

THE EDUCATIONAL SIGNIFICANCE OF TEAM SPORTS GAMES AND THEIR ROLE IN THE DEVELOPMENT OF UNIVERSITY STUDENTS' PERSONALITY

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Abstract: This article provides an in-depth scientific analysis of the educational significance of team sports games in the comprehensive development of higher education students. The study examines the pedagogical, psychological, and social aspects of team sports activities based on an integrative approach. Based on empirical and theoretical analysis, the role of team games in the development of students' personality, as well as their impact on motivational, communicative, and leadership competencies, is revealed.

Keywords: team sports, social competence, leadership, physical education, sports pedagogy, motivation, psychological stability, higher education institution

Introduction. The modern higher education system defines the comprehensive development of students' personalities as a priority task. In this process, physical education and sports serve not only as a means of health improvement but also as a powerful pedagogical influence mechanism. In particular, team sports games (football, volleyball, basketball) have a multi-component impact, shaping students' social adaptation, communicative culture, and psychological stability.

The relevance of the problem lies in the increasing prevalence of sedentary lifestyles, rising stress levels, and social isolation among modern youth. From this perspective, forming a healthy lifestyle and increasing social activity through team sports is of significant scientific and practical importance.

Literature Review. The educational significance of team sports games is a multifaceted scientific issue widely studied within sports pedagogy, social psychology, and educational theory. Research shows that team activity, based on the principles of social determination of personality development, has a complex impact not only on physical but also on psychological and social development of students.

From the perspective of sports pedagogy, team games represent the practical expression of the concept of "education through activity," where students gain experience through direct participation in a social environment. This aligns with a constructivist approach, where knowledge and skills are formed through active engagement rather than passive transmission.

Within psychological approaches, the mechanisms of influence of team sports are explained through several theoretical concepts:

Identification Mechanism: Closely linked to social identity theory, students begin to perceive themselves as members of a group. As a result, the concept of "I" is enriched by the concept of "we," fostering loyalty, responsibility, and mutual trust.

Social Learning Theory: Behavior is shaped through observation and imitation. Experienced players or team leaders serve as role models, reinforcing positive social behavior patterns.

Motivational Approach: Internal (interest, self-expression, sense of achievement) and external (rewards, recognition, results) motivations interact. According to self-determination theory, fulfilling the needs for autonomy, competence, and relatedness leads to stable motivation.

Group Dynamics and Social Interaction: Team sports function as small social groups with unique dynamics, including role distribution, leadership, informal relationships, and communication. Students develop skills in conflict resolution, compromise, and cooperation.

Modern neuropsychological studies also confirm the positive impact of physical activity on cognitive functions:

- improved cerebral blood circulation;



- enhanced synaptic plasticity;
- increased attention and information processing speed;
- development of executive functions (planning, decision-making).

Additionally, regular participation in team sports reduces stress hormone (cortisol) levels and creates a positive emotional background, thereby improving academic performance.

Research Methodology. This study was conducted using a комплекс (comprehensive), systemic, and integrative methodological approach, combining methods from pedagogy, sports theory, and psychology.

The research design was quasi-experimental, comparing control and experimental groups.

Stages of the study:

1. *Diagnostic Stage:* Initial levels of physical activity, psychological state, and social skills were assessed using tests, questionnaires, and evaluation scales.

2. *Experimental Stage:* The experimental group participated in structured team sports (football, volleyball, basketball) 2-3 times per week, while the control group followed a traditional physical education program.

3. *Analytical Stage:* Data were analyzed using statistical, comparative, and dynamic methods.

Methods used:

- Pedagogical observation.
- Questionnaires and psychodiagnostic tests.
- Experiment.
- Mathematical-statistical analysis.

Main Part.

1. *Pedagogical Potential of Team Sports. Team sports perform several didactic functions:*

- activation of student engagement;
- integration of theory and practice;
- formation of moral qualities.

2. *Psychological Impact.*

- stress reduction;
- development of emotional intelligence;
- improved social adaptation.

3. *Formation of Social Competencies.*

- communication skills;
- teamwork ability;
- conflict management;
- leadership.

4. *Impact on Physical and Academic Performance. Students engaged in team sports demonstrate:*

- higher physical fitness;
- better attention and memory;
- improved academic performance.

Results. The experimental study confirmed the significant positive impact of team sports:

- *Social activity* increased by 25–30% in the experimental group.
- *Stress levels* decreased, emotional stability improved.
- *Teamwork skills* significantly developed.
- *Motivation* toward sports and healthy lifestyle increased.

Statistical analysis showed significant differences ($p < 0.05$) between control and experimental groups, confirming the reliability of results.

Conclusion. Team sports games are an effective tool for the comprehensive development of university students. They contribute not only to physical development but also to social, psychological, and moral competencies.



Therefore, it is essential to organize team sports scientifically within the physical education system.

Practical Recommendations.

- Systematic organization of team sports in universities
- Implementation of individualized approaches
- Development of motivation-enhancing programs
- Use of digital monitoring systems

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