

SPORTS PSYCHOLOGY IN PHYSICAL SCIENCES

<https://doi.org/10.5281/zenodo.15291257>**Tokhirova Shokhsanam Farkhod qizi***Master degree. Teacher in Tashkent state pedagogical university named after Nizami.*

Abstract. *Psychology is a science that studies man. The goal of psychology is to analyze human behavior and mental processes in the broad sense of human nature. Subject to observation are internal human processes and interactive processes occurring in the social and physical environment. Psychology as a science developed from the fields of sociology, anthropology, philosophy and biology, and also developed its own experimental methods. Psychology is one of the social sciences. The main empirical research methods are: experiment and observation. The most common subject of research is internal behavior, that is, mental processes and emotions; and external behavior, that is, actions performed by a person.*

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Psychology is a science that studies man. The goal of psychology is to analyze human behavior and mental processes in the broad sense of human nature. The internal processes of a person and interactive processes occurring in the social and physical environment are subject to observation. Psychology as a science developed from the fields of sociology, anthropology, philosophy and biology, and also developed its own experimental methods. Psychology is one of the social sciences. The main empirical methods of research are: experiment and observation. The most common subject of research is internal behavior, that is, mental processes and emotions; and external behavior, that is, actions performed by a person.

The purpose of this article is to present the significant role of sports psychology and the place of this discipline in the sciences of physical education. Since the second half of the twentieth century, sport and physical activity psychology has grown from shaky beginnings into a mature academic field of some value, one of the applied branches of psychology, supported by countless texts, international journals and professional associations.

The Federation of Sport and Physical Activity Psychology defines sport psychology as the field dealing with the principles, processes and effects of psychological regulation of sport-related activities of an individual or several people acting as subjects of the activity. In this definition, sport is understood as a broadly understood physical activity: competition and recreation; education or health improvement. Therefore, the subject of interest of sport psychology are all subjects of physical activity, that is, all persons related to physical education: athletes, coaches, teachers, parents, spectators, judges, activists,

physiotherapists and others. In this sense, sport psychology can focus only on the behavior of these people or take into account other mechanisms of human mental functioning, such as emotions, cognitive processes, motivational and sensorimotor processes.

Skilled sport is a training ground for the development of human abilities in all aspects: physical, mental, physiological and technical. The specificity of this activity is public performance, i.e. a situation in which, thanks to observation and evaluation, we subjectively and objectively perform easy tasks better and difficult ones worse. In sports training, in particular, the task that the player must perform is - at least in the subjective opinion - considered easy.

Winning is one of the proofs of effective coaching. But effective coaching is not just about competition. Effective coaches also help their players acquire and improve new skills. They show how to extract joy from sporting competition and build self-esteem. They know how to teach young people technical and tactical skills. In addition, they teach and model the skills that players will need to function effectively in social life. Teaching others is, in fact, a learning process, but it is also more than that. Coaches not only lead their students through the process of learning technical, tactical, and life skills, but they also help their players demonstrate these skills.

The role of the coach and the interpersonal connection between the coach and the player are important here. The basis of interpersonal behavior is interaction, the exchange of behavior, goods, opinions, experiences, observations, emotions, and feelings. It requires personal involvement, without the presence of the other person. Examples of task-oriented cooperation between coaches include: discussing together the choice of technical elements for a particular competition, talking about a recently watched competition film, eating together, exchanging comments on the performance of a training task. The exchange of content is directly related to the interaction between the coach and the player and is evidence of a well-functioning relationship between the coach and the player. The main function in this relationship is feedback. The more often you act for the benefit of the player, the more frequent and intense the mutual exchange of positive content and the higher the level of awareness. Interpersonal relationships are built by both parties. Therefore, a properly functioning teacher-student system is based on the following elements:

- independent action for the benefit of another person, cooperation between the coach and the athlete to achieve training goals and meet physical needs,
- active cooperation and constructive exchange of information about sports activities and personal life,
- a clear level of mutual trust and respect based on deep knowledge of the needs, feelings and goals of the other person,
- subjective significance of given interpersonal relationships in the sports and personal spheres.

However, the tasks of a sport psychologist include:

- conducting research related to the psychological aspects of sports;
- psychological education of all people involved in sports, students of psychology and self-education of practicing psychologists;

- practical application of knowledge in diagnostics and analysis, as well as intervention and counseling. Scientific research in the field of sport psychology is necessary for understanding the psychological bases of activity regulation in the context of sport and physical activity. Training in this field should take place at different levels of education and specialization, i.e. at the professional, academic and school levels. The application, i.e. the knowledge and competencies of sport psychology in the field of diagnostics and measurement, is used in the recruitment and selection of talented athletes, testing their abilities, assessing their needs, etc. On the other hand, intervention and psychological counseling should be supported by cooperation with all members of the training staff.

Mental training, like any other purposeful training, is characterized by two aspects:

- it is a systematic, long-term, controlled and regular process that requires the development of plans, their implementation, evaluation of progress and effects and - if necessary - modification, since episodic training is not purposeful training;
- through training, structural or functional adaptations are achieved that are necessary for effective and efficient work.

Specific psychological assistance provided within the framework of brief interventions in specific circumstances requires from the sport psychologist the appropriate skills, experience and adherence to the applicable rules:

- 1) understanding and willingness to help;
- 2) listening to the athlete and following his/her reasons, without giving advice or judging;
- 3) cooperating with the player and valuing his/her knowledge and experience;
- 4) participating in important sporting events at the player's full disposal, especially at key moments;
- 5) adapting to training plans, player and coach needs;
- 6) behaving in a way that helps reduce stress for the player and coach;
- 7) avoiding negativity, relieving tension and assessing the seriousness of the situation;
- 8) treating difficult situations as challenges, looking for creative solutions to problems;
- 9) creating action plans in cooperation with the player and presenting them in a simple, communicative form.

A practical and at the same time empirically rooted model of optimal functioning is the so-called "Circle of Excellence". The psychological basis of optimal functioning here is, in short, commitment (passion, love for the represented discipline of achievement) and self-confidence (self-assurance) and belief in the meaning of what the performer achieves.

This basic self-reflection on oneself and the area of one's own achievements is directed (actualized) with the help of five psychological skills:

- 1) complete concentration on the task (e.g., focusing on the task, leading to complete immersion in the experience of "here and now");
- 2) positive perception (e.g., maintaining positive expectations regarding the level of task performance in the perspective of decreasing time);
- 3) mental readiness (e.g., an optimal attitude to learning during training and to participation in competitions);
- 4) control of disturbances (e.g. ability to cope with negative stimuli, starting situations, life events);
- 5) constructive evaluation (e.g. ability to draw positive conclusions from mistakes and failures).

In the process of mental training, each of the above-mentioned elements of the Circle of Perfection becomes a project of several phases, carried out in a methodical order, from simpler tasks and questions to pre-start plans and rituals.

Later, a model of directions of psychological influence appeared, oriented towards the coach and the player. In the case of the coach, the goal is to develop communication skills with players and members of the coaching staff, to form the attitudes and attitudes of the players, to manage the sports group and emotional self-control. On the other hand, the direction of psychological influence on the player first concerns psychological diagnostics and monitoring (analysis of the level of achievement, interviews, observation, psychomotor tests, personality structures). Then the problem is formulated, i.e. the potential psychological abilities of the player, their strengths and weaknesses are clarified - the weak ones are corrected (working with the problem), the strong ones are raised to a higher level (revealing the potential) - and individual psychological training programs are developed. During sports competitions, psychological strategies based on motivation, concentration, relaxation, emotional control, visualization, biofeedback, etc. are used. Finally, it is necessary to monitor and evaluate the effect. This allows you to adapt the exercises to the current level of training of the player and provides the opportunity for possible correction of the training programs used.

Sport psychology is a specialty bordering on the discipline of psychology in the field of social sciences and the discipline of physical education sciences in the field of medical sciences and health sciences. This means that sport psychology theoretically (research, training, diagnostics, analysis, intervention, consulting) and practically (mental training) studies the mechanisms and laws that govern the human psyche and behavior in sports, physical education, tourism and recreation, rehabilitation and health training, using knowledge of psychology and physical education. The influence of the social system of psychology on a specific area of physical education is expressed in sport psychology and therefore it is in the field of physical education sciences. All intellectual values in the field of psychology and physical education are used to some extent in theoretical and practical

work by sports psychologists, mental trainers, trainers, athletes, parents of young athletes, activists and physically active people.

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