

CONTENT AND FEATURES OF TRAINING OF PHYSICAL CULTURE SPECIALISTS

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Abstract

This article describes the ideas of updating the educational system by revising its content to improve the educational and methodological support of students studying physical education

Keywords: Education, training, modernization, expert, content, essence, classification, mechanism, physical culture, process.

Introduction

In the period 2019-2023, the Consortium for the Development of Physical Education and Mass Sports in the Republic of Uzbekistan will develop “modern educational, methodological and mass literature in accordance with the quality and content of the developed materials, taking into account the requirements of updated curricula and programs, as well as the advanced experience of leading world sports centers, relevant priorities of innovative development, "Organize the development and publication of new generation regulatory documents." Training of physical education specialists is considered one of the main directions of modern education. In addition, the work being carried out in this area, enriching the effective approaches used in editorial activities in terms of content based on advanced practices, and improving all stages of national education in physical education, such as the organization of preschool education, general secondary

schools, and the secondary specialized education system, through modernization of educational content, create a unique editorial environment. leads.

The most important issue on the agenda is the improvement of the professional qualification of physical education personnel, the organization and management of educational processes, the introduction of specialists to professional activity based on the humanization and democratization of education, the orientation of physical education to the student as a health-improving discipline, and its nationalization [2].

In modern conditions, the pedagogical activity of physical education teachers is being qualitatively replenished with new content. However, practice shows that due to certain factors, not all teachers can effectively carry out pedagogical activity in changing conditions. The factors contributing to this inefficiency are the formed stereotypes of relationships with students, sometimes a lack of mutual respect and pedagogical cooperation, disregard for students' self-management capabilities, and the unwillingness to view physical education lessons as a means of shaping the student's personality. The practical solution to the issue of increasing the effectiveness of physical education lessons in the education system depends, first of all, on increasing the level of teacher's readiness for pedagogical activity from an organizational point of view. To solve this problem, modeling of the teacher's professional qualities is required.

Modeling as a method of scientific knowledge has been studied in philosophical, psychological, pedagogical literature, as well as in scientific and methodological sources in the field of physical education. Its essence is to replace the studied object with a simpler one in structure and study an object that corresponds to the original. The model is not only a means of obtaining new knowledge about the object, but also a means of correcting it [3]. The initial qualitative-descriptive model is characterized by indicators reflecting the professional profile of a physical education teacher, that is, his main duties, the requirements for a modern school teacher, theoretical knowledge, practical skills and qualifications, integrated professional and personal qualities. Therefore, for an editor in the field of physical culture, and especially a physical education teacher, mastering a set of knowledge on the blocks studied in the bachelor's degree program determines the results that they need to achieve in their independent editorial activities.

Today, the continuous expansion and updating of educational information and knowledge also means their rapid obsolescence. Therefore, every educator,

including a physical education teacher, is required to have sufficient information about innovations in the continuing education system.

Innovations in the field of physical education are the most effective method and means of increasing the effectiveness of education. Therefore, developed countries strive to introduce more and more innovative ideas into education. Previously, society and education systems could only be affected by innovations introduced into the educational process by individual educators. In the 80s of the 20th century, the experience of Shatalov and Sh. Amonashvili was universally accepted as a novelty. Today, innovations require not only individual, but also organized, planned, public relations.

Changes in society also require corresponding changes in the education and upbringing system. At the same time, education should not be a passive observer of events and news in society, but should be directed towards new perspectives of editorial innovations.

Modernization and implementation of innovations in the field of education and upbringing also concerns physical education teachers. Today, it is becoming clear that any event organized without the participation of physical education teachers will be ineffective. The teacher is the main factor in learning, and therefore the success of innovation largely depends on the teacher's ability to apply innovations in his innovative activities. To successfully perform this function, a teacher must have sufficient knowledge not only of his or her discipline, but also of psychology and educational technologies. In order for a teacher to be a direct carrier of educational technology in physical education classes, he or she must be given a professional orientation. If a teacher is not sufficiently committed to his or her profession, he or she may fail to implement various innovations in his or her future activities. In his activity, his will, knowledge and ability to apply innovative innovations in the field play a decisive role. In order to possess these qualities, a teacher must be well-prepared. Such a qualification, undoubtedly, is implemented through the State Educational Standards, qualification requirements, curriculum and subject curriculum of the subject taught by the future physical education teacher.

Changes in the professional activity of physical culture specialists begin with the correct perception of modern requirements imposed on them by the educational institution, and with expressing their attitude to the emerging innovations. On the other hand, if the teacher's views do not correspond to the social opportunities of

society, then a conflict arises between society and the teacher. It is here that both sides reconsider their values and coordinate their views [2].

An analysis of scientific sources shows that in order to develop the professional competencies of physical education specialists in the process of teaching physical education, it is first necessary to reconsider the training mechanism and improve its content.

- To ensure the readiness of future physical education teachers for professional and pedagogical activity, it is necessary to adapt the educational and methodological support of the organization of the educational process to modern requirements based on advanced domestic and foreign experience. Therefore, the educational and methodological support of students studying in the field of physical culture education is one of the important factors in the readiness of students for professional activity. In addition, educational and methodological support is based on the State Educational Standard, qualification requirements, curricula and programs, as well as educational and methodological complexes developed in accordance with them, and educational materials (textbooks, study guides, methodological manuals, etc.) based on modern approaches designed for teachers, which are based on the complete and effective organization and conduct of the educational process in an educational institution. methodological recommendations, didactic materials, educational and methodological tools). In this way, the accumulation of educational and methodological support in increasing the professional competence of future physical education teachers will create the necessary editorial conditions for the systematic organization of the educational process used in practice in the future.

- It should be emphasized that the organizational and methodological components, content and other aspects of the educational and methodological complex used in the physical culture education system must be modernized and unified on the basis of educational reforms, that is, the educational and methodological support must be diversified in the teaching process, and its components must be changed and updated in accordance with the needs of the time, which is necessary for the changeability of educational programs. A didactic approach that allows students to adapt and apply the acquired knowledge, skills, and competencies in practice is also required. The scientific research conducted on this issue was carried out as an analysis of the existing educational and methodological support, as well as reforms in the education system based on the

requirements set for future physical education teachers, and the professional qualifications of physical education teachers of general secondary schools were implemented as an important condition for the training of future physical education teachers.

- The criteria and foundations for improving the content of training future physical education teachers for professional activity are also one of the important factors of the process. In particular, documents such as the DTS of the specialty 60112200 - Physical Culture Education Direction, qualification requirements (classifier) indicate how and where the graduate can practice the activity of a specialist. Therefore, taking into account the requirements for a future physical education teacher, the requirements for assessing the suitability of specialists for professional activity include the following:

- In ensuring the effectiveness of physical education, the personal qualities and pedagogical skills of the teacher also play an important role. In addition, the physical education teacher, using all psychological and pedagogical tools, should have the ability to form a holistic educational activity in students and ensure their health;

- in the modern theory of physical education, the position of the teacher is described as the manager of the educational process. Therefore, in order to properly manage the pedagogical process, the physical education teacher must have deep knowledge and professional competence. The physical education teacher is a role model for students in many ways. Therefore, he must, first of all, be able to attract students;

- Taking into account the organization of physical education classes that are individualized and based on a comprehensive approach, it is necessary to develop the basis for diagnosing the personal qualities, professional skills and level of knowledge of the teacher. Based on the results of the diagnosis, it is necessary to continuously improve the content and technologies of increasing the effectiveness of the mechanism for training physical education teachers in professional activities.

In conclusion, it is worth noting that if the content of the training mechanism for physical culture specialists is modernized based on the above considerations and improved in line with modern trends, it will be possible to train competitive physical culture specialists with a professional component in the future.

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