International Journal of Pedagogics

VOLUME Vol.05 Issue07 2025
PAGE NO. 24-30
DOI 10.37547/ijp/Volume05Issue07-06

Pedagogical Model of Development of Women - Girls' Sports Based on Gender Approaches

Xojimurodova Mahliyokhon Kenjavoy kizi
Doctoral student at Namangan State University, Uzbekistan

Received: 12 May 2025; **Accepted:** 08 June 2025; **Published:** 10 July 2025

Abstract: The article shows that the achievement of sports results in our women largely depends on the development of the athlete's intellect. However, the more intellectually active the athlete is, the more his intellectual potential will develop. Therefore, it is necessary to conduct specially organized and purposeful models of developing intellectual preparation in the field of athlete training. A model is a model for creating something sustainable, and in our article we have developed a pedagogical model for the development of women's sports.

Keywords: Intellectual preparation, foreign experience, women's sports, athlete, physical culture, physical education, sport, game, competition, Olympics, health, research, fatigue, diseases, physical exercise, platforms.

Introduction: Modeling is one of the most important methods used in scientific research. Model means a French example, and in scientific research, it is a form accepted by the researcher, a copy of it, instead of the original, to study a reality, process or device. In scientific research, a system that is similar to the object being studied and embodies its characteristics is considered a model [2]. The modeling method is to study an object, device or process not in its natural, real form, but in its model. Usually, if the object is difficult to study in its own form (too expensive, dangerous, the process takes a lot of time), then it is studied in the model version. In fact, this term in English at the end of the 16th century meant architectural plans. A model is a model for creating something stable.

From an intellectual point of view, thinking, memory, and attention stability depend on the level of physical fitness and the level of targeted use of physical education tools and methods. Game and competitive technologies of women's sports activities (the competitive factor creates a specific emotional and physiological background) develop the ability to think, act effectively, and make optimal decisions in a short time in dynamically changing environmental conditions, develop initiative, care, determination, and other qualities. Intellectual fitness is the ability to acquire material on the playing field, the presence of a reserve of knowledge, and a high level of development of perception and visual-figurative thinking. The level of generalization is the peak of the ability to differentiate and generalize objects and phenomena. Intellectual fitness is a process related to sports and aimed at self-realization of sports activities, which is aimed at developing the intellectual potential of the athlete. This is noticeable in the field of sports. It is impossible to imagine that achievements can be achieved without it. The intellectual preparation of a female athlete is aimed at understanding the phenomena directly related to her sports activity and developing intellectual potential. Without such potential, there can be no talk of achieving such grandiose goals.

Experienced and successful coaches have already begun to plan and implement the intellectual education of an athlete with a clear goal in mind, because they consider intellectual preparation to be an integral part of training. Athletes instill in their blood not the highest level of physical exercise technique, but ways to achieve success with minimal effort. In this regard, the following two situations are distinguished. The athlete's behavior, his correct worldview, is formed only at such a time, for which he must always proceed from the principles of the correct worldview. As the level of modern sports achievements increases, the demands placed on intelligence (reasoning, thinking, intelligence) are also increasing significantly and are

becoming commonplace.

The level of intellectual demands in sports is characterized by the following factors: the training process is determined by objective laws. In order for an athlete to understand that high loads are necessary to achieve high performance, he must know these laws, find multifaceted connections that determine the path to achieving high performance, and be able to independently conduct training in a positive way; yes, independent work is the most important model. As noted above, achieving high sporting achievements requires the athlete to undergo pre-thought-out, planned technical and tactical preparation. If intellectual potential grows and reaches its highest level, tactical preparation and its implementation become a decisive factor in demand under certain conditions.

METHODS

Achieving the sports results of our women depends in many ways on the athlete's intellectual development. However, the more intellectually active the athlete is, the more his intellectual potential develops. Therefore, it is necessary to conduct specially organized and purposeful models of intellectual training development in the field of athlete training.

The structure of the athlete's intellectual ability consists of the following: working with "intellectual understanding". Intellectual understanding includes knowledge (theoretical tactics and the like), special understanding (precise instructions) and concepts that are perceived as material for visual thinking (for example, ideas about the movement process). It is necessary to train the athlete in a special way to work as material for thinking.

Our women's ability to perceive is different, and in the process of achieving sports results, this ability differs from other female athletes by its high role and serves as the key to victory in the process of competition. As an important component of intellectual abilities, the quality of observation and perception serves as a subject of education in the process of sports training. In this regard, during the training process, it is necessary to set clear tasks for our female athletes to observe, to focus on independent perception and coming to a decision on the perceived issue, to teach the athlete to divide and classify (differentiate) what he perceives into important and less important parts, to determine the relationships between them and the importance of each.

Memory and consistency of thinking are also very important in competitive conditions. Our female athletes make decisions based on the knowledge they have gained from sports training (in this situation or in another situation) and based on this decision, they use their knowledge with logical consistency. In more competitive conditions, our female athletes make independent decisions. The intensity of sports performance is a high rate of information processing based on this set of sports abilities, the transformation of observation results (observation) into practical actions that meet the requirements of the competition situation. The successful use of all the above-mentioned components of intellectual abilities of sports can be achieved only in conditions where the athlete's attention during training and competitions is embodied in the solution of sports skills.

Components for developing female student involvement in sports

1- table.

№	Component	Content	Practical significance
1	Pedagogical-communicative	- Engaging students in CrossFit methods. - Explaining the medical importance of the exercises.	- Engaging students in CrossFit methods. - Explaining the medical importance of the exercises.
2	Organizational-complex	- Preparing equipment for CrossFit. - Conducting training sessions in accordance with safety regulations moslashtirish.	- Systematic planning of the CrossFit process. - Safe organization of sports activities.
3	Physical and mental readiness	- Increase physical strength and endurance.	-Adapting students to high-intensity training.

		- Manage stress and develop resilience.	- Ensuring mental and physical harmony.
4	Fitness training	- Improve physical and physiological condition. - Adapt exercises to individual needs.	- Ensuring medical safety. - Monitoring training results.
5	Analysis and evaluation	- Analyze the effectiveness of training. - Monitor student progress.	- Optimize training based on results. - Identify and encourage student achievement.
6	Social-advertising	- Promoting sports and a healthy lifestyle. - Organizing team sports activities.	- Forming healthy habits in students. - Develop teamwork skills.

Speaking about the upbringing of intellectual abilities, it is known from the general theory of upbringing that the development of intellectual qualities (breadth of intellectual perception and other qualities) is achieved not only by accumulating a certain set of knowledge, but to a greater extent only by applying that knowledge to practical activities that require a creative approach. Sports activities in their various forms (sports) require special intellectual abilities from the athlete. In particular, it requires the ability to quickly think tactically, which is especially useful in sports games and one-on-one fights. For example, in volleyball, we need to instill in our female athletes that it is more effective to throw the ball in a trick to an inexperienced participant of the opposing team or to a participant who has moved away from their own court than to hit it with maximum force.

The formation of new movement models (in gymnastics, acrobatics and similar sports) requires the ability to analyze and construct. The practical basis of intellectual training is the study and improvement of sports techniques and tactics. More precisely, the solution of creative and similar problems that arise in special mental, volitional and physical training exercises is the basis of intellectual training. But this is not enough. In addition to the factors listed above, a system of knowledge and methods of organizing training are also necessary to cultivate intellectual creative activity. Such training involves athletes in activities ranging from creative manifestation of the simplest analytical skills to finding ways to solve extremely complex problems. These tasks are complex tasks related to the development of a model of practical competitive sports activity and its analysis.

The following are the main forms and methods of training an athlete's intellectual abilities:

– Non-special forms and methods that are characteristic of intellectual education. For example, mastering the theory of sports tactics in the form of a seminar and other similar activities.

– Special forms and methods. These are elements related to the elements of intellectual education and upbringing and are directly included in the training process. They are given by coaches during or between training sessions. Such instructions should be given constantly during training. They should be briefly explained, in the form of comments, and should interest and encourage the athlete to analyze his actions. As a result, our female athletes will study the issue even more deeply, and their interest in training will increase.

– Organization of movements is an event aimed at cultivating the mental abilities of an athlete. It is aimed at developing the basic components inherent in the athlete's mental abilities, and in particular, it is intended to use such components in the process of sports activities.

RESULTS

To develop physical abilities, we should create a model for the development of intellectual abilities for our female athletes, which should be performed by the coach at unexpected times during training. Each person is an individual, and when we develop the intellectual abilities of our athletes, we need to take a different approach to each of them. When organizing such activities, it is necessary to engage in planned, controlled thinking activities and, in order to stimulate sports results, create the necessary conditions and circumstances for a deep understanding of successes, and organize regular evaluation of sports results.

Intellectual preparation is very important, it is the basis for winning during competitions. However, in actions performed with fatigue, defects in activity and lack of foresight occur. A little earlier, we called foresight and feeling intellectual preparation. When we get tired, that is, as a result of fatigue, our intellectual abilities also weaken, and when will we regain strength? Sleep is one of the most important forms of recovery. During sleep, the entire body system reduces its activity to a minimum. This helps to naturally relieve fatigue, relax, and restore strength after training or competition loads. Healthy sleep is falling asleep quickly, sleeping soundly without dreams. Food should be consumed at least 2 hours before going to bed, because its digestion in the stomach stimulates certain centers in the brain. This makes sleep restless. In addition, food in the stomach compresses the diaphragm. This interferes with the normal functioning of the heart and lungs.

Physical education and sports-oriented lessons that develop women's sports are conducted in the form of lectures, seminars, practical exercises, and the development of intellectual abilities. Of course, discussions, questions, and answers, and exercises are also effective methods. This will focus more on increasing the mental capabilities of our female athletes and strengthening their physical willpower. This will create an opportunity to educate highly skilled female athletes who are responsible, aware of their duty, and have physical willpower in the field of sports.

The expected success in the educational process can be achieved only by systematically adhering to the didactic principles of “Consciousness and activity (activity)”, “Exhibition”, “Regularity”, “Adaptation to strength and individualization”, “Gradual increase in requirements” in the development of women's sports.

Consciousness and activity in the process of sports education. A conscious attitude to training and the activity of the participant in it increase the effectiveness of any pedagogical process. The principle of consciousness and activity in physical education, put forward by P.F. Lesgaft, categorically condemns the mastery of movements by mechanically imitating movement activities and was one of the first to put forward the idea of acquiring theoretical knowledge and movement activities through the ability to compare and analyze movements. He identified the gross misconception that “engaging in physical exercises only increases strength and physical development indicators” as one of the main errors [3].

Since the scope of conscious thinking at the initial stage of training is narrow, and the content (becoming beautiful, gaining strength, etc.) is connected with real-life examples in training, solving tasks such as preparing a person for creative work and defense of the Motherland, gradually relying on specialized knowledge, special popular literature and manuals are recommended. Achieving the increase in theoretical knowledge is one of the main goals of the principle of mindfulness. Failure to achieve this goal will slow down the formation of a habit of daily physical exercise, and will prevent physical exercise from becoming a lifestyle. In addition, it is important for participants to listen to regular lectures, conversations, stories on physical culture and sports topics, study the theoretical part of the school physical education program, watch methodological and documentary films, know the rules of self-medical control, understand the essence of the terms “active, passive rest”, “execution”, “movement skills”, “higher movement order”, “positive and negative transfer of skills”.

In the process of physical education, the use of conscious analysis and control in performing physical exercises is one of the fundamental mechanisms of education [6]. The principle of demonstration in the process of sports education. The concept of demonstrating an exercise in its broad sense has long gone beyond the framework of pedagogical theory in the process of physical education education. Currently, this concept has a broad meaning, such as feeling, being able to express it figuratively, and demonstrating its external form. The primary (initial) understanding of motor activity is formed in the student after seeing the exercise performed in a natural form. Visual aids are shown in the form of pictures, drawings, models, films (slow-motion), feature films, documentaries, educational films, videos, cartoons, etc., and the student is required to perform them in an imitation manner. Two types of demonstration, which are considered the main factor in the process of mastering, exist in practice, and they are distinguished as performing the exercise directly or demonstrating it with the help of tools.

Direct or tool demonstration requires the teacher to demonstrate the exercise in an exemplary manner during the educational process. It has been proven in practice that demonstrating at an exemplary level prevents possible errors. The methodological principle of adaptability and individualization. The individual's capabilities, abilities, characteristics, gender, age, physical development, physical fitness, etc. are factors of the content of this principle and enrich the educational process. A conscious attitude to education, the manifestation of activity in this process, the effectiveness of demonstration in the performance of the selected activity, fitness for strength and the characteristics of the individual are closely related and are a means of quickly achieving the intended goal. The

fundamental meaning of fitness for strength is to take into account the functional characteristics and capabilities of the organism's vital activity in a particular task. This principle requires the ability to determine the limits of ability. Therefore, the educational process requires taking into account various external influences in different conditions, and the ability to choose a norm for the participant.

Determination of the norm in physical exercise classes is carried out through joint systematic research by educators and teachers, and a medical worker. The negative consequences of systematically forcing the body to expend energy through excessive exertion for exercise have now been proven both scientifically and practically. The volume considered normal for the body of a sportsman with a certain level of physical fitness.

In physical education, fitness is variable. If during a certain period of training, great physical and mental stress is required to withstand the selected norm, after some time it becomes fit for purpose and becomes the norm, which is considered a positive change in the educational result.

Individualization is an important factor in education. The indicators of the student's physical development - height, body and limbs, length or shortness, thickness or thinness, weight, mobility of joints, chest, excursion, physical qualities - strength, speed, agility, development of endurance, psychological type, etc. are considered characteristics of the individual, which have a great impact on the effectiveness of education. The indifference of the teacher or trainer to any of the listed characteristics of the individual in the educational process, distances the effectiveness of the training from the intended goal. The norm of physical load can have different effects on physical fitness indicators for students in the same training group. The dependence of the selected exercise on the strength, agility, and endurance of the practitioner allows you to fully develop the individual's personal portrait.

The methodological principle of regularity. The system of exercises, the correct alternation of physical load with rest, and the interrelation of their sequence are the main provisions of the methodological principle of regularity in the educational process. Irregularity of exercise does not give sufficient effect in the educational process. From the laws of natural development, we can see in practice that if the exercises are carried out continuously and regularly, the functional capabilities and physical abilities of the organism improve under the influence of physical exercises. According to J. Lamarck, “an organ that is systematically and regularly trained gradually develops and grows, while one that is not trained weakens its capabilities and loses its properties.”

A relatively small break leads to a decrease in the weight of active muscle cells, undesirable changes in some components of their structure, and even regression of their morphology. Some regressive changes can occur even with breaks of 5-7 days.

The principle of repetition and variation. In the process of physical education, repetition - repetition - is of great importance compared to other types of education. As I.P. Pavlov and A.N. Krestovnikov showed, the formation and regulation of a dynamic stereotype, which is the physiological basis of motor skills, is impossible without repeated repetition.

Repetition is necessary, first of all, to regulate morphofunctional changes in the body and ensure long-term adaptations, on its basis the development of physical qualities occurs, the achieved ones are consolidated, and conditions are created for further progress. Physical education cannot be carried out without repetitions. Along with repetition, variability also has a certain importance for the process of physical education. Variation is considered to be the gradual change in the form and content of the same exercise or its exercises by changing the conditions for performing the exercise, its appearance, the dynamics of the load, and the use of different methods.

In this case, it is necessary to pay attention to the following objective contradictions. In the process of repeated repetition, the dynamic stereotype of movements and the body's response to the load applied to it are further stabilized and standardized. Therefore, if the exercise is repeated without significantly changing the form and content of the movement state and its duration is not limited, sooner or later, a deviation from the direction of movement skills may occur and the development of physical qualities may stop. This contradiction is resolved only by combining repetition and variability.

In standard exercises, variation allows us to raise the educational process to a higher level by changing the volume and intensity of the load against the background of repetition, while maintaining the structure and content of the exercises [7].

The principle of gradual increase in requirements (progressiveness). This principle of the physical education process expresses the general trend of the requirements placed on the participants in the exercises and involves the selection, application, performance of new, difficult tasks, and attention to the norm of gradually increasing the volume and intensity of the loads associated with them. The dynamics of the loads is recommended in various forms: gradual increase along a straight line, in a

stepwise, wavy form, is introduced into the practice of the educational process.

Along a straight line

DISCUSSION

The dynamics of the load increase is understood as the transition to the next step after a relative stabilization has occurred in several training sessions in a row. During the “jump” to the next step, the dynamics of the load increase more sharply than when increasing along a straight line; however, the stabilization state that facilitates the process of adaptation to the load in the body is expressed more significantly. Such dynamics of the load make it easier to master loads of a relatively significant level.

The wave-like dynamics of the gradual increase in the load is characterized by the fact that the load, which was initially quite low, somewhat slowly, but evenly, gradually increases, and then gradually decreases, returning to the previous, initially started load. Because functional adaptation may lag behind. When signs of adaptation are observed, the load is increased in a larger “wave”. It is important not to violate the gradualness. Thus, the volume and intensity of the load can be increased by bringing it to the maximum [4].

In conjunction with the above principles, the use of game and competition methods, the artistic equipment of the sports field, training areas, hygienic conditions, and the ability to take initiative in the educational process, take responsibility for solving the task, develop a sense of responsibility and a creative approach to the process of mastering.

Sports training has the potential to have a significant impact on the education of students. These opportunities begin with the organization of the lesson, if the coach manages this process, sets educational tasks, then positive results are achieved. Observation of training shows that some coaches do not attach importance to the psychological preparation of students. The main role in this should be played by involving students in performing the exercise and independently managing their condition. This task is carried out using pedagogical technologies, avoiding conventional lessons.

The emergence and development of the theory of pedagogical technology In the 30s, the concept of "pedagogical technology" appeared in special literature and was considered as a set of methods and tools aimed at the precise and effective organization of educational activities. Today, as Uzbekistan is consistently moving towards building a democratic legal state and a just civil society, the personnel training system has been radically reformed, and the priority of the individual and education has been established in the state's social policy. This has led to the need to provide the educational process with advanced pedagogical technologies [1].

Pedagogical technology is a technological educational event that, based on the needs of society, effectively forms the social qualities of a person and is aimed at a specific goal, and monitors the influence of the coach (pedagogue) on athletes (students) in a certain sequence under certain conditions and evaluates the educational result, based on the needs of society.

The advantage of pedagogical technology over previous methods is that it sees the educational process as a whole, integrates the purpose of education, its content, methods and means of imparting knowledge, as well as learners and educators, designs educational stages, and integrates and integrates such parts as monitoring the educational process and evaluating educational results.

“In addition to the above technologies of education, there are also non-traditional methods of education, and classes are being organized based on advanced pedagogical technologies in the form of competition, problem-based model, integrated cooperative learning, computer-based learning, differentiated and active learning.” By developing a new attitude to such educational methods, applying advanced foreign experience and creating an atmosphere of academic freedom in a higher educational institution, it is possible to strengthen the development of valuable attitudes towards physical education in students. By developing a new attitude to such educational methods, applying advanced foreign experience and creating an atmosphere of academic freedom in the field of sports, it is possible to strengthen the development of valuable attitudes towards physical education in female athletes.

As a result of continuous mass health training of students, all organs of our body work intensively, all muscles move, sweating occurs, the heart rate increases, the systemic blood volume decreases, and the production of antibodies and lymphocytes increases due to the increase in the level of lactate in the blood [5].

REFERENCES

Azizxodjayeva N.N.Pedagogik texnologiya va pedagogik mahorat. O’quv qo’llanma. – T.: TDPU, 2003.;

Cameron and S.Kennedy A Model for Preparing Future Medical Professionals 2023, -Pp.- 375

Goncharova O. V. Yosh sportchilarning jismoniy qobilyatlarini rivojlantirish. –Toshkent, 2005.

Xonkeldiev Sh, Abdullaev A., Jismoniy madaniyat

nazariyasi va metodikasi. (1tom) Farg'ona – 2016 Darslik 36-40 b.

Xojimurodova M. K. Q. TALABALAR OMMAVIY SOG 'LOMLASHTIRISH MASHG 'ULOTLARIDA CHINIQTIRISH ORQALI ULAR SALOMATLIGINI MUSTAHKAMLASH METODIKASI //Scientific progress. – 2021. – Т. 2. – №. 6. – С. 49-51.

Thompson K.W. (1996). Physical education and sport in Hunter region primary. University of Newcastle.

THE ROLE OF PHYSICAL EDUCATION AND SPORTS ON THE BASIS OF INVATIONAL APPROACHES IN STRENGTHENING HUMAN HEALTH SM Rahimov, MK Xojimurodova - Международная научно-практическая конференция Алтынсаринские чтения. Костанай, Казахстан 2023