

Verbesserung der pädagogischen kompetenz der lehrerin für physikalische
bildung des sekundären spezialbildungssystems

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Zusammenfassung: Der Artikel befasst sich mit den Fragen der
Kompetenz eines Sportlehrers, die durch die Gesamtheit der Kenntnisse,
Fähigkeiten und Fähigkeiten bestimmt wird, die sich in der theoretischen
und praktischen Vorbereitung des Lehrers auf berufliche und pädagogische
Tätigkeit widerspiegeln.

Schlüsselwörter: kompetente Lehrkraft, Pädagogik, Sportunterricht,
Kompetenzbildung, Fach- und Sozialkompetenz.

**IMPROVING THE PEDAGOGICAL COMPETENCE OF THE
TEACHER OF PHYSICAL EDUCATION OF THE SECONDARY
SPECIAL EDUCATION SYSTEM**

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Abstract: The article deals with the issues of the competence of a
teacher of physical education, determined by the totality of knowledge,
skills, and abilities reflected in the theoretical and applied preparedness of
the teacher for professional and pedagogical activity.

Keywords: competent teacher, education, physical education,
competenceformation, professional and social competence.

Introduction. Improving the quality of education, training qualified
specialists in physical education and sports in the system of secondary
vocational education is an urgent problem of pedagogical science in the
Republic of Uzbekistan and is largely associated with the modernization of
the content of education, optimization and organization of the educational
process with the introduction of innovative pedagogical technologies at all
stages of education. In order to solve the set tasks, an experimental study
was carried out based on the implementation of the tasks set in the Decree
of the President of the Republic of Uzbekistan UP-5368 of March 5, 2018
"On measures to radically improve the system of public administration in
the field of physical culture and sports", aimed at further improving
training qualified specialists in physical education and sports in the system
of secondary vocational education (1).

Monitoring of the educational process revealed significant shortcomings at the stage of training future specialists in this area. At present, the formation of the readiness of student youth for independent professional activity in society is a decisive factor. The need to form the ability of future physical culture and sports teachers to actively, effectively and independently act, solving innovative pedagogical problems is clearly expressed (2,3,4).

The transition to a multivariate and multilevel structuring of secondary specialized physical education opens up new promising opportunities for the implementation of the requirements of general cultural and general scientific fundamental training of a specialist in physical education and sports.

When forming the professional and pedagogical skills of a future specialist in physical culture and sports, it is necessary to take into account, first of all, the qualities corresponding to the invariant basic components of the active structure of the teacher's personality, information-cognitive, communicative, ethical-moral, professional and bodily-motor culture.

It is advisable to believe that the comprehensive improvement of the content of innovative pedagogical technology, compositional structure and information saturation of training sessions in a physical education secondary school will help to solve the problems of successful training of specialists in this field of activity in accordance with the requirements of the State educational standard (4,5,6).

The modern progressive development of the theory and methodology of physical education and sports training is inextricably linked with the increasing social functions in modern society. A monitoring analysis of the literary sources of the training process and the participation of the elite of world sports in international competitions shows that modern record achievements are the end result of a combination of intellectual and physical activity of a wide range of specialists materialized in the educational and training process and gives reason to believe that the intellectualization of sports training is central and the dominant factor in the process of achieving in the modern system of sports training (10,11).

The high efficiency of this factor is due to a number of private components:

- increasing interaction and mutual penetration of various scientific disciplines: physiology, psychology, biomechanics, biochemistry, pedagogy and many others;
- intensive introduction of modern telemetric and computer technology in the educational and training process at the stage of sports training;

- universalization of scientific methods of preparation contributing to the forecasting of the final result (first of all, by mathematization of the research process);

- the methodological role of such integral sciences as cybernetics, systems theory, information theory.

The future professional activity of a student of secondary vocational education requires self-determination in relation to the learning process, where, in our opinion, two ways of their implementation are possible. The student can self-define as a future professional specialist in the field of the specialty being taught - the carrier of certain production functions, preparing to perform tasks within the framework established by the official regulations. In the long term, such a teacher is characterized by rigidity of attitudes, adherence to learned stereotypes, which is quite suitable for his existing type of education. He is able to train champions and, as a rule, is rated by the administrative apparatus as a good worker (7,8,12,13).

Another group of students choose the second path - the path of a professional, a bearer of socio-cultural norms and methods of carrying out professional activities, capable of going beyond it, seeing problems behind ready-made formulas, forming a personal attitude towards them based on value orientations and suggesting ways to resolve them. A student of this type presents a problem as a set of tasks requiring joint solutions with specialists from other fields of knowledge. Necessary to achieve the set goal (9,14,15). Currently, the system of secondary specialized education in the republic does not have a scientifically grounded and experimentally tested training system that forms the self-determination of students, the existing curriculum does not meet the requirements of those who choose the path of developing a personal and professional position, which is ignored today when training a specialist.

The high professionalism of future specialists requires from them multifaceted, versatile training with personal involvement. This position can be achieved through the activity content of vocational education, which is associated with understanding the situation and focusing on achieving their activities on the basis of value orientations. All this requires a scientifically grounded approach to the content of modern trends based on innovative teaching technologies, and therefore requires correction of the content of the educational material stated in the textbooks for the studied disciplines, where not the information component, deployed in a certain logical sequence, should prevail, but the formation of the ability to analyze pedagogical situations, to successfully choose the means, effective modern forms and methods of organizing the educational and training process.

The modern tendency of the need for creative self-realization of the individual is a necessary condition for pedagogical professionalization, movement to the highest point of professionalism - pedagogical skill. It is quite logical that the professional education of a future teacher in the field of physical education and sports should be structured in such a way as to prepare him for solving complex problems in unforeseen life situations, which are quite common in the pedagogical field of activity. Information and reproductive orientation of the personnel training system must "give way" to the communicative-productive one, it is necessary to "immerse" the student in various problem situations and technologies of his preparation (16, 19).

One of the important prerequisites for motivating learning in favor of conscious, independent and active acquisition of knowledge is new approaches to planning the educational process and the possibility of their active change depending on the situation, in the course of its implementation;

It is important not to focus on a specific science as a field of human knowledge, but on a specific representative of this area - a scientist, researcher, teacher, organizer.

In the modern education system, and in particular the system of secondary specialized education, the computerization of the educational process is becoming one of the urgent problems of pedagogical science that requires its solution. It seems relevant that the proposed method of computer diagnostics is a specific step towards its implementation as a powerful and effective teaching tool, which provides the ability to concentrate in the computer memory a large number of tasks on various specific real situations in each type of physical culture and sports activity (17, 18).

A serious drawback of the existing training of future physical culture teachers of the middle level of education is that students are given the sum of knowledge, and not their system. Disciplines are taught (physiology, psychology, anatomy, hygiene, theory and methodology of physical culture, etc.), and generalized information is not given about certain aspects of future pedagogical activity (training, education, communication with students, rationing of training loads). As a result, students themselves must systematize the necessary information from different academic disciplines, which in practice is all problematic, in order to solve practical problems in training an athlete of various levels of fitness. The problem of a cumulative, holistic view of the innovative training technology in the education system with the solution of the problems of the relationship of the studied subjects based on pedagogical, physiological and psychological

information, unfortunately, has not yet been resolved in the system of secondary specialized physical education.

The curriculum of the secondary school of physical education includes theoretical and practical training of students. Various blocks of disciplines are highlighted: general humanitarian and socio-economic; natural science; general professional.

The results of the experimental studies revealed that the performance indicators for 16 disciplines of the curriculum were grouped into four independent blocks: general humanitarian and socio-economic; biomedical; psychological and pedagogical; natural science. In addition to the weak interconnection and continuity between the fundamental disciplines of various blocks, there is no interconnection with such special subjects as the theory and methodology of physical culture, the theory and methodology of the chosen kind of sport. As pedagogical research shows, this leads to a decrease in the quality of training of specialists in this area, as a result, difficulties arise in the application of the theoretical knowledge obtained in the learning process, necessary in the practical activities of the future teacher in the manifestation of non-standard situations and solving various problems.

Long-term monitoring of the educational process in the system of training physical culture and sports personnel shows that the content of subject courses on the theory and methodology of physical culture, theory and methodology of the chosen kind of sport, there are no conceptual and mathematical models. They are not sufficiently developed conceptually and therefore cannot become the basis for the formation of generalized methods of a specialist's action in the preparation and resolution of issues of real pedagogical activity. Consequently, with the traditional informational method of transferring knowledge, the development of theoretical thinking in students is not provided.

In addition to the unsatisfactory content of teaching "according to textbooks," the form in which teaching and training of teaching staff takes place is far from perfect. It is advisable to use active teaching methods using modern teaching aids, in particular computer technology.

On the basis of computer simulation of the training process technology, students are offered theoretical development of methods for controlling the components of physical and technical readiness, as well as methods of planning loads in order to obtain a given adaptation result.

The analysis of the obtained results of the conducted pedagogical experiment showed that the students of the experimental group had statistically significant changes in knowledge according to the studied levels of thinking. This led to a reliable positive result in the work with the

introduction of pedagogical technology in the educational and training process.

Analytical monitoring of the results of the pedagogical experiment and the results of a sociological survey revealed that students of the middle professional level of education of physical culture and sports orientation acquire various skills and abilities of theoretical thinking.

The methodology of the phased formation of the mathematical competence of a future specialist in physical culture and sports significantly increased the indicators of educational and cognitive activity of students and the levels of knowledge development in the process of training in the secondary school, ensured the growth of indicators characterizing the level of intellectual abilities, combining them into a hierarchical system, and improved the indicators of satisfaction of those involved in the results. learning and the productivity of the educational process, contributed to a more complete implementation of the knowledge of learning in the process of educational activities.

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