



## Technology of Improvement of Professional Training of Future Physical Education Teachers

**Akhmedov G'olibjon G'ulomovich**

Doctoral student at the Namangan State University

### ABSTRACT

The article studies the technology of increasing the professional training of future physical education teachers. The possibilities of a practice-oriented technology for the formation of professional competencies of future teachers of physical culture are considered and options for solving the problem of their preparation for the implementation of the main requirements of the State Educational Standards of the Republic of Uzbekistan for the results of training in the subject "Physical Education" are proposed.

### ARTICLE INFO

Received: 11<sup>th</sup> October 2022

Revised: 11<sup>th</sup> November 2022

Accepted: 20<sup>th</sup> December 2022

### KEY WORDS:

students, discipline, formation of professional competencies in the field of physical culture, personal, practice-oriented technology

Currently, the socio-economic sphere in the Republic of Uzbekistan is undergoing a number of changes, therefore, various changes are taking place in the social institutions of society. These changes, first of all, provoked a forced revision of the Uzbek education system, both at the school level and at the level of vocational education, since it is closely connected with all economic processes, as well as with the training of qualified workers.

The presented series of changes suggests that the socio-economic sphere of society directly depends on the quality of education, its compliance with the modern state order. Every year, the number of requirements for professional skills and abilities increases for employees in the field of education.

The effectiveness of the educational process, including the effectiveness of teaching physical culture, depends on teachers who have a sufficient number of professional competencies. The competence-based approach is the fundamental basis of the system of modern higher education in the Republic of Uzbekistan. This concept includes not only the acquisition of knowledge in the disciplines studied, the acquired skills and skills of relaying them, but also the assimilation of professional competencies that will help a student who has graduated from a university throughout his professional life to adapt to constantly changing conditions of work and life in general.

Various professions require a person to undergo special theoretical and practical training. The professional training of a physical education teacher is no exception to the rule. According to the educational standard, in addition to theoretical training, this educational profile also includes sports training. Absolutely wrong and outdated is the opinion that one can become a teacher (teacher) of physical culture even without specialized education.

A physical education teacher needs to conduct his lessons in an accessible way, taking into account the trends in the development of the subject, and select a load that is appropriate for the age and development of students. In addition, the teacher is faced with the task of forming the skills and desire to go in for sports or physical education in their free time, to lead a healthy lifestyle. Summarizing the goals of all activities of the teacher, we can conclude that the teacher of physical culture must ensure the harmonious physical development of students, as well as contribute to their moral and personal development.

Thus, the professional competence of a teacher is determined by both extensive theoretical knowledge and the ability to apply them in any pedagogical situation, under the influence of any conditions.

It can be said that the process of teacher training is a complex process, which includes: the development of theoretical knowledge, the acquisition of practical skills in the subject. In addition, the student needs to be able to implement the acquired knowledge, skills and abilities in practical activities, which determines the formation of professional competencies. According to S. Muratova, "the quality of professional training is the level of education of students, manifested in the development of academic disciplines, the totality of personally significant and professionally demanded competencies, the general upbringing of graduates and their readiness for the creative solution of professional problems".

The problem of improving the quality of teacher training is relevant for many reasons. First, the continuous development of technology and the emergence of means and methods of teaching children require pedagogical universities to keep up with the times and adjust the learning process so that specialists are ready for the upcoming changes. N.L. Belskaya and I.I. Cherkasova: "... in a changing world, society and the state put forward new requirements for the qualifications of a teacher".

Secondly, within the very system of training future teachers, there is no consensus on any most effective method of teaching students. Thus, the analysis carried out in the article by Sultanova R. shows that there is no consensus on the criteria for the quality of teacher training. Some authors point out that it is necessary to take into account the student's personal attitude to learning, others insist that knowledge, skills and abilities should be the basis for professional training. However, all authors agree that higher education should be modernized and the process of preparing future teachers should be revised.

The third reason for studying the problem of improving the quality of professional training of future physical education teachers is the ever-increasing amount of information that students need to master, while the number of hours allocated for training does not increase, and in some cases tends to decrease. It turns out a contradictory situation: on the one hand, the student needs to master more and more educational material, and not only learn, but also be able to apply it in practice, thereby demonstrating the formation of competence; on the other hand, the teacher has less and less time to train such a specialist.

All of the above causes the problem of finding effective ways to build the educational process in such a way that students can master both theoretical and practical skills.

In the course of the study, we put forward the following research hypothesis: the process of forming professional skills and abilities of future physical education teachers will be more effective if both theoretical and practical tasks for students are combined in one lesson.

Description of the experimental technique of research. During the professional training of teachers of physical culture, the formation of competencies that are responsible for the construction of a physical culture and sports lesson, in particular, for the preparatory part of the lesson - warm-up, is of particular importance.

As you know, the lesson consists of three parts: preparatory, main and final. The preparatory part aims to prepare students for the main part of the lesson, that is, to perform more difficult and dynamic exercises and actions. Based on this goal, the following can be identified as methodological tasks of the preparatory part of the lesson:

1. Organization of students, psychological attitude to the lesson;
2. Concentration on the topic of the lesson, creating a positive attitude and increasing the emotional state of students;
3. Smooth preparation of the student's body to the state of functional readiness (for example, Finnish exercises);
4. Leading the body of students to the main part of the lesson, performing preparatory and lead-in exercises.

Summarizing all of the above, we can conclude that the formation of professional competencies of a physical education teacher consists in the formation of the ability to methodically correctly compose and conduct a lesson, in particular, to correctly build the preparatory part of the lesson, on which the whole lesson depends. This goal cannot be realized without theoretical and practical training of future teachers of physical culture.

Thus, we have developed two methods of teaching students to conduct the preparatory part of a physical education lesson.

The first was a six-hour lecture session on the topic "Introductory/preparatory part of the session" and nine hours of seminar sessions. At the seminars, the teacher first showed what options to warm up, what methods, what means to use, how to use different equipment, and then the students themselves prepared and conducted the preparatory part.

The second method of conducting the preparatory part of the lesson was exclusively practical training in the gym, in this case there was no theoretical component. The students came to the hall, the teacher once demonstrated the introductory part of the lesson, and then the students independently prepared their warm-ups and carried them out. During the introductory part, students could turn to the teacher with questions to clarify and clarify the features of this methodology.

In accordance with the curriculum, the study of the course "Methods of teaching physical culture" was preceded by mastering the disciplines of the psychological and pedagogical block, the theory and methodology of physical culture and sports, teaching methods for basic sports.

Theoretical aspects of the implementation of physical culture in a general education school were considered in the course of lectures and independent study of the material. At the seminars, students mastered the skills of goal-setting and setting educational tasks for individual tasks and various didactic cycles; tasks were carried out on the selection and programming of physical education tools in accordance with the age and stage characteristics of training; on the basis of scientific and methodical publications of teachers of physical culture and teachers-researchers, possible ways of solving the problems of formation of universal educational actions by means of physical culture were discussed.

Conclusion. Today, a graduate of Namangan State University has a set of specific knowledge and abilities related to physical culture and sports. However, the problems of training a sports teacher are not only in obtaining special knowledge by students, but also in acquiring the skills to represent themselves in the labor market in educational institutions. The author's experience in teaching this discipline shows that students perceive it with great interest. At the end of the course, they feel more adapted, as they have the tools that allow them to form the physical culture of the individual.

In conclusion, we can conclude that the proposed research hypothesis is proved by the results of the pedagogical experiment. With proper theoretical preparation, the student is told about the possible methods, means, methods of interaction with students, their location in the hall, they are told about the various forms of conducting the preparatory part. Having mastered this material, the student can already choose the most successful, in his opinion, options for the preparatory part of the school physical education lesson. Subject to the combination of theoretical and practical training of future teachers of physical culture, the educational process takes place in more detail and in depth

## References

1. Belskaya N.L., Cherkasova I.I. Key directions of a pedagogical higher school to increase the quality of teacher training // Voprosy zhurnalistiki, pedagogiki, yazykoznaniya. -2013. -№27 (170). P. 193-205 [in Russian]
2. Muratova S. The problem and ways of competence approach realization in training future Physical education teachers in the conditions of standardizing higher provisional education // Pedagogy and Psychology. 2021. №2. P. 112 [in Uzbek]
3. Sultanova R. Professional training of a teacher by means of physical education in the digital transformation of the education system // Nauka-2021. 2021. №1. P. 71.
4. Sharipova M.T. Problems of student's efficient teaching // Science Time. 2020. №1. P. 95 [in Uzbek]

5. Khayitov S.M., Abdullayeva B.D. Increasing the efficiency of physical education teachers' professional training // Contemporary Higher Education: Innovative Aspects. 2022. Vol. 11. P. 92.