

Psychological And Pedagogical Foundations Of Forming A Stable Motivation For Physical Education Classes

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Annotation

The article examines the psychological and pedagogical foundations of forming stable motivation for physical education classes in students. The main psychological theories of motivation are analyzed, and the role of pedagogical conditions, methods, and forms of organizing the educational process in developing internal motivation for physical education and sports activities is revealed. The importance of personality-oriented and activity-based approaches in forming a positive attitude towards physical education classes has been substantiated. A conclusion was made about the necessity of comprehensive psychological and pedagogical support for the process of motivating students.

Keywords: motivation, physical culture, stable interest, psychological and pedagogical conditions, motor activity, learners.

Introduction

In the current conditions of a decrease in the level of motor activity and a deterioration in the physical health indicators of students, the problem of forming a stable motivation for physical education classes is becoming particularly relevant. Despite the mandatory nature of the "Physical Education" subject, a significant portion of students have a formal attitude towards classes, low interest, and a lack of internal need for regular motor activity.

Physical culture, as researchers note, performs not only health-improving but also educational, developmental, and socializing functions, contributing to the formation of a value-based attitude towards a healthy lifestyle [5.: 24]. In this regard, the study of the psychological and pedagogical foundations of forming sustainable motivation that ensures long-term inclusion of the individual in physical education and sports activities is of particular importance.

Theoretical foundations of motivation for physical education

In psychological and pedagogical science, motivation is considered as a complex and multi-component formation, including a set of internal and external motivations that determine the direction, intensity, and stability of a person's activity. Motivation acts as the most important regulator of behavior, ensuring the conscious choice of goals and ways to achieve them in the process of activity.

According to the activity approach, motivation is not an innate quality of personality, but is formed and developed during the active interaction of the subject with the environment. A. N. Leontyev emphasizes that it is precisely in activity that motives acquire personal meaning and become stable, provided they are recognized and emotionally reinforced [4.: 87]. In this context, physical education is considered as a special type of activity in which the biological, social, and personal needs of students are combined.

In the sphere of physical culture, motivation has a specific content, determined by the nature of motor activity and its influence on the physical and mental state of the individual. Researchers note that motivation for physical education involves several interconnected components:

- a cognitive component reflecting the level of students' awareness of the importance of physical exercises for strengthening health, developing physical qualities, and preventing diseases;
- the emotional component associated with experiencing pleasure, positive emotions, and a sense of satisfaction from motor activity;

- a value-semantic component manifested in the awareness of physical culture as a personally significant value and an element of a healthy lifestyle;
- a behavioral component expressed in regular participation in classes, activity, and readiness for independent physical education and health activities [2.: 214].

These components are closely interconnected and form a holistic motivational structure that ensures the stability of interest in physical education. Insufficient development of at least one of the components can lead to a decrease in overall motivation and the formation of a formal attitude towards the lessons.

Special attention in psychological and pedagogical research is paid to the distinction between external and internal motivation. External motivation is caused by the influence of external factors (assessment, regulatory requirements, control), while internal motivation is associated with personal interest, self-realization, and the emotional attractiveness of activity.

In the context of physical education, stable motivation is formed primarily as internal motivation, when classes are perceived by students not as a mandatory subject but as a meaningful and valuable activity that brings satisfaction and positive emotions.

As E. P. Ilyin notes, the transition from external motivation to internal motivation is possible when creating pedagogical conditions that contribute to experiencing success, forming confidence in one's own physical capabilities, and a positive emotional background of the lessons [2.: 221]. In this case, physical culture becomes not only a means of physical development but also a factor in personal growth, self-regulation, and the formation of a stable need for motor activity.

Thus, the theoretical analysis of the motivation for physical education classes allows us to conclude that its formation is a long and purposeful process that requires consideration of the psychological characteristics of the individual, the structure of the motivational sphere, and the pedagogical conditions for organizing the educational process. It is a comprehensive approach to the development of all components of motivation that ensures the formation of a stable interest of students in physical education.

Psychological factors for the formation of stable motivation for physical education

The formation of stable motivation for physical education classes is largely determined by a system of psychological factors influencing the personality's attitude towards motor activity, the nature of participation in classes, and readiness for regular physical education and health-improving activities. In psychology, these factors are considered as internal conditions that mediate motivational behavior and determine the direction of a person's activity.

Among the main psychological factors in the formation of motivation for physical education are, first of all, the need for movement, which acts as a basic biological and at the same time socially conditioned need. In younger and adolescent age, this need is most pronounced, however, under unfavorable pedagogical conditions, it can be suppressed, which leads to a decrease in interest in physical activity. Systematically implementing the need for movement during training sessions contributes to the formation of a positive attitude towards physical education and the consolidation of motivational attitudes.

A significant factor is the positive emotional experiences accompanying the motor activity process. Emotional satisfaction from physical education activities contributes to the emergence of stable associations between physical activity and positive emotional state, which in turn strengthens internal motivation. As emphasized in psychological research, it is emotions that act as powerful regulators of behavior and play an important role in strengthening motivation [8.: 132].

An important psychological factor in the formation of stable motivation is the feeling of success and confidence in one's own capabilities. Experiencing success in the process of performing physical exercises contributes to the development of positive self-esteem, a decrease in anxiety levels, and the formation of self-confidence. Conversely, systematically experiencing failures, especially under conditions of comparison with more physically prepared peers, can

lead to the formation of a negative attitude towards physical education classes and the rejection of active participation.

This factor is closely related to the adequate self-assessment of the level of physical fitness, which is formed in the process of pedagogical interaction and feedback from the teacher. Adequate self-esteem allows the learner to realistically assess their capabilities, accept individual limitations, and chart their personal trajectory of physical development. At the same time, excessive or underestimated self-esteem can act as an obstacle to the formation of stable motivation, causing either loss of interest or fear of failure.

In the context of motivation formation, experiencing a success situation is of particular importance, which is considered one of the key mechanisms for motivational reinforcement. The success situation contributes to the consolidation of positive emotions, the formation of a sense of satisfaction from the lessons, and the development of an inner need to continue physical activity. As psychological and pedagogical research shows, purposeful creation of a successful situation is the most important condition for the formation of a stable interest in physical education.

At the same time, the lack of an individual approach, exaggerated demands, ignoring the age and personal characteristics of students, and frequent failures negatively impact the motivational sphere of the individual. In such conditions, students develop a negative attitude towards physical education, accompanied by a decrease in activity, avoidance of classes, and the formation of persistent negative attitudes.

Thus, the psychological factors of forming a stable motivation for physical education are an interconnected system that includes the needs, emotions, and evaluative spheres of personality. Considering these factors in the educational process allows for the creation of psychologically favorable conditions for the formation of a positive attitude towards physical education and a stable need for regular motor activity.

Pedagogical conditions for the formation of stable motivation

The formation of a stable motivation for physical education classes is a purposeful pedagogical process, the effectiveness of which is largely determined by the totality of specially organized conditions of the educational environment. In pedagogical science, conditions are considered as a system of factors that ensure the effectiveness of teaching and upbringing, as well as contribute to the development of the motivational sphere of the student's personality.

One of the key pedagogical conditions for the formation of sustainable motivation is the implementation of a personality-oriented approach, which involves taking into account the individual characteristics of students, their level of physical fitness, interests, and needs. Differentiation of learning tasks and individualization of physical activity allows each student to experience a successful situation, which contributes to the formation of a positive attitude towards physical education classes and strengthens internal motivation [3.: 61].

An equally important condition is the variability of the content and forms of organizing physical education classes. The use of various types of motor activity (movement and sports games, fitness elements, health exercises, team work) contributes to maintaining students' interest and prevents monotony in the learning process. Variability allows for consideration of learners' inclinations and preferences, thereby enhancing their motivational engagement [7.: 178].

Creating an emotionally favorable educational environment characterized by an atmosphere of psychological security, support, and cooperation plays a significant role in the formation of sustainable motivation. Kind-hearted pedagogical interaction, positive feedback, and respectful attitude towards each student contribute to reducing anxiety and developing self-confidence. In such conditions, physical culture is perceived not as a source of stress, but as a space for self-realization and personal growth.

An important pedagogical condition is the use of game and competitive teaching methods, which have a high motivational potential. Play activity activates the emotional sphere, develops communication skills, and fosters a positive attitude towards physical activity. At the same time, it is pedagogically expedient to orient competitive forms not only towards achieving a result,

but also towards the personal progress of students, which contributes to the development of internal motivation and a reduction in the fear of failure [6.: 96].

In the process of forming sustainable motivation, a pedagogically thought-out assessment system aimed at supporting students and recording their individual achievements is of particular importance. Shifting the emphasis from comparing students with each other to assessing personal progress contributes to the formation of adequate self-esteem and stable interest in physical education classes.

Furthermore, the effectiveness of motivation formation increases with the integration of theoretical knowledge and practical activity, allowing students to understand the value of physical education in maintaining health and improving the quality of life.

The meaningful inclusion of knowledge about the physiological and health-improving aspects of physical activity strengthens the cognitive component of motivation and contributes to its stability.

Thus, the pedagogical conditions for forming a stable motivation for physical education activities represent a holistic system, including a personality-oriented approach, variability of content, an emotionally favorable educational environment, game and competitive methods, and a supportive assessment system. The implementation of these conditions in educational practice ensures the transition from external motivation to internal motivation and forms a stable need for students to engage in regular physical activity.

The role of a physical education teacher in the formation of motivation

The physical education teacher acts as a key figure in the process of forming students' motivation. His professional position, communication style, and pedagogical mastery largely determine the students' attitude towards the lessons.

A teacher focused on support and collaboration is capable of:

form a positive emotional background of the lessons;

stimulate cognitive interest in physical education;

to develop in students a sense of responsibility for their own physical condition [6.: 91].

Thus, the motivation for physical education classes is formed not spontaneously, but as a result of purposeful pedagogical influence.

Conclusion

Analysis of the psychological and pedagogical foundations of forming stable motivation for physical education classes allows us to conclude that this process is complex and requires consideration of the psychological characteristics of the students' personality, as well as the pedagogical conditions for organizing the educational process. The formation of stable motivation is possible when focusing on the inner motives of the individual, creating a situation of success, and using various methods of physical culture and sports activities.

The implementation of these provisions in the practice of educational institutions contributes not only to increasing interest in physical education but also to the formation of a value-based attitude towards a healthy lifestyle.

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