

## PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE LESSON OF PHYSICAL EDUCATION DURING THE NEW UZBEKISTAN PERIOD

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**Annotation:** article is devoted to the search for ways to optimize the educational process in physical education with students with diseases of the musculoskeletal system. It has been experimentally proven that the complex use of fitness technologies has a positive effect on the psychosomatic state of students with impaired articulation and ligament apparatus, improving indicators that characterize the physical development, physical fitness, functional and psycho-emotional state of subjects.

**Keywords:** students of special medical groups, disorders of the articular ligamentous apparatus, psychosomatic condition, fitness.

**Аннотация:** статья посвящена поиску путей оптимизации учебного процесса по физическому воспитанию со студентами с заболеваниями опорно-двигательного аппарата. Экспериментально доказано, что комплексное использование фитнес-технологий положительно влияет на психосоматическое состояние учащихся с нарушениями артикуляционно-связочного аппарата, улучшая показатели, характеризующие физическое развитие, физическую подготовленность, функциональное и психоэмоциональное состояние испытуемых.

**Ключевые слова:** студенты специальных медицинских групп, нарушения суставно-связочного аппарата, психосоматические состояния, физическая подготовка.

The main goal of the modern lesson is to be able to grow students' independent thinking and, on this basis, to organize self – control, control training in education. This requires an increase in the level and quality of management of the educational process. As a result, the student manages his educational cognitive activity on his own. To do this, the student must plan his educational cognitive activity, organize activities on his own and know how to control.

Education has its roots in the distant past as a social historical host. As early as the initial stages of human society, education played a huge role. For many millennia, the lesson, which was a collective form of education, was used and improved, Yan Amos Konensky —in the book *great didactics* summarized the lesson and its methodological-theoretical construction and based on its Mukhim didactic methodological construction.

Lesson – society has achieved its own evolution along with historical social progress. The lesson has served as the formation of knowledge, skills, qualifications and human qualities as a joint goal-oriented activity of the teacher and the team of students in all periods. The teacher may teach well, but the result may not be satisfactory. Therefore, in order to achieve the expected result in every lesson, it is advisable to know the pedagogical and psychological aspects of lesson construction.

Experience and research have shown that lesson success is due to the activity of students, the creation of conditions and opportunities for the organization of their creative work. As Disterveg points out, knowledge Hecht has not been given and communicated to Kim in advance. Whoever wants to get it, they achieve it through their strength and activity. Educational content will be defined in state educational standards and educational programs based on it. However, its implementation at an acceptable level depends on the exact Organization of the course process, the methods and tools used in the lesson to the guru and the character of the subject of study, Control and prudence in their time. The acquisition of knowledge depends on the rational organization of the educational process. When managing the educational process, it is necessary to maximize its nature and logic. Only then does the management not only master the basics of science competently, but also personifies educational qualifications in students, the student learns to independently fill in knowledge, refresh, think creatively.

An element of the muxim structure of the educational process is reading motivation. Teaching motivation is a complex psychological process that directly depends on the behavior, aspirations, desires of the student.

The motives of Reading are diverse, which are mainly divided into two large groups:

A-guru. instructional motives clearly determine the exact attitudes of the student to study. In it: motivation to achieve different goals in education; satisfaction with the result of Education; satisfaction of one's own self-esteem in the educational process the main components are noted.

B-guru. Motives associated with other features of education, namely: the reputation of specific individuals, their approval; the stimulus that forms and methods of education are inherent in the child;

Motives that are reflected in the content of Education play a large role in the formation of cognitive motives in students. Research has found that the extensibility and interest in the acquisition of educational material falls within the framework of motivations that promote educational success.

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