

PSYCHOLOGICAL PREPARATION OF STUDENTS IN THE TRAINING PROCESS¹G. KH. Shermatov, ²U.S. JabborovLecturer of the Department of "Physical Culture and Sports Activities" of the Tashkent Financial Institute^{1,2}**ANNOTATION**

Emotional experiences related to the course of wrestling. The manifestation of these emotions is associated with the desire to win or achieve the highest result. They are based on the intense nature and manifestation of volitional efforts, based on the above, this article presents the role of psychological preparation of an athlete in competitive activity.

Keywords: *sport, competitive activity, psychological preparation, general physical training, technique, tactics.*

For the purposeful formation of the psyche of students of an athlete, the coach must systematically apply a system of psychological influences that should permeate all sections of the training – physical, technical, tactical and theoretical.

The reliability of sports activity of adolescents is ensured by taking into account their individual psychophysiological characteristics, monitoring their condition during training and competitions, individual selection of methods of regulation and self-regulation of mental and emotional states, as well as special pedagogical influences.

When preparing for student competitions, the athlete and the coach must have a clear idea of what sports techniques can be used to achieve a state of readiness.

Preparation for the competition takes place in 2 stages: 1) general physical and general psychological training; 2) special psychological training.

GENERAL PSYCHOLOGICAL TRAINING.

General psychological preparation includes (according to A. C. Puni): moral and ethical education (formation of athletes' ideological orientation of personality, discipline, organization, collectivism, development of the ability to arbitrarily control themselves in competition conditions); improvement of intellectual qualities (analytical-synthetic, critical mind, depth, stability of thinking, creative imagination); volitional training (improvement of the structure of volitional qualities typical for this sport, preparation for overcoming obstacles; development of skills to quickly master oneself, soberly assess the situation that has arisen, make decisions and implement them, increase noise immunity in competition conditions; development of concentration, intensity and stability of attention, endurance and self-control); adjustment to exercise (improvement of control and orientation activities, improvement of ideomotor training techniques, determination or clarification and consolidation of individual concentration duration before performing the exercise, improving the ability to determine the moment of readiness for action); developing the ability to critically evaluate the performance of the exercise and plan subsequent actions (development of distinctness of motor, auditory and other sensations, formation of specialized perceptions – "feelings of water", "feelings of ice", "feelings of the bar", etc.; improvement of the ability to analyze information during the exercise and make adjustments to the action); arming with techniques of self-regulation of internal states (training in self-control mastering techniques voluntary relaxation of muscles, regulation of breathing, switching of attention and thoughts, organization and mobilization of volitional efforts); arming with methods of preserving and restoring neuropsychic freshness (mastering the techniques of verbal self-action, autogenic, psychoregulatory training, a combination of ideomotor training with warm-up in accordance with the individual psychological and typological characteristics of the athlete's personality).

General psychological training is aimed at developing the skills of young athletes to overcome certain difficulties in sports activities.

Objective difficulties are caused by the specific (objective) features of this sport, and not by the special personality of the student athlete. Such difficulties may be: the need for finely coordinated muscular work in a state of fatigue; prolonged stationary (static) "working" posture, etc.

The basis of subjective difficulties is the personal attitude of the student athlete to the objective features of this sport, to the conditions of competition and training. Such difficulties may be: fear associated with the memory of injury, confused by the reaction of spectators or teammates, fear of the opponent due to exaggeration of his strength, disinterest in the scale and composition of the participants of the competition), etc.

When overcoming subjective difficulties, methods of persuasion, influence by example and word, as well as self-orders (an effort of will aimed at self-management of emotions) become of great importance. These and other means bring the nervous system of the student athlete into a state optimal for solving the task facing him, educate him to have a calm attitude to unfavorable external factors. Overcoming difficulties in sports competitions requires first of all strong-willed preparation. Will is one of the sides of the psyche, which, in unity with reason and feelings, allows you to control yourself.

The main strong-willed qualities include purposefulness, perseverance and perseverance, determination and courage, initiative, independence, endurance and self-control (A. C. Puni). Knowledge of the characteristics of each volitional quality will help the coach to more specifically build the process of educating the will, volitional training of student-athletes. The foundation of volitional training should be the creation of intellectual (independence, criticality, flexibility of mind) and moral foundations of the will (moral education and the formation of skills to overcome obstacles (A.C. Puni). The technique of regulating volitional efforts in sports includes techniques of self-organization and self-mobilization. The first ones are aimed at streamlining the activities and conditions of athletes, saving strength, correcting the technique of performing movements, i.e., distraction and switching attention, ideomotor training, focusing on the technique of movements, regulation of breathing, etc. The second includes self-persuasion, self-approval, self-punishment, self-denial, etc. In the process of training, strong-willed abilities and skills of overcoming obstacles on the way to high sporting achievements should be acquired. In particular, such loads are necessary, in which the training takes place as a struggle with obstacles, as overcoming difficulties (of course, under pedagogical guidance).

The content of the training should also contribute to constant self-education. The reason for the obstacles, as A. C. Puni points out, is the relative discrepancy between the capabilities of the athlete's students (from the point of view of his physical, technical, tactical, theoretical and psychological, in particular volitional, readiness) to objective conditions of activity. Meeting with obstacles and overcoming them is an absolutely necessary condition for the manifestation and development of will, especially when this process is regulated by both the coach and the student athlete. Moreover, the coach should never think for the athlete's students, but in every way develop the independence of his thoughts and actions, forcing him to find a way out of any situation, solve any sports tasks. The coach must control the course of self-knowledge and self-education of the teenager's will, direct the efforts of the entire team of student athletes to ensure that the self-education of the personality and will of each of them necessarily becomes the business of all. The coach should remember that from the first steps in sports, the student experiences suggestion from his side and use the possibilities of direct and indirect suggestion, taking into account the characteristics of the nervous system of students to form strong-willed qualities. Autosuggestion is no less and even more important in sports. In the process of general psychological training, it is also important for the coach

to take into account the dynamics of the mental functions of the athlete's students. The general psychological training of the athlete's students serves as the basis for special psychological training. Special psychological preparation (psychological preparation for competitions) consists in creating a student athlete's readiness to perform in a particular competition and maintaining this readiness throughout the competition. The readiness of the athlete's students is characterized by self-confidence, a high level of desire to fight to the end and win, significant emotional stability, the ability to manage their actions, moods and feelings, the ability to mobilize their strength to achieve the goal. The tasks of psychological preparation include: awareness of the features and objectives of the upcoming competition; awareness of the specific conditions of the upcoming competition (time, place, climatic conditions, scoring system, etc.) and preparation for effective actions in these conditions; awareness of the strengths and weaknesses of the opponents and preparation for actions in accordance with these features; bringing to a highly effective level the ability to possess the required motor skills, taking into account their psychological structure; the formation of an active desire to win to win (setting for victory) in the upcoming competition; the formation of firm confidence in their abilities and the possibility of achieving victory; overcoming negative emotions caused by the upcoming competition; the creation and maintenance of vigorous emotional excitement—a characteristic feature of sports forms; arousal of readiness for maximum volitional stresses. These tasks arise only in the pre-competition period, therefore, the success of their solution is largely determined by the rationality of the general psychological preparation of the athlete's students. With an increase in the level of skill of student athletes, the role of the coach changes. He must mobilize and organize the self-activity, the skill of the athlete's students, develop the possibilities of his self-control and self-improvement. The coach needs to teach the athlete's students to fine-tune the level of training loads in accordance with the individual characteristics of their body, control and regulate their mental state, adjust their movements taking into account a particular condition. The main way of forming an athlete's readiness for the upcoming competitions is the creation of a competitive attitude—an active state, manifested in the readiness of the athlete's students to compete, the desire for the very process of competition, the essential feature of which is the desire to win. The opinion that the task that the student coach gives to the athlete before the competition is the installation is erroneous. The teenager's attitude to the competition is being formed: a) general – throughout the entire process of sports improvement; b) specific – at the pre-competition stage of the competition period. Psychological and pedagogical work on preparing student athletes to participate in responsible competitions should include: obtaining diagnostic characteristics (data) of the student athlete's personality and his ability to manage his condition at different stages of preparation; modeling competitive struggle with all its rules in order to develop the ability of a teenager to manage mental states in a difficult situation and ensure an appropriate level of psychological reliability in conditions of acute struggle; organization of optimal recovery after strenuous training through thoughtful leisure, entertainment, as well as various options for psychoregulatory training. In the process of early psychological preparation, it is very important for the coach to form the abilities of the athlete's students to self-assess and assess the capabilities of rivals in accordance with the tasks of participation in specific competitions. The coach needs to take into account not only the personality traits of the athlete's students, but also his temporary mental states. Mental pre - start states are divided into: 1) personal and situational; 2) deep and superficial; 3) positive and negative; 4) long and short; 5) more or less conscious (N. D. Levitov).

This classification of pre-start states allows us to take into account only the conditions preceding sports activity. Undoubtedly, when classifying "game" states, they must be differentiated taking into account the features of the pre-launch ones. Sports activity of teenagers is also characterized by peculiar emotional states and relationships,

the so-called sports emotions that arise in the process of performing sports activities, solving sports tasks with certain relationships between peers. The most important task of psychological preparation during the period of checking and clarifying the planned program of the team's performance is to improve the skills of the athlete's students to regulate their internal state in accordance with their attitude to the upcoming competition. The correct selection of techniques for regulating the internal state of an athlete's students is largely determined by his individual psychological characteristics. Therefore, the trainer needs to have detailed data on these conditions, the level of development of emotional and volitional qualities and the most important mental functions - attention, speed, reaction, memory, etc. The mental state in the process of early psychological preparation is regulated by autosuggestion, autogenic training, the use of breathing exercises.

The methods of active self-suggestion include a way of self-adjustment; a way of convincing oneself that the result of a performance is not so important for the team, that the competition is insignificant and therefore it is not necessary to perform at full strength (this method can lead to failures if the athlete unnecessarily "reassures" himself); a way of abstracting from the situation of the competition, the strength of the opponents, possible results and setting up to "give your best" in the moves of wrestling (this method is effective with a good level of training of the athlete's students, but excessive overexcitation, overestimation of their strength can lead to an unsuccessful performance). Students of the athlete must also be trained to mobilize forces during the competition. The state of immediate readiness to perform difficult and responsible activities is called mobilization readiness. The structure of mobilization readiness is the structure of the athlete's preparedness. Athletic fitness is the potential of an athlete's students, and mobilization readiness is the degree of mobilization of this preparedness. Adequate readiness ensures the successful implementation of upcoming actions. Inadequate is divided into readiness with exceeded and readiness with insufficient mobilization of forces. If insufficient mobilization always hinders the successful execution of an action, then excessive mobilization hinders only in cases where coordination of movements is necessary. A special technique of autosuggestion, available to older adolescents, is autogenic training. The basis of this technique is a number of second-signal stimuli that can positively affect the human nervous system. With the help of verbal stimuli, general and local muscle relaxation, calming of breathing and normalization of other physiological processes are caused. To overcome emotional arousal, you can also use relaxation exercises and muscle tension. They distract the young athlete from thoughts about the competitive environment, allow to relieve nervous tension. Practice shows that, having learned to regulate their mental state during training, young athletes during the competition can easily distract themselves from unfavorable thoughts, relax, tune in to the exercise.

Pre-competitive psychological preparation is aimed at creating the mobilization readiness of the athlete's students to participate in a particular competition. In the structure of mobilization readiness, they distinguish (P.A. Rudik): features of the characteristics of attention before a responsible performance and such a duration of concentration of attention that provides the most effective performance. The duration of concentration of attention is determined by the need to free yourself for some time from the influence of interfering stimuli; to achieve an optimal emotional state, to reduce excessive tension; to bring the idea of upcoming actions to maximum brightness in the process of concentration, which determines the state of mobilization readiness and encourages the beginning of action. To regulate the mental state of the athlete's students before going to the start, a mental representation of the program of the upcoming performance is of great importance, which should lift the mood, eliminate stiffness, relax the muscles. There are two groups of techniques for managing your actions. The 1st category includes: self-distraction from the process of activity, its switching to technique, muscle relaxation, breathing, the opponent.

The 2nd group includes: self-complacency at the level of a certain self-mobilization (thoughts about "free" non-strenuous work, about reducing excitement), self-control (thoughts backed up by self-confidence), self-persuasion (reasoned proof to oneself of the possibilities of solving general and particular competitive tasks), self-evidence (categorical instructions to oneself about immediate fulfillment the task at hand, about overcoming oneself). Coaches and student athletes need to know the characteristic features of emotional states and the external signs of their manifestation in order to be able to manage these states in the process of special psychological training during competitions. The emotional states of an athlete's students during competitions are characterized by a great variety, intense flow and a rapid, often sudden transition from one to the other, sometimes the exact opposite. The intensity of an athlete's students' emotional states during a competition depends on many factors that are often impossible to determine. However, a number of circumstances can be identified that cause a variety of manifestations of the emotional states of the athlete's students: the scale and conditions of the competition: the personal and social significance of the competition; the composition of participants; the level of preparedness of student athletes (level of fitness); individual psychological characteristics of student athletes; knowledge of the techniques of self-regulation (self-organization and self-mobilization) of the psychological state and the ability to apply them; the ability to gather and concentrate before going to the start. The coach's instructions during the competition should be brief, concise, convincing. It is very important to correctly understand the psychological state of the athlete's students in order to give him timely and correct instructions. The success of special psychological training is also ensured by its individualization.

THE DEPENDENCE OF PSYCHOLOGICAL TRAINING ON THE STRUCTURE OF THE COACH'S ACTIVITY

The process of psychological preparation of students of an athlete requires a variety of skills from the coach, and at different stages different components of his activity play a leading role. At the stage of general psychological preparation, the leading role is played by the communicative activity of the coach, who should pay special attention to pay attention to the study of the inner world of adolescents. Master coaches are able to establish good relationships with student athletes, gain authority from them and, as a result, ensure discipline in the team. They fairly and correctly assess the capabilities of each teenager, they are able to make the team their assistant in solving pedagogical tasks. This is what allows them to improve their and young athletes' activities. At the stage of special psychological training, the leading role passes to the organizational activity of the coach. Master coaches during the current instruction of the athlete's students as special tasks allocate control over the correctness of technical and tactical techniques, training teenagers in self-control. Having mastered diagnostic techniques in solving pedagogical tasks, these coaches successfully cope with such tasks as, for example, arousing interest in tasks, identifying the causes of incorrect performance of sports techniques. During the final briefing, the coach pays special attention to analyzing the quality of technical and tactical techniques and evaluating the results of training. The leading role at the stage of early psychological preparation belongs to gnostic activity. Experienced coaches strive to: use pedagogical ideas and methodological recommendations in practice; teach student athletes to apply theoretical knowledge; analyze the pedagogical situation in order to choose effective means of influencing children; see the weaknesses and strengths (their own and students') in sports training; provide for possible difficulties of student athletes. The basis of the stage of pre-competitive psychological training is the constructive activity of the coach. Master coaches are able to select the most appropriate sports tasks for teenagers; take into account the psychology of students' perception of tactical attitudes; prepare the necessary inventory and equipment; choose a rational structure of classes that contributes to the creation of mobilization readiness of

adolescents to participate in competitions; are able to correctly influence the mental states of adolescents, taking into account their individual and age characteristics. At the stage of special psychological preparation during the competition, the organizational and communicative activity of the coach plays a predominant role. Master coaches are very good at organizing team activities, their diverse training methods are aimed at combining collective and individual work; they are also distinguished by the ability to distribute game functions among the guys and give them the initiative; individualize training. This individualization is realized, in particular, with the help of a system of tasks designed for teenagers of varying degrees of preparedness and abilities. With the increase in the level of pedagogical skill, the desire of the coach to combine common work with the team with the organization of influence on each teenager, on the development of his abilities, setting first of all on the good that is in a teenager is more clearly traced: he notices and supports everyone, even a small success, strengthens the self-esteem of young athletes, does not allow himself comments and the remarks insulting the personality of a teenager, makes demands in a sufficiently convincing, but calm and polite form. The coach's respect for teenagers is gradually transferred to young athletes and contributes to the formation of mutual respect for the guys. In such a team, quarrels usually do not arise, teenagers do not humiliate a friend, but strive to help and support him.

PSYCHOPROPHYLAXIS AND PSYCHOHYGIENA

A significant role in the process of adaptation of a teenager to the conditions of active sports activity is played by his personal characteristics – character, temperament, level of intelligence. Each student athlete is characterized by his behavior, his thoughts and intentions. Some are functional, others are not. Some are balanced, others, on the contrary, are hot-tempered, unrestrained. Every teenager is able to endure a certain physical and mental load. All this must be taken into account by the coach, because otherwise he will give students impossible tasks to athletes, and this can lead to a breakdown and, as a result, to neuropsychiatric disorders. Often, neuropsychiatric disorders begin with neuropsychiatric instability - a tendency to breakdowns in the activity of the nervous system under physical and mental stress. It is characterized by fluctuations in the mental state, which, with mental, emotional, and often physical loads, violate rational behavior, i.e. the behavior of student athletes ceases to correspond to the situation. Signs of neuropsychiatric instability: fatigue during normal exercise, decreased, weakened or impaired memory, a feeling of heaviness in the head or headaches, slowing down or difficulty thinking, irritability or anger, deterioration or loss of appetite, daytime drowsiness and insomnia at night, bad mood, depression, decreased control over emotions up to to the point of losing control over their actions, tearfulness and cowardice, bitterness, general poor health.

Having detected signs of neuropsychiatric instability in a pupil, the coach should immediately inform his parents about it and take measures to refer him for a medical examination. Psychoprophylaxis requires continuous study of the individual qualities of a young athlete, his academic performance, discipline, behavior, mood and improvement of educational work on this basis. The coach should be able to carry out psychoprophylactic and psychohygienic activities in the training and competition cycle (N.P. Gumenyuk, B.M. Shernis). Psychohygienic activities in a children's sports team are to ensure the correct psychological mood of young athletes and to educate them in adequate psychological reactions to numerous traumatic situations of sports competitions. Psychoprophylactic measures include the analysis of subjective (tactical, technical and physical training of the team, the relationship of the players with each other and with the coach, the approximate place that the team expects in each particular competition, etc.) and objective (the scale of the competition, the composition of participants and the results of previous competitions, the success of the team in previous similar competitions, the venue of the competition) factors of psychological impact on young athletes and aim to protect them from the

effects of traumatic stimuli and maintain the achieved high level of fitness. The coach should, for example, organize the training process in such a way as to cause student athletes "game hunger", contribute to the preservation of their nervous and gaming potential and prevent neurotic satiety reactions (this method can be used in teams whose players are well-equipped with a tactical and technical arsenal, are sufficiently prepared physically and for a long time to play together). In order to reduce the pre-start tension of young athletes and the coach can organize "unloading" days free from classes in "their" sport. On this day, you can visit the pool, hold cross-country, outdoor games, etc.

The measures protecting young athletes from the effects of irritants that can cause negative emotions in the pre-competition period include: determining the composition of the team long before the competition (this calms young athletes who doubt their abilities, and also eliminates the spirit of unhealthy rivalry in the team); the absence of a strict division of players into main and reserve (this allows every young athlete feels like a full - fledged member of the team); meetings at which teenagers are criticized by the coach and teammates; conversations during which the advantage of the team in comparison with other teams is explained, taking into account factors of stimulating psychological impact (for example, support of their fans).

The role of the coach is also responsible during the competition. The match begins with a game setup, during which the coach gives a detailed assessment of the future opponent and sets game tactical tasks for the team, as well as individual tasks for individual players. It is most advisable to carry out the installation on the day of the game 2-3 hours before it starts, so that the student athletes can comprehend the team and individual task and find out all the unclear issues. If the installation is carried out on the eve of the competition, many teenagers will mentally "lose" the situation of the upcoming game, which can cause them neurotic reactions of anxious expectation. In 20-30 minutes. Before entering the sports field, the coach must repeat the main tasks in the upcoming game and, through psychological influence, adjust the athletes to the game. During the break, the coach's instructions should be concise, but at the same time authoritarian. For pedagogical and psychological reasons, a coach should not replace a player immediately after making a mistake. It is necessary to give the student athlete the opportunity to correct the mistake, i.e. to carry out a replacement against the background of a positive emotion. Failure to comply with this rule can undermine a teenager's faith in his own strength. If a victory is won in a duel, then the setting for the next game should be exceptionally accurate and activating. It is known that after any win, athletes experience a state of complacency and a sense of superiority over their rivals, which can lead to psychological demobilization. After a loss, the mindset for the game should mobilize young athletes as much as possible, but extreme psychological measures should be resorted to only in exceptional cases. The day after the game, when the teenagers get excited about the game, you should analyze the game at a team meeting, in a friendly atmosphere – this contributes to the most sober and analytical analysis of the game. Psychoprophylactic and psychohygienic measures carried out by the coach in the team allow to prevent neurotic reactions in young athletes and contribute to their successful performance in competitions.

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