Asian Journal of Technology and Applied Sciences
ISSN: 2301-xxxx (online) | IF: 10.01 | Vol: 1, issue 1
Available: http://asiansciencejournal.org

INCREASING STUDENTS' MOTIVATION THROUGH THE USE OF ELEMENTS OF NATIONAL STRUGGLE IN THE EDUCATIONAL PROCESS

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Abstract: This article examines the scientific and pedagogical foundations of increasing the motivation of students and young people to sports and a healthy lifestyle through the use of elements of national wrestling in physical education classes and extracurricular activities in general education and higher education institutions. The issues of increasing the effectiveness of physical culture in the education system, combining traditional and modern methods of national wrestling, taking into account the individual psychological characteristics of students, are analyzed. During the study, the impact of interactive educational methods, active games and elements of wrestling on the physical fitness and intellectual activity of students was substantiated through pedagogical experimental work.

Keywords: physical culture, national wrestling, motivation, educational process, interactive methods, physical training.

Introduction

One of the most important tasks facing the modern education system is to educate not only intellectually capable, but also physically healthy and spiritually mature young generation. In today's era of global information and digital technologies, the problems of decreased motor activity (hypodynamia) among students and young people and the resulting physical inactivity are becoming increasingly acute. In such conditions, increasing the attractiveness of physical education lessons in the educational process, forming internal and external motivation factors that encourage students to be active are an important pedagogical necessity. The foundation of the scientific and pedagogical activity of physical education teachers is precisely the ability to correctly direct the interests of young people in sports.

The problem of increasing students' motivation in the educational process has been studied in pedagogy and psychology using various approaches. For example, the role of the concept of individualism in the formation of a person, his desire to manifest his potential, has been widely covered in philosophical and pedagogical discourses. In the field of physical culture, it is also possible to create a highly motivating environment by taking into account the individual capabilities of each student, encouraging them to work in groups and teams, and organizing lessons in an interesting way. The large-scale reforms being implemented in Uzbekistan to develop the sports sector and raise it to the level of state policy are also aimed at attracting the younger generation to mass sports, in particular, to sports that reflect our national values.

National wrestling is a centuries-old historical heritage of the Uzbek people, a symbol of courage, bravery and honesty, and is not only a means of physical training, but also a system of strong pedagogical and educational significance. The sport of wrestling and its specific field rules form in students such volitional qualities as discipline, respect for the opponent, and determination. Introducing elements of wrestling into physical education lessons (for example, maintaining balance while standing, catches, exercises for self-defense when falling, and simplified wrestling techniques) provides emotional richness of the lessons and awakens feelings of national pride in students.

However, in many secondary schools, physical education lessons are still conducted using traditional, monotonous methods that limit students' creative and motor activity. Today's student requires an interactive environment that is based on dialogue, develops critical thinking, and provides direct participation in the lesson process. Also, as in the system of teaching foreign languages, the integration of modern and innovative approaches to the development of the education system in the direction of physical culture radically increases the effectiveness of the lesson. Just as the use of interactive methods in the development of intercultural and social competencies of students of different age groups has yielded positive results, the use of game technologies in physical education is also considered the main criterion of motivation.

The purpose of this study is to develop a methodology for the systematic use of national wrestling elements in physical education classes and to scientifically substantiate the impact of this methodology on students' motivation and level of physical fitness.

Methods

The research work was organized within the framework of the scientific direction of the Department of Physical Culture of Oriental University and among senior students of selected secondary educational institutions. 64 students studying in physical education classes were selected as the object of the research. They were divided into two groups for the purpose of conducting pedagogical experimental work: control (n=32) and experimental (n=32) groups.

In the control group, physical education classes were conducted based on the current traditional curriculum, mainly by teaching standard elements of athletics, gymnastics and sports games. In the experimental group, elements of national wrestling were systematically introduced into the preparatory and main parts of the lessons. The following scientific and methodological approaches were applied in the use of wrestling elements:

In the preparatory part of the lesson, along with traditional physical education exercises, wrestlers performed special exercises for writing tangles (stretching the neck, shoulder, and lumbar joints, rolling on the mat, and maintaining balance).

The main part of the lesson taught the simplest and most non-injurious technical movements of wrestling (side kicks, lunges, and grappling elements) in the form of educational games.

Action games based on wrestling motifs ("Cockfight", "Tug of War", "Breaking the Balance") and team relays were integrated into the training process.

During the study, attention was also paid to the principles of the correct distribution of physical loads in the activities of athletes and students and compliance with the norms of rational nutrition, since these factors ensure the recovery processes of the body and general working capacity. In analyzing the effectiveness of students in sports, special pedagogical tests were developed based on the methods of studying the technical and tactical preparation of young football players or wrestlers.

In order to determine the motivation of students for sports, sociological and psychological questionnaires were administered at the beginning and end of the lesson. The following tests were taken to assess the level of physical fitness: long jump (cm), 60-meter run (seconds), lying deadlift (times) and the speed of performing wrestling techniques (time to perform 10 times, seconds). All the results obtained were processed using mathematical and statistical methods.

Results

As a result of the pedagogical experimental work, positive changes occurred in the physical and motivational indicators of students in both groups. However, it can be seen that

the results of students in the experimental group who participated in lessons based on national wrestling elements were significantly higher than those in the control group.

First, when analyzing students' interest and motivation in physical education classes, the proportion of those in the experimental group who expressed a desire to actively participate in classes and engage in sports outside of class increased from an initial 42 percent to 88 percent. In the control group, this indicator remained almost unchanged (from 45 percent to 50 percent).

Secondly, significant qualitative changes were also noted in the physical fitness indicators of the students. The final physical development results of the experimental and control groups after the experiment are reflected in the table below:

Control tests (indicators)	**Control group (after the experiment)**	**Experimental group (after the experiment)**	**Difference efficiency (%)**	**Statistical reliability (p)**
Long jump (cm)	188.4	204.6	8.6	$p < 0.05$
60 meter dash (seconds)	9.6	8.9	7.3	$p < 0.05$
Body lift (in 1 minute)	29.5	38.2	29.5	$p < 0.01$
Wrestling technical movement (10 times/sec)	26.2	21.1	19.4	$p < 0.01$

The table data shows that the regular use of wrestling elements had a positive effect on the strength and speed-strength qualities of students. In particular, in the exercise of lifting the body, which determines the strength of the abdominal muscles, the students of the experimental group performed an average of 38.2 times, surpassing the control group by almost 30 percent. The speed of performing a wrestling technical movement aimed at maintaining special agility and balance was 21.1 seconds in the experimental group, which proves that the coordination of movements has significantly improved.

Discussion

The results of the study show that the use of national sports, in particular wrestling elements, in physical education lessons serves as a strong motivational factor for students who are subjects of the educational process. In traditional physical education classes, students often get bored with the same running or general developmental exercises. The introduction of wrestling elements into the lesson increases the dynamics, creates internal emotional excitement in students through the use of physical strength and entering a competitive environment. This fully confirms the scientific opinion about the need to increase the role of games and sports in the physical education system.

The use of interactive methods in the pedagogical process is not only characteristic of theoretical subjects, but also has a high effect in physical education classes. Performing wrestling techniques in pairs, making tactical decisions during dynamic games improve students' critical thinking skills and communication culture. In this regard, improving the

training and methodological activities of physical education teachers on the basis of scientific and pedagogical foundations is an urgent problem of today.

Since wrestling is in line with the national mentality and values of our people, it is also an important tool in forming feelings of patriotism and national identity in students. A correct understanding of the spiritual and psychological laws of sports activities has a positive effect on the education of young athletes and schoolchildren. Also, the development trends of sports in our republic show that instilling in young people the spirit of national values from an early age will help them become professional athletes or perfect individuals in the future.

The set of wrestling exercises used in our study improved not only the physical performance of students, but also their discipline in participating in the lesson. By abandoning boring and compulsory exercises and organizing the content of the lesson in a free-flowing and interactive form, students were motivated not by "obligation", but by "interest and aspiration". This is fully consistent with the modern pedagogical approaches to the systematic modernization of the educational process.

Conclusions

Based on scientific and practical research on the problem of increasing student motivation through the use of elements of national struggle in the educational process, the following conclusions can be drawn:

The systematic and pedagogically correct use of national wrestling elements in physical education lessons significantly increases students' internal motivation, interest, and emotional activity in the lesson.

The fact that the complex of wrestling elements and movement games is more effective than traditional methods in developing the basic physical qualities of students (strength, speed, agility, and endurance) was proven through statistically significant indicators ($p < 0.05$ and $p < 0.01$) in the process of pedagogical experiments.

The use of the laws, rules and traditions of wrestling in the educational process forms social and personal qualities such as mutual respect, discipline and patriotism in students. This requires physical education teachers to constantly improve their teaching methods using innovative and interactive methods.

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