



FORMATION OF PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS BASED ON A COMPETENCY-BASED APPROACH

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Abstract

The article considers the formation of professional training of future teachers of physical culture on the basis of a competency-based approach. The concept of "professional competence of a physical education teacher" as a complementary part of the State Educational Standard and a complex personality characteristic, which is formed in the process of professional physical education, includes a harmonious combination of professional, communicative and personal properties and allows achieving high-quality results in the process of solving typical problems in the main types of professional activities in the field of physical culture.

The relevance of this article, insufficient theoretical development of the problem, as well as the identified contradictions determined the choice of the topic of the scientific article - the formation of professional competence of future teachers of physical culture.

Keywords: formation, professional training, physical culture teacher, competence-based approach, state educational standard, complex personality characteristics, typical tasks.

In the modern world, the role of physical culture as a factor in the improvement of man and society is significantly increasing. A healthy lifestyle, physical culture and sports become social "phenomena", a unifying force and a national idea, contribute to the development of a strong state and a healthy society. Accordingly, the requirements from the society and its members to the quality of training of specialists serving the sphere of physical culture and sports, to the level of their professional competence, are increasing. Appeal to personality-oriented education determines the emergence of a new goal of pedagogical education, including physical education. If earlier the main goal of teacher training was technological growth, today there has been a reorientation towards his personal development, which is a consequence of self-organization and generalization of activity and personal experience. From these positions, professional competence is considered as a category determined by the level of professional



education, experience and individual abilities of the teacher, and implies, along with technological and pedagogical readiness to solve professional problems, his humane pedagogical position, value attitude to pedagogical activity and a high level of general and professional culture. In the light of the above, it is necessary to modernize the teacher training system based on the introduction of new approaches and modern technologies in the educational space of the university.

An analysis of the development of pedagogical theory and practice shows that at all stages of the formation of professional education, scientists searched for new approaches to preparing a future teacher that would be adequate to existing sociocultural requirements.

At present, the process of training teaching staff for the national school and for the entire structure of education has entered a qualitatively new stage of development. Modern scientists consider the process of pedagogical education from different angles.

The works of O. Aftimchuk, V.K. Balsevich, V. Bufti, B.JI. Vizhichenko, M.Ya. Vilensky, V.M. Vydrina, G.D. Gorbunova, S.N. Danaila, E.P. Ilyina, Yu.D. Zheleznyak, L.I. Lubysheva, E. Mainberg, L.P. Matveeva, Yu.M. Nikolaeva, N.I. Ponomareva, I.V. Workina, L.F. Spirina, N. Tomsha, A.A. Chunaeva and others.

The analysis of scientific sources confirms the increased interest of scientists in training a new type of teacher and at the same time shows that the current system of pedagogical education considers the future teacher "as an object of mass reproduction of personnel, ignores him as a subject of mental and professional development, does not create conditions that encourage him to the search for a personally significant meaning of the profession, to professional introspection, does not form it as a carrier of pedagogical reflection. Among the problems of pedagogical transformation of culture, the question of the relationship between professional training and the processes of educating a person is of particular importance.

The problem of the development of creativity and personal development remains insufficiently studied; universities do not teach students how to make professional decisions; the question of the level of professional competence of a teacher is not studied; positions are not clear regarding the role of the fundamentally significant qualities of a teacher, in demand by modern socio-cultural and pedagogical realities; the problem of humanitarization of pedagogical education has not been solved. The culture of the pedagogical process is not considered by didactics as a special element of the content; the personal experience of an athlete teacher is ignored.

The preparation of a person for any profession, including the teaching of physical culture, is determined, first of all, by the objective requirements of society, which at





the present stage of its development involve the possession of fundamental knowledge, professional skills and skills of their profile, experience in creative, research and social -assessment activities to solve new problems. Today, as it used to be, the personal development of future teachers in the context of the goals and requirements of student-centered pedagogy is becoming relevant. The study of the professional and pedagogical features of the work of a teacher of physical culture made it possible to identify a certain system of pedagogical views and psychological justifications for the specificity of the activity of a teacher of this profile, which lies in the fact that the main teaching and educational tool of the psychological and pedagogical structure of the activity of a teacher of physical culture is pedagogical interaction in the motor embodiment. Because of this, the structure of the physical culture teacher's activity must be considered in the dynamics of motor-constructive, motor-organizational, motor-communicative, motor-gnostic components. Accordingly, the content of training a physical education teacher should provide compensatory formation of certain skills associated with various types of activities of a teacher in physical education against the background of the development of general and special abilities necessary for the implementation of educational, physical culture and health and sports work.

Thus, the requirements for a physical education teacher at the level of his theoretical and practical experience are determined by the state educational standard of higher professional education (specialty "Physical Education") and to some extent are educational competencies (i.e. "a set of semantic orientations, knowledge, abilities, skills and experience of activity in relation to a certain range of objects of reality necessary for the implementation of personally and socially significant productive activities"). The possession of these competencies, including the attitude to them and to the subject of activity, indicates the formation of professional competence. Accordingly, the structure of professional competence of a teacher in physical culture is understood through the totality of his key competencies, which he masters in the process of preparation and which provide a holistic education that reflects the structure of the profession and the activities of the teacher.

A systematic analysis of the content of professional training carried out at the Faculty of Physical Education and Sports of the Tashkent State Pedagogical University named after Nizami showed that the main educational program provides for the study by the student, along with other cycles, of subject training disciplines that occupy a central place in the training curriculum physical education teacher. The subject of training of these disciplines is the professional activity of a teacher of physical culture, and the target settings are educational competencies. Consequently, students' qualitative





mastery of the content of disciplines of subject training should contribute to the development of their professional competence.

Naturally, only on condition that the foundation on which subject competence will be formed will be general professional competencies presented in the content of a separate discipline of a block of disciplines of subject training. For the formation of professional competence, it is necessary to carry out an appropriate adjustment of the substantive and procedural components of vocational physical education. The content of professional training should be modeled as a personal-professional experience, and the composition of the experience must include cognitive, value-semantic and communicative-activity components. It is possible to resolve the dialectical contradiction, which requires both stability and mobility from higher education, by creating models for training specialists, taking into account the profile of their future activities. In the context of the main provisions of the culturological concept of personality-oriented education, we have developed a prognostic model for the preparation of a competent teacher of physical culture.

At the same time, the goal of higher physical education is the professional and personal development of a student, the tasks are mastering a set of educational competencies. The values in this model are self-development and personal growth, individual abilities, the meaning of learning and life, independent learning activities, professional and other types of experience, pedagogical support, dialogue and cooperation. The general principles of organizing the environment for learning and life are cultural conformity, individualization and socialization, the value-semantic orientation of education, integration, life-creation and cooperation. In relation to the student, vocational physical education should perform the following functions: assistance in finding values and the meaning of life, development and self-development of the student as a person of culture, support for his individuality and creative originality. The content should include the following mandatory components: value-semantic, cognitive, activity-creative, professional-communicative and personal.

Realization of the goal and objectives of vocational training requires compliance with certain conditions: the humanization of the educational process; reconstruction of the content of disciplines of subject training on the principles of cultural, integrative and competence-based approaches; the use of active methods of training, such as learning personality-oriented situations, simulation-modelling, project and problem-based learning methods; organization of extracurricular and extracurricular activities of students on the basis of independent work and in the context of culture.





The main tool for solving problems of development, self-development and personal growth of students and a means of implementing the conditions for the formation of their professional competence are pedagogical technologies, constructed on the conceptual basis of a student-oriented education of a cultural type, taking into account the specifics of the activity of a physical education teacher.

The integrative-developing and culture-forming technologies for the formation of professional competence developed by us set the conditions for the socio-cultural and intellectual development of the individual, for the formation of one's own self-concept, for the manifestation of creative individuality, the emergence of the student's need and readiness to enter the world of culture.

Further improvement of higher physical education in the direction of the formation of professional competence of future teachers of physical culture is due to the need to train specialists who are able to solve new problems in the conditions of a noticeable expansion of the functional sphere of activity. An analysis of traditional approaches to teacher training and the current state of pedagogical reality made it possible to identify both advantages (fundamental and scientific training, orientation towards professional activity and close connection with practice, etc.) and problems (oversaturation of existing educational standards and programs with knowledge as the end results of activities). students, an average approach to the individual and the unification of requirements that suppress the initiative and responsibility of students and teachers; the development of procedural functions of thinking, rather than the value content of consciousness, the lack of creative experience and experience in the professional training program) of the existing system of teacher education.

At the same time, the study of the main trends in the professional training of a future teacher indicates that in pedagogy a transition has been made from the paradigm of personality formation with given properties to the development of a theory of education as a personality-oriented process aimed at creating conditions for self-development of the student's personality as the basis of his professional development and development of professional competence. The analysis of general theoretical approaches to understanding the category of "professional and pedagogical competence" made it possible to clarify and concretize the concept of "professional competence of a teacher of physical culture", to characterize this phenomenon, to reveal its content through the structure and functions of the components. Each of the components of the professional competence of a physical culture teacher corresponds to certain competencies, criteria and indicators.

It is expedient to understand the structure of professional competence of the future physical education teacher developed by us and the criteria for the degree of its





formation as an additional part of the State Educational Standard, which determines the goal and objectives of professional physical education and allows monitoring the quality of training a specialist in the field of physical culture and sports.

In conclusion, I would like to note that our study does not pretend to provide an exhaustive description of the problem under study. Solving the problem of forming the professional competence of a physical education teacher involves a more thorough study of not only individual theoretical provisions, but also the system as a whole. We see the prospects for further research in the formation of individual pedagogical competencies of specialists in the field of physical culture and sports, taking into account the type and characteristics of the upcoming professional activity (physical education teacher, trainer, physical rehabilitation instructor, etc.); in the design of the pedagogical process within the framework of general professional disciplines on the principles of integrative and competence-based approaches and the formation of the educational space of the faculty and the university, which provide training of competent specialists in the field of physical culture and sports.

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