



## PSYCHOLOGICAL FEATURES OF SPORTS ACTIVITIES OF HANDBALL PLAYERS

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### Annotation

Psychological aspects of young handball players, psychological characteristics of their sports activities are reflected in the article.

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Sport has appeared in the world, and it has been serving as a powerful force that brings people closer together. For this reason, the role of sports in the establishment of honorable works such as establishing peace and stability between countries and creating a solid foundation of socio-economic cooperation is incomparable. Sport has become one of the important factors in not only physical, but also spiritual development of a person. Today, the achievements of our athletes in prestigious international competitions serve the implementation of large-scale work aimed at ensuring the increase of the prestige, sports potential and achievements of Uzbekistan in the world.

In the field of training of handball players of different skills in the world, in a number of directions to increase their psychological preparation level, including the distribution and planning of training loads for improving the psychological skills of handball players, actions during competitions and special exercises management and their biomechanical analysis, the impact of training loads on psychological preparation, selection of special auxiliary exercises and their influence on the biomechanical structure of competition exercises were conducted. However, insufficient scientific work has been carried out on improving psychological preparation in the intensity zones of training loads in young handball players through special methods.

Psychological trainings are different and their classification is based on different criteria. From a psychological point of view, it has its own specific classification based on the purpose of training. Conditionally, it can be divided from specific skills formation training to personal development training. In the first case, training is considered to be a factor in the formation of specific behavior that leads to personal





development, in the second case, the main effect is observed in the internal sphere, that is, initially the inner world of the person (self-control, emotional state, motivation, etc.), and then behavior changes. At the same time, the criteria of training effectiveness differ from each other: some criteria are objective (for example, the level of formation of some skills among participants), some other criteria are subjective (for example, the perception of participants about changes in their personal situation -experiences). The main goal of training programs was to form factors that positively affect the individual typological characteristics of schoolchildren. Accordingly, the following were determined as training tasks: - identification and formation of factors affecting the psychological protection of students; - stabilization of mental and emotional conditions of students; - to strengthen the socio-psychological effects of self-management in students; - regularly conduct self-training exercises with students and form them this skill. Psychocorrective work was carried out with the help of the psychocorrective complex program. The training consisted of four interrelated stages. These are: 1) preparatory (diagnostic) stage; 2) corrective stage; 3) the stage that determines the effectiveness of corrective activities; 4) final (evaluative) stage. The purpose of the preparatory (diagnostic) stage is to control students' behavior management, identify ineffective self-management, and develop a general program for the formation of psychological correction. The goal of the corrective stage is to optimize students' transition from negative situations to positive ones, teach them to self-manage, and start self-managing activities. The purpose of the stage determining the effectiveness of corrective activities is to measure the psychological content and dynamics of changes, to ensure the emergence of positive behavioral reactions, and to optimize the state of self-evaluation. The purpose of the final (evaluative) stage was to compare and summarize the students' conditions before and after the psychophysiological training. Program of corrective training #1. Exercise name. Tasks of the exercise 1. "Introduction" Getting to know the group members, reducing the feeling of alienation, adaptation, eliminating emotional and emotional stress 2. "My state of mind" The emotional state of each member of the group according to the situation diagnosis, self-monitoring in extreme cases, implementation of corrective actions 3. Informing about the rules of group work Ensuring that each member of the group has information about the rules of mutual action 4 "I value my qualities" Raising the level of self-esteem of each member of the training 5. "Provide good feelings to others." Developing a state of empathy 6. Exercises 2 No. Exercise name. Discussing the tasks of the exercise and summarizing the results, making conclusions, forming an adequate evaluation 7. "Farewell to the group members" Strengthening the sense of togetherness with the group members,





developing empathy When presenting information and concepts in corrective training sessions more interactive methods were used, that is, psychological games and exercises, discussions, role-playing games, debates (Table 8). Most of the respondents (students  $n=248$ ) who took part in these trainings stated that during the exercises, the maladjustment, emotional and emotional conditions that were strongly expressed in them came to the norm, mutual movement skills were formed, students stated that they have information about the formation of psychological protection. In order to determine the effectiveness of the developed programs, a comparative analysis of the diagnostic results before and after the training was conducted in the test subjects of the experimental group. The analysis of the results proved the effectiveness of the social-psychological prevention program. The purpose and tasks of psychological training, problems to be solved in psychological training. The main goal of training is to stabilize the person psychologically, to create a sense of freedom, and to establish mutual relations. Training is a set of activities conducted through debates, games and exercises in order to create knowledge, skills, and abilities necessary to solve existing or emerging problems. It should be noted that in the course of training, solving problems and creating knowledge, skills and qualifications, as well as having theoretical information about personal characteristics and personality types are required from the trainer. Therefore, such training in psychology is called psychological training. It is not for nothing that many people, especially psychologists, are worried about the fact that nowadays there are more cases of mental stress among people than in the past, and as a result, many problems arise. It can be said that such situations arise as a result of different levels of emotional stress. As mentioned above, there are problems arising from nervous conditions, and as a result of not being able to solve these problems, there are several different groups that need psychological counseling and psychological correction, such as:

1. A group of people suffering from the problem of lack of sociability in the person.
2. A group of people suffering from economic deprivation.
3. A group of people who have lost their loved ones.
4. A group of people who have acquired some disease after various accidents.
5. A group of people who moved to a foreign place and were squeezed by the pressure of the native population.
6. A group of people who avoid failure and do not believe in themselves.
7. A group of people who are unable to adapt to a new activity and face compression.
8. A group of people who cannot get rid of smoking, drinking and drug use.

A series of games and exercises, called psychological training, will help to solve the above-mentioned problems. The above groups come to training voluntarily and follow the trainer's instructions. But there are groups whose members come to training unwillingly: for example: criminals, hooligans, thieves,





drug dealers. But regardless of the wishes of the group members, the purpose of the training is to solve their problems. The organization of any psychological training is carried out in the following stages. 1. The stage of forming or gathering a group. 2. Initial stage. 3. Stage of conducting work. 4. Final stage. The most important is the stage of group formation, in which the following aspects should be taken into account: - in any training (except for special trainings conducted only with disabled people) people with external physical defects and mental disorders should not participate. Because in such cases, it is clear to any specialist that there is a stronger possibility of adverse effects in those who have this deficiency. - the number of group members should be from 8 to 12 (in some cases up to 20). - the age of the participants should be as equal as possible, that is, the difference between them can be 4-5 years (it should be noted separately that training for people older than 45-50 years will not have a very large and significant effect, and they may not work). - the number of women and men among the participants should be as equal as possible. In addition, it is necessary to pay attention to the following: It is necessary to gather people with the same problem for training. Training participants should be unfamiliar to each other as much as possible. The training room must be isolated, that is, no one can disturb them, and they must not disturb others. It should not be allowed to become a formalized group. The trainer is required to ensure that the audience is free and to know the audience well.

In the process of this interaction, a mental image appears and is embodied in the object, as well as the subject's relationship to the surrounding reality. Any ordinary action is a form of manifestation of the subject's activity, which means that any activity has motivational reasons and is aimed at achieving certain results. Stimulation of human activity is a set of external and internal conditions that cause the subject's activity and determine the direction of activity. It is the motive that determines the direction of the motive, that is, it determines its goals and tasks. Needs and specific motives are not only factors that determine the behavior and activity of athletes, but also act as reserve abilities that increase or decrease activity, increase or decrease work capacity, inhibit or stimulate the energy potential of a competing athlete, and the sports team as a whole.







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