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Development of Mechanisms of Professional Training of Future Physical Education Teachers

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ABSTRACT

this article gives the development of mechanisms for the professional training of future teachers of physical culture. The lack of relationship between professional education, research and practical activities leads to the fact that scientific developments in the field of physical culture and sports are not embodied in new forms and technologies of education. This study in the article does not exhaust all aspects of the problem under consideration related to the modernization of one of the areas of higher education. - training of teachers of physical culture.

KEYWORDS: professional training, physical education teacher, development, new forms and technologies of teaching, scientific developments.

The current state of affairs in general secondary education is characterized by a variety of educational technologies and a variety of technologies in the field of physical culture. However, the problem of the current situation is that the technology of teaching physical culture may not correspond to the one used by the school.

In this regard, an exemplary physical education program, as it is indicated, is not intended for practical use [5]. It outlines the goals, gives educational material, and how it will be taught, within the framework of what pedagogical technology, is the business of program developers, in the role of which physical education teachers should also act. Thus, a physical education teacher should not only understand pedagogical technologies, but also adapt / modify the material of his subject to the technology that his school uses.

The problems of improving the quality of training of physical culture personnel are constantly in the field of view of specialists. From the analysis of the literature on the training of teachers in physical culture, the problem appears as follows: the lack of relationship between professional education, research and practical activities leads to the fact that scientific developments in the field of physical culture and sports are not implemented in the educational process of general education schools [4]. The reason is seen in the alienation that exists between the theory and practice of teaching. Today, the situation is developing in such a way that scientists, based on theoretical developments, generalizations of best practices, and experimental studies, develop methods and then put them into practice, sometimes using administrative measures for this [2]. And sometimes this does not take into account the personal experience of teachers, their capabilities and desire,

which puts them in the position of performers, without giving them the opportunity for self-realization. But the problem is that today it is necessary for a teacher to realize himself as a professional in the conditions created in connection with the new requirements for education.

An analysis of the situation (it was revealed how much the personal and professional qualities of teachers correspond to those qualities that are supposed to be formed in school graduates (self-actualization, communicative competence, competence in solving problems, subject competence)) showed that teachers of physical culture are not ready to work in the new conditions of education [four]. In this regard, changes are needed in the training of teachers. And if we are talking about lifelong (postgraduate) education, then we need to talk not about advanced training of teachers, but about professional retraining.

At the moment, there is a need to substantiate the educational process of vocational training, corresponding to modern trends in the development of education. This determines the relevance of the chosen research topic. Therefore, the aim of the work was to develop a scientifically based model of the professional educational process and experimental verification of its effectiveness.

Numerous innovative technologies, theoretically substantiated and experimentally tested, indicate that the same task (for example, improving the health of students through physical education) can be solved in different ways, and in this regard, a mechanism is needed that would not only maintain what has been achieved, but also would give him the opportunity to develop creatively.

Psychological and pedagogical theories and educational technologies created on their basis are taught in universities in the cycle of general professional disciplines. And students know modern technologies, but they have no experience in their application. The questions of how to conduct lessons in the system of student-centered education, developmental, sport sized, programmed education, etc., remain open. Knowing the theoretical foundations of innovative technologies, but, at the same time, being engaged in practical classes in special disciplines within the framework of traditional education technology, university graduates cannot apply them in a school gym. Therefore, from our point of view, in order to change the current situation, it is necessary for teachers of special subjects to integrate knowledge of general professional disciplines into the teaching of their courses, i.e. integrative subjects are the basic physical culture and sports disciplines of subject training. And, given the innovative nature of modern education, it is necessary to make the innovative environment the content of our courses.

In this regard, we propose a model of a professional educational process, which is a holistic set of actions, operations and procedures carried out in stages according to the following algorithm: problematization of the educational situation - acquaintance with the proposed technology in reality - solution of the problems that have arisen when getting acquainted with the technology - development of its philosophical, psychological, didactic, socio-pedagogical components - the application of technology in practice - the study of a cultural and historical analogue - the creation of a cumulative educational product - self-determination [1].

In the process of education in real conditions, from the standpoint of the activity approach, the assimilation of innovative (it can be a modified, authorized, author's program of the teacher) technology takes place. Students who entered the Faculty of Physical Education already have (and some up to ten years) experience in physical culture and sports activities. This becomes the basis for productive activity. Any pedagogical technology has a structure (conceptual basis, content part, procedural part) and is based on scientific foundations (philosophical, psychological, didactic, socio-pedagogical, etc.) - all this becomes an integral part of the educational process. Naturally, having only their own experience and general provisions, students (including

the teacher) will encounter numerous problems associated with a lack of knowledge in the field of disciplines of the general pedagogical cycle. It is then that a specific request is formulated to specialists, an additional motive for studying subjects appears: a person begins to study when he has a problem.

Comprehensively studying several pedagogical technologies, the future teacher of physical culture: firstly, meaningfully masters them in practice, secondly, comparing them with each other, is determined in his own choice, thirdly, checking and completing the technology in joint activities with the teacher and fellow students, he acquires a creative constructive experience. Thus, at the heart of each course of disciplines of subject training lies the idea of productive development of teaching physical culture by students through their own constructive and design activities.

As a result of training, the student:

- masters the key provisions and problems of modern physical culture and sports;
- forms its own pedagogical position in relation to the process of teaching schoolchildren;
- gains experience in expressing their pedagogical position in the form of completed developments: fragments of lessons, open classes, educational situations, educational programs and plans;
- acquires the skills of designing and organizing training aimed at the development of the student's personality and its creative implementation;
- masters the forms and methods of group pedagogical work, on which he learns to model pedagogical reality, using his own developments for this; learns to apply the acquired didactic knowledge and methods of activity in practice [3].

The modern concept of vocational pedagogical education is an integrated area of pedagogical knowledge, which is the basis for building a system of educational standards, managing the quality of educational systems, developing a development strategy for the reform of teacher education, criteria and methods for evaluating its results, educational policy at the state and regional levels, should put into practice:

- a diagnostically set goal of pedagogical education, containing a fairly complete structural and functional description of the main professional functions of a teacher, invariant with respect to his specializations;
- the content of teacher education as an indicative basis for preparing teachers for teaching activities in various educational institutions on the basis of the national program for the modernization of education;
- technologies of activity-contextual, design, simulation-modeling and other modern approaches to the study of basic psychological and pedagogical disciplines;
- a system of criteria for assessing the quality of psychological and pedagogical training of graduates of pedagogical education institutions of various levels and profiles as the core of their professional readiness in general;
- the status and functions of the system of teacher education as a link and factor in the national educational system [3].

The purposeful organization of physical culture classes in a modern general education school is the creation of the foundation for the physical development of the student's personality, health promotion, the formation of a set of motor skills and abilities necessary for her life. physical activity of schoolchildren (playing in their free time) at school age, a basic level of physical and mental performance is developed, which in general allows

you to successfully master the program educational material of theoretical disciplines and training programs in physical culture, and in the future - ensures the successful acquisition of a profession and an active professional activities based on a good level of health and health-saving technology of personal life.

The current state of health of the country's population, including young people, is characterized by a gradual deterioration. One of the reasons for this phenomenon is that the system of health care and physical education of the population cannot adequately meet the demands of the time, modern needs for health, physical development and life expectancy of people. This suggests that it needs a radical modernization [4].

Today, a contradictory situation has developed, when the weak physical fitness of preschooler's conflicts with the content of physical education lessons at school, negatively affect the attitude of schoolchildren to physical culture and physical self-improvement. The problem of school ill health goes beyond the school, goes to higher educational institutions, which requires increased attention to this aspect of health-saving technologies in the organization of schoolchildren's educational work and educational activities in general. In the professional development and formation of future teachers of physical culture, the game performs a special function: it acts as a means of education and as a way to include students in active physical culture and health-improving activities, which is based on the principle of matching the nature and features of game sports activity to the motives and needs of a person in physical activity. In this case, as the studies of physical education methodologists have shown, the folk game in the educational process of a higher educational institution acts as an independent type of developing activity of students, the principle and method of their life, the method of knowing the child and the method of organizing his life and non-game activities in the course of professional activities. Both in the school and university educational process, the game becomes a space for the child or student to search for companions, providing access to social experience, the culture of the past, present and future, the repetition of social practice that is understandable. The folk game contributes to self-disclosure, self-development based on cognitive activity, reasonable initiative and creativity, as it cognizes and acquires the social experience of people's relationships.

As studies by methodologists have shown, with the active use of folk games in the university system, the goal of education seems to be multi-level and multi-component, and the ways to achieve it become in line with modern requirements arising from the Modernization Program and State Educational Standards [3].

The solution of a number of issues in the teacher training process can be activated and made technological if such work is carried out in accordance with model requirements. The target component of modeling the professional and pedagogical training of future physical education teachers using the means of folk games contains the process of implementing the main idea of using the means of folk pedagogy, expressed in one of its active forms - folk games in the training of future teachers of physical culture.

Thus, the effectiveness of professional training of future teachers of physical culture in higher pedagogical educational institutions is ensured by the implementation of a complex of pedagogical conditions, including:

- the availability of appropriate scientific and methodological tools and software and content for the named process (development of its methodological foundations, concepts, programs, methodological tools, substantiation of content selection criteria, diagnostic tools, measurement of results, preparation of normative and elective courses, etc.);
- ensuring a variety of forms, methods, means of activity, developing a structural and functional model of the pedagogically expedient use of folk games in the formation of professional and pedagogical readiness

of future teachers; use in the structure of subject training of students of the possibilities of normative and elective courses [5].

Thus, classes according to the developed model of the educational process allowed students to master the skills of conducting physical education lessons using innovative technology, the theoretical knowledge necessary for the practical implementation of this technology, and acquire knowledge that meets the requirements of the standard of vocational education in the specialty of physical culture. Gaining experience in creating pedagogical innovations, comparing them with cultural and historical analogues will help the graduate navigate the diverse world of pedagogical technologies, analyze them and come to an objective point of view, create their own programs and implement them.

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