. According to Erikson, “The personal development of an individual, social change, the crisis of identity in his life and the modern crises of historical development cannot be separated from each other because they complement each other.

Piaget's theory of cognitive development.

Jean Piaget has a major influence on philosophy, psychology and education through his works, research and writings. He worked particularly on mental development and made classifications related to intelligence based on the importance he placed on structure. He classified these developments with their structures and successfully applied these structures in the field of psychology. Constructivist theory, which

has lost its force and is still used in education; In his opinion, the idea of structuralism changes depending on the meaning given to the concept of structure.

It is believed that each new growing person makes right and wrong decisions differently depending on the period of his development. In their theories, Piaget and Kohlberg emphasized that people make different judgments depending on the period of their development, and conceptualized them as age periods called moral development. According to Piaget, moral development develops through certain processes similar to cognitive development, and the environment influences a child's moral development. To monitor the moral development of children, Piaget turned to children's games and stories, in which he could evaluate the rules and relationships expressed. Therefore, he tried to understand children's ideas about good and evil. According to Piaget, changes occur in the moral development of children depending on their age. According to him, children first see rules as elements that must be followed, and then understand the rules.

Piaget explained cognitive development by dividing it into four qualitatively different main periods. These periods;

- Sensory-motor period 0-2 years.
- 2-7 years before the procedure.

- Concrete service life: 7-11 years.
- Abstract Transactions Ages 11 and older.

According to Piaget, during the sensorimotor period (ages 0–2 years), infants interact with their immediate environment, learning occurs rapidly, and they develop behaviors consistent with their wants and needs. In the preoperative period (2-7 years), children develop ideas about such elements as space, object, time, cause and effect, and prepare for specific operations. During the period of specific operations (7-11 years), children are in the process of mental development and begin to use specific operations. Children know how to arrange objects from largest to smallest and vice versa. Now they can perceive the concepts of “big” and “small”. Can measure, multiply, divide and think relative to each other. During the period of abstract operations (12 years and older), the mental structure is active and flexible, and complex problems can now be solved. This period continues into adolescence. Children can cope with environmental factors through their balance skills and mental development.

Robert Havighurst's theory of development

Robert Havighurst argues that the interaction of biological, social and cultural phenomena is effective in the process of development. Havighurst argues that there are certain tasks that people must accomplish at certain periods of time. Movement, play and physical activity are the goals he defines for children's early

development. Havighurst describes development as a lifelong learning process. The periods proposed by Havigurt in his theory of development.

- Infancy and early childhood (0-5 years)
- Middle childhood (6–12 years) and adolescence (13–18 years)
- Early adulthood (19–29 years old)
- Middle age (30-60 years)
- Advanced Age (61 years and older)

Arnold Gesell's theory of maturity

Gesell believes that people come into the world with a biological program, and says that "parents should know how to raise a child according to the natural instructions received from them, without imposing certain rules."

The works of development theorists are devoted to universal aspects of development. A key element of these studies is that all children in the world develop naturally (regardless of culture/society; their central nervous system and organs are intact). Arnold Gesell (1880-1961), a famous researcher and representative of this movement, examined more than 1000 children in his study and found that the children's ability to understand, sit, stand or run was always in the same sequence and at approximately the same age. . Gesell places the concept of maturity at the center of his

research, thereby showing the influence of genetics on human development. He argues that environmental influences that disrupt development, such as malnutrition, neglect, or abuse, are important to a certain extent. According to Gesell and other maturation theorists, a key requirement for successful development is a "suitable environment." He argues that other elements follow a genetically determined plan, that is, they arise spontaneously (in the body). Understanding the universality of child development (e.g., gross motor skills, physical growth, and perhaps certain building blocks of the mind, etc.) within a developmental framework has important implications for social science research. This allows social workers to recognize factors that are delaying the development process and speeds up the adoption of decisive interventions such as youth intervention, helpline calls, and therapeutic education.

Bandura's Social Learning Theory

Influenced by behaviorist theory, the foundations of social learning theory were laid by Rotter in the 1950s and developed by Bandura and Michel in subsequent years.

An important exponent of social learning theory, Bandura advocates the importance of learning through "observation" in human life. Observational learning develops through four processes; This

- do not pay attention

- keep in mind
- repetition of behavior and
- Reinforcement and motivation

Learning through modeling and observation comes to the fore in social learning theory. Many relationships can be learned by observing, modeling and imitating other people. Bandura mentions three types of models.

- Live Model: A real person performing a specific behavior.
- Symbolic Archetype: A character or person depicted in a film, television show, book, or other media.
- Verbal instructions: explanations of how to act – not given by a living or symbolic person.

The concept of self-efficacy is highlighted in Bandura's social learning theory. Self-efficacy is the knowledge of how to behave to cope with possible situations. According to this theory, people's behavior is shaped by their active participation and decision-making efforts. According to Bandura's social learning (social cognitive) theory, self-efficacy can be viewed in two dimensions: the first is the ability of teachers to demonstrate the behaviors needed for effective teaching, persuasion, and judgment (self-efficacy). The second aspect is teachers' beliefs and judgments that

student achievement can be improved through effective teaching methods and techniques.

Evaluation of psychomotor and developmental theories from the point of view of sports pedagogy

The concept of pedagogy comes from the ancient Greek word Paideia, which means education. The concept represents the highest development of man through processes of learning and education that go beyond school lessons. The word "paideia" comes from the ancient Greek "pais", meaning child, and "agein" is a combination of words meaning guidance and guidance. Although there is some confusion in the use of this term; It can be expressed as learning, culture and identity, knowledge.

Sports pedagogy is a branch of sports science and broadly covers education, training and development through and with sports. Sports pedagogy is a science related to sports and education through sports. In addition to practical subjects, sports pedagogy is a practical activity in physical education classes. From this point of view, sports educators include not only scientists working in this field, but also sports educators working in schools, clubs, clinics, etc. The German Duden Dictionary defines sports pedagogy as “the science concerned with the tasks and possibilities of sport in education and training.”

Psychomotor and developmental theories are one of the topics of sports pedagogy and occupy a very

important place from the point of view of sports science. Below is an attempt to evaluate sports pedagogy from the point of view of psychomotor and developmental theories.

Psychomotor development. The process of psychomotor development in childhood, when cognitive and physical development occurs intensely and quickly, should be well known to parents, adults and teachers. During this sensitive period, children rapidly develop gross and fine motor skills, they begin to recognize their bodies, become aware of their abilities, and as a result of interaction and communication, they begin to perceive and explain first concrete, then abstract concepts. relationship with the environment. Parents and educators should include various physical activities in the process of learning and physical development of children and, if possible, carry them out in nature. Children need to move, step on the ground, roll on the grass, touch flowers, cats and dogs, see chickens, bees and cows and learn how these things help them. Various activities should be planned to develop gross and fine motor skills. Care must be taken to ensure that children are in the correct position. Children should be instilled in sports habits by engaging in physical activity from an early age.

Freud's theory of psychoanalysis: Freud argued that early life experiences cause people to form patterns of behavior that persist throughout their lives. He also

attributes the cause of mental disorders to unresolved childhood conflicts. He argues that childhood experiences continue to influence the unconscious and manifest as symptoms in adulthood. According to Freud, personality is formed in early childhood. When this thesis is assessed from a sporting point of view; Physical activity and fun in early childhood are effective in making exercise a habit later in life. Parents and educators should ensure that various physical education activities are carried out during this period so that children do not look at sports as a competition, but as a means of play and entertainment.

Erikson's theory of psychosocial development: Human phenomena come to the fore in Erikson's understanding of the stages of psychosocial development. It is emphasized that the development process of children 0-5 years old is primarily influenced by their parents and family environment, and later by the environment, friends and representatives of different generations. He says the sense of confidence gained in early childhood has a positive impact on children later in life. Parents encourage children to run, jump, climb, etc. By supporting them, it should encourage the development of entrepreneurship and independence in children. In this process, stakeholders must create an environment where children can play and exercise. Children need to be helped to understand their bodies and see what they can do with exercise. It

is necessary to pay attention to the variety of physical activities.

Piaget's Theory of Cognitive Development: Piaget emphasized the mental development of children. Piaget argued that environment, experience, and social transmission are as effective in a child's development as physical maturation. He also emphasizes that moral development, like cognitive development, occurs in successive periods and that the child's active interaction with the environment influences his moral development. To monitor the moral development of children, Piaget turned to children's games and stories, in which he could evaluate the rules and relationships expressed. Physical activity, sports, friendship in a team, rules of the game and attitude towards opposing players are also effective factors in the moral development of children. Parents and teachers should teach children that rules in games are not only rules, but also moral elements. It was emphasized that respecting yourself, your body and the opposing player, winning and achieving success through sports is a good feeling, but in a real sense this can only be achieved by maintaining spiritual values. and fair treatment.

Robert Havighurst's Theory of Development: Robert Havighurst's Development; He defines education as a lifelong learning process that results from the interaction of biological, social and cultural forces. Havighurst says development in infancy and childhood

is based on physical activity, play and movement. In this sense, it is necessary to prepare various sports events for children, create appropriate sports grounds, organize socio-cultural events and keep children active in them. Thus , it promotes the mental and physical development of children, and their socialization is carried out.

Arnold Gesell's Theory of Maturation: Arnold Gesell focuses on the stages of physical and motor development of children and argues that children's physical and motor development occurs in the same sequence and at the same ages throughout the world. They say that he finds the right environment for successful development. This assessment is very important from the point of view of sports pedagogy. If the development processes of all children in the world occur at the same age and in the same direction, then why do sports succeed in some countries and not in others? The answer to this question is the right environment. If you look at countries that have achieved success in the Olympic Games or other sports competitions, you can see that they have adequate sports grounds, a sports culture is formed from childhood, and the educational environment and programs are developed accordingly.

Bandura's Social Learning Theory: Bandura states that learning occurs through observation. Additionally, a person's self-efficacy beliefs define the goal he or she is trying to achieve and lead to success. For children to

acquire sports culture and habits, the people they look up to as role models must demonstrate exemplary behavior. Role models here include family members at home, school teachers and professional athletes in the neighborhood. Children can improve by observing and being positively influenced by these people. In this sense, important tasks are assigned to the sports community and the press.

DISCUSSION AND CONCLUSION

Children are creatures who naturally want to move and enjoy it. The family must satisfy these natural needs of children in early childhood by diversifying physical activity and creating the necessary conditions for children. Particular attention should be paid to various activities for the healthy development of children's psychomotor skills. Children can run, climb, throw, throw, jump, catch, etc. They should be provided with physical activity. This way, children know their bodies, their abilities and limits. In addition, during all training, children should be focused on maintaining the correct position. Families should not behave in ways that undermine children's self-confidence in situations such as making mistakes, falling or breaking something during physical activity.

Another issue of sports pedagogy is related to the cognitive and mental development of children. Children should be helped to see the world better through sports. It should be emphasized and taught

that sport is good not only for the body, but also for the soul. Just as children learn discipline, success and hard work to achieve rewards by following the rules of sports, they must learn teamwork, cooperation and respect for their opponents and develop into moral individuals.

The sporting activities that children can participate in should vary depending on the school and the environment in which the school is located, as well as at the regional and even national level, and depending on the videos of famous athletes, photographs, etc. that have attracted the children's attention, must be published with the correct messages. Visual images must be present in all forms of media. It is necessary to support sports activities in which families participate, to encourage children to become involved in sports from an early age. Moreover, sport should be fully used as a means of strengthening intergenerational bonds. To build on the development and skills acquired in early childhood and ensure their continuation into later life, it is necessary to focus on sports activities and prepare educational programs accordingly. In this sense, institutions and organizations involved in sports, schools, local governments, teachers and athletes face important tasks in developing a sports culture, sports ethics and sports habits in children.

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