

## RESULTS OF THE PHYSICAL EDUCATION TEACHER FROM THE SELF-ASSESSMENT SYSTEM

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<i><b>A B S T R A C T</b></i>	<i><b>KEYWORDS</b></i>
The article suggests that the Theory of Self-Determination of Physical Education (SPT-PE) methodology offers a useful platform for studying the psychological needs of physical education teachers and their personal, professional and environmental characteristics. The results showed that the self-assessment questionnaire is a valid and accurate tool for evaluating teacher performance. In addition, this tool can undoubtedly improve the knowledge, understanding, motivation and attitude of the teacher towards teaching.	physical education, teachers, motivation, self-determination

Physical Education (PE) offers tremendous potential to stimulate adult physical activity. Promoting physical activity and promoting healthy physical activity among participants, taking into account the incentive factors of physical education participants is very important. The theory of self-determination (SDT) is widely used in modern time to better understand students' motivation for physical education. By applying this theory in an environment of physical education research, knowledge of the motivational activities of the school and their perception, emotional and behavior was enhanced. Despite the fact that SDT is used in ethnic groups, the corresponding influences vary depending on age and ethnic heritage.

**The main part.** It sets two types of motivational limitations: high self-determination and low concentration. Comfortable or difficult hheat encourages a person to engage in an activity, an example of internal motivation. External motivation on the other hand divided into four groups, depending on the level of self-determination of its own destiny . Involvement in activities under external influence, threats, or punishment is called external regulatory control. At the same time, the entire result or culprit is called intermediate law. At the same time, regulation is defined as a belief in the importance and usefulness of activities and is described as participating in the training because the combined rule is violated. Under such conditions, there is neither internal nor external stimulation. External influence, threats or penalties are used to control activities. The introduced law implies a complete product or fault, while under supervision it

expresses confidence in the quality and integrity of the exercise. In such conditions, there is, perhaps, neither internal nor external motivation.

An important and difficult topic in the education policy of many countries is teacher evaluation, as the ways of developing teachers and providing educational experience in their classrooms are effective for students has a significant effect. The academic quality of teachers is the e ng important element that affects the success and growth of students within and outside of school. The effectiveness of the teacher is measured by the degree of all students on the course, regardless of race or union for economic coordination and development; respectfully. However, while evaluation does not take a reward, plays a decisive role in the educational experience, programs, styles and surveys used to measure teacher performance are countries differs widely between them. This may be due to difficulties establishing the effectiveness of teaching, which is treated as interaction between teacher, participants, material and the environment. The reason for the emergence of high cognitive abilities is very important. Responsibility (formative assessment) and growth (summary) are involved in this process and they are often combined.

## Methodology

It is necessary to distinguish between successful and less successful teachers, good and bad results of teachers through diagnosis and evaluation. The indicators of content, styles, betting and reviews and ongoing assistance plans should all be clearly defined in the organized teacher evaluation process. At the same time, the results of the analysis should be used to improve the quality of education, educational outcomes and, in general, the overall public education system. Physical education (PE) courses played an important role in determining successful teaching methods. Academics have created threeflour methodological observation methodologies to evaluate one or even several quality elements of the effectiveness of physical education teachers. These measures have been used both in Germany and abroad. Entry dates are the most important to evaluate education, student participation, the relationship between the student and the teacher, the emphasison the subject and the depth of teaching is a clear and objective method. Successful teachers can be identified through observation methods, which will help them to be more effective. A small number of observational asbobs for evaluating physical education teachers have successful educational standards. According to scientists, it is difficult to create surveillance systems that distinguish between effective and ineffective teachers. The National Sports and Physical Education Association (NASPE) is a watchdog body that includes important components of it.

The SDT has shown that the training methods of mentors can influence the effectiveness of physical education. Since these variables encourage students' basic emotional needs such as autonomy, competence, and unity, they can affect students, participate in learning environments and motivation. The individual's sense of independence and participation in the hierarchy and values have signaled their autonomous needs. In contrast, their competence and sense of attachment are distinguished by their characteristics.

According to scientists , students' independence needs were met and self-identification motivations were developed in physical education, leading to increased physical activity in the empty andqts This will be the main goal of PE. Richards Vs. State of Etc. offered a hierarchical structure. Several forms of motivation perform a certain function between normal emotional demands and intellectual, psychometric, and emotional outcomes. In the context of PE, the above methods were considered.

Higher levels of drinking result in motivations and recognized regulation flexibility. In addition, low internal motivations and a rule that does not establish itself have false consequences. The impact on physical health has made global self-esteem the most important physical, educational outcome. In other words, when a person doesn't care about his or her worth, the value of s haxs is not a problem proposed by Fan. According to researchers, definitive self-esteem is a sign of lack of emotional needs; if these requirements are not met, self-esteem will be violated. On the other hand, people who underestimated themselves lacked a sense of value, sincerity and effectiveness because they lacked a sense of connection.

## Result

The required performance scale has been translated into German and changed for use in the country. They were the findings of the right measurement model of the scale. Three structures are included on the scale: independence (6 bands), competence (6 bands) and connectivity (9 elements). According to the Likert scale, students evaluate the teacher on a scale of 1 to 8, in whichn is fully false, and eight are fully true. When tested in the German population, the accuracy of the scale was satisfactory for both the overall rating and perceived stress. Autonomy, competence, and dependency are presented as examples of "I believe and have the right to choose how I exercise". This scale was developed and translated into Germany. According to the measurement model for the German PE context, there are several query questions. Why do you attend physical college courses? Respondents responded on the 8-point Likert scale (1 = not completely accurate; 8 = very clear about myself). Includes sixteen components and four perceived stress: job satisfaction, recognized regulation, external regulation and controlled motivation. The test will be conducted for students from grades 8 to 12. When applied to a sample of German individuals, it was found that the measurement was real and reliable.

The teacher's self-esteem is at the center of this study's dictation, and is it able to predict this by standard emotional requirements and various incentive rules in a high school PE setting or not. All three basic psychological conditions were well connected with internal motivation and a recognized rule, while outside law and motivation were inversely dependent. The proposed SDT-PE model is reversed by the fact that self-esteem in previous studies is positively related to internal motivation and self-regulation and external regulation and inspiration confirmed dependency. Physical education teachers should think about creating a psychological assistance system in their classrooms when planning classes. To recognize that meeting the need for cognitive ability is the most important indicator of a self-esteem for PE students; Teachers need to plan a class so that all students can increase their cognitive performance during the course. Use self-referable metrs to emphasize efforts and personal growth for actions in the classroom. School counselors can take into account the results of the study in advising teenagers to engage in physical education and other physical activity. A well established physical education program that encourages shooters to engage will help them develop a positive self-image. In the future, the proposed model can be changed to teach all sports activities and adapt for all countries.

## List of Available Publications

1. file:///C:/Users/borajabboyev/Downloads/jismoniy-madaniyatning-inson-hayotidagi-o-rni.pdf
2. <https://doi.org/10.1016/j.compeleceng.2022.107772>
3. [https://uz.wikipedia.org/wiki/Jismoniy\\_tarbiya](https://uz.wikipedia.org/wiki/Jismoniy_tarbiya)
4. [https://teletype.in/@bekzod\\_yarbulov/yI-MWE1ii](https://teletype.in/@bekzod_yarbulov/yI-MWE1ii)