

The Role of Education in Sports

Reymov Muxamedali Kengesbayevich

1st year of Master's degree, Nukus state pedagogical institute named after Ajiniyaz

(Nukus, Republic of Karakalpakstan)

p439614@gmail.com

Abstract: *This article is about the importance of education in the pedagogical activity of a teacher in preschool education and sports.*

Keywords: *Teacher, school, education, preschool education, sports, pedagogical communication.*

Surely, every young teacher of preschool education and sports, who graduated from the institute and has not yet forgotten his school years and relationships with teachers, dreams that, having come to school, he will try to become the best friend for his students, will understand them, support them, guide them. But having crossed the threshold of the school and having worked for some time, the young teacher of preschool education and sports understands that it is not so easy to realize his dreams, and sometimes he faces a number of problems that very quickly destroy his dream and desire to work at school. And these are not only problems related to teaching the subject, filling out all kinds of documentation, discipline in the classroom, but very often these are problems related to the inability to properly build communication with students, and sometimes with teachers. Communication is the basis of teaching and upbringing in preschool education and sports: through communication, the teacher organizes the behavior and activities of students, evaluates their work and actions, informs about current events, evokes appropriate experiences about misconduct, helps to overcome difficulties, and not lose faith in their abilities.

Today, a preschool education and sports teacher, a productively organized process of pedagogical communication is called upon to ensure real psychological contact in pedagogical activity, which should arise between the teacher and children. Pedagogical communication in training and education serves as a tool for influencing the personality of the student.

Among the most difficult tasks facing a preschool education and sports teacher is the organization of productive communication, which presupposes a high level of development of communication skills. And it is very important to organize communication with children so that this unique process takes place. The style of communication plays an important role here. Nowadays, many styles of pedagogical communication are distinguished, but we will focus on the main ones.

Authoritarian

With an authoritarian style, a characteristic tendency towards strict management and comprehensive control is expressed in the fact that the teacher resorts to an imperative tone much more often than his colleagues, makes harsh remarks. The abundance of tactless attacks on some members of the group and unreasonable praise of others is striking. An authoritarian teacher not only defines the general goals of the work, but also specifies the methods of completing the task, strictly defines who will work with whom, etc. Tasks and methods of completing them are given by the teacher in stages. It is characteristic that such an approach reduces activity motivation, since a person does not know what the goal of the work he is doing is in general, what the function of this stage is and what lies ahead.

It should also be noted that in the social-perceptual respect, as well as in terms of interpersonal attitudes, the step-by-step regulation of activity and its strict control indicate the teacher's lack of faith in the positive capabilities of students. In any case, in his eyes, students are characterized by a low level of responsibility and deserve the harshest treatment. At the same time, any initiative is considered by an authoritarian teacher as a manifestation of undesirable arbitrariness. Research has shown that such behavior of the leader is explained by his fears of losing authority, revealing his insufficient competence: "If someone suggests improving something by organizing the work differently, then he indirectly indicates that I did not foresee this." In addition, an authoritarian leader, as a rule, subjectively evaluates the successes of his wards, expressing comments not so much about the work itself, but about the personality of the performer. With an autocratic leadership style, the teacher exercises sole management of the team, without relying on the activists. Students are not allowed to express their views, make critical comments, show initiative, and even less to claim the right to resolve issues that concern them.

The teacher is a preschool education and sports teacher who consistently makes demands on students and strictly controls their implementation. The authoritarian style of management is characterized by the main features of the autocratic style. But students are allowed to participate in the discussion of issues affecting them. However, the decision, ultimately, is always made by the teacher in accordance with his or her guidelines.

Permissive

The main feature of the permissive style of management is, in fact, the self-removal of the leader from the educational and production process, the removal of responsibility for what is happening. The permissive style turns out to be the least preferable of those listed. The results of its testing are the smallest amount of work performed and its worst quality. It is important to note that students are not satisfied with the work in such a group, although they do not have any responsibility, and the work is more like an irresponsible game. With a permissive style of management, the teacher strives to interfere as little as possible in the life of students, practically withdraws from managing them, limiting himself or herself to the formal performance of duties and instructions of the administration. The inconsistent style is characterized by the fact that the teacher, depending on external circumstances or his own emotional state, implements any of the leadership styles described above.

Democratic

As for the democratic style, here, first of all, facts are assessed, not the personality. The main feature of the democratic style is that the group takes an active part in discussing the entire course of the upcoming work and its organization. As a result, students develop self-confidence, and self-management is stimulated. In parallel with the increase in initiative, sociability and trust in personal relationships increase. If, under the authoritarian style, there was hostility between the members of the group, especially noticeable against the background of obedience to the leader and even fawning on him, then under democratic management, students not only show interest in the work, revealing positive internal motivation, but also become closer to each other on a personal level. With a democratic leadership style, the teacher relies on the team and stimulates the independence of students. In organizing the activities of the team, the teacher tries to take the position of "first among equals." The teacher shows a certain tolerance for critical comments from students, delves into their personal affairs and problems. Students discuss the problems of collective life and make a choice, but the final decision is formulated by the teacher. Humanistic education - ideas about education, the purpose of which is the harmonious development of the individual and assumes the humane nature of relations between participants in pedagogical interaction. Physical education - education aimed at the physical development of a person, training of motor skills, increasing immunity and human performance, as well as willpower and character.

Mental education is education that is aimed at developing the intellectual abilities of an individual, interest in learning about the world around them and themselves, and the formation of a culture of academic work.

Moral education is education based on the ethical requirements of modern society and the corresponding formation of moral and ethical standards, values, and ethical behavior in an individual.

Labor education is education that involves the social and labor adaptation of a person to life in society, the development of labor qualities of an individual, the formation of a positive attitude toward work and the world of professions, and the creation of conditions for the professional self-determination of an individual.

Conclusion: The formation of a personality begins only when external knowledge, values, norms, experience, and rules of behavior are transferred to the internal mental plane, into beliefs, attitudes, and behavioral reactions, i.e. the process of interiorization is observed, the creation of internal structures in the human psyche due to the assimilation of external social activity. Thus, from the standpoint of psychology, education is a process of interiorization. Education is a multifactorial process. In the process of education, both objective and subjective factors influence each other.

References

1. GMK Akramova, E. Yu. Islomov. Razvitie i sovershenstvovanie metodov i priyomov po gimnastike. Science and Education 3 (2), 1126-1131
2. E. Yu. Islomov. Osnovi metodologii resheniya zadach planirovaniya i optimizatsii metodov i metodiki po obucheniyu gimnasticheskim uprajnениyam. Science and Education 2 (11), 1056-1060
3. Kengesbayevich, R. M. (2023). Methods of multi-year training of athletes. Journal of Innovation in Education and Social Research, 1(3), 157-160.