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THE PEDAGOGICAL ESSENCE OF THE PROFESSIONAL ACTIVITY OF A TEACHER IN PHYSICAL EDUCATION AND SPORTS

Shamil Khaidovich Kojbakhteev
Teacher of the Department of Physical Education
Tashkent University of Information Technology
named after Muhammad Al- Khorezm

ABSTRACT

The success of a physical education teacher, in sports, a physical education teacher depends on the level of professionalism. "A professional is a specialist who has mastered high levels of professional activity, consciously changes and develops himself in the course of labor, makes his own individual creative contribution to the profession, who has found his individual purpose (a professional is a specialist in his place), stimulating public interest in the results his professional activities and increasing the prestige of his profession in society".

Professionalism in any area is determined by what motives motivate a person, what is the meaning of a specific professional activity in his life, what goals he sets, etc., as well as what technologies and means a person uses to achieve his goals. It is important to note that training at a university provides a certain level of professional readiness of a graduate, and the higher this level, the more reasons that the formation of professionalism will be more successful, since a person becomes a professional only in the process of professional activity.

Keywords: healthy lifestyle, environment, natural science foundations, physical education, formation, development

INTRODUCTION

The theoretical and practical foundations of professionalism are developed by the science of acmeology (from the Greek. Act - the peak of maturity, achievements), which considers in interconnection the objective and subjective conditions that allow a person to achieve the highest performance for him in his professional activity [8].

In acmeology, there are three periods of the formation of a personality and the achievement of the pinnacle of professionalism. The first - pre-pre-launch - is determined by the inclinations of a person, his endowment of abilities, family and school education and development. The second one is prelaunch - upbringing, education, training in a professional educational institution. The third - starting

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(period of optimum, finish) - is a period of self-movement to the heights of professionalism in independent professional activity throughout the working life.

On this basis, three stages are distinguished in lifelong physical culture professional education: the first is pre-professional (pre-university); the second - basic professional (university); the third is the stage of professional development (postgraduate).

Work at the pre-professional (pre-university) stage is carried out by the joint efforts of the school, higher and secondary physical education institutions. At this stage, success depends on two factors - the quality of preschool and school physical education and work on vocational guidance and preliminary vocational training. The high quality of physical education and sports in general education and sports schools provides the necessary level of special motor skills and qualities, health, the need for regular physical culture and sports activities.

METHODOLOGY

At the basic stage of professional training, work is based on the target settings, the structure of activity and the model of the teacher (teacher, trainer), which include a set of social requirements: on the one hand, in terms of a set of knowledge, skills and abilities, on the other, in terms of the level of worldview, moral and social qualities.

Distinguish between a specialist model (working, functioning) and a specialist training model (for organizing vocational training based on a specialist model). The specialist model usually includes a professiogram as a description of the requirements for the activity and personality of a specialist.

- to know the didactic patterns in physical education and sports;
- to master the methodology of physical culture and sports activities with various groups of the population;
- to know the anatomical and physiological, hygienic and psychological and pedagogical foundations of physical education and sports;
-to know the methods and system of organizing complex control in physical education and sports training;
- to be able to formulate specific tasks of physical education of various groups of the population, training athletes of different ages and qualifications;
- to master the technology of teaching various categories of people to motor actions and the development of physical qualities in the process of physical culture and sports;

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- to be able to plan and conduct the main types of physical culture and sports activities with school-age children, adults, taking into account the sanitary and hygienic, climatic, regional and national characteristics;

- to be able to assess the effectiveness of physical culture and sports activities;

- to be able to plan and carry out measures to prevent injuries and provide first aid;

- be able to carry out consulting activities on the organization and conduct of individual and collective physical culture and sports activities for people of different ages;

- to master the technique of speech ("professional language") in the process of physical culture and sports activities, to master the skills of communication, educational and consulting work, to correctly express and substantiate various provisions;

- to be able, in the process of self-education and self-improvement, to master new types of physical culture and sports activity in relation to the education received at the university;

- to master the skills of rational use of educational and laboratory equipment, audiovisual means, computer technology, training devices and special equipment in the process of various types of classes;

- to master the means and methods of forming a healthy lifestyle based on the need for physical activity, regular exercise, the use of hygienic and natural factors in order to improve the health and physical improvement of trainees;

- to be able to apply the skills of scientific and methodological activities to solve specific problems arising in the process of conducting physical and sports activities;

- to be able to apply methods of medical and pedagogical control in specific situations of professional activity;

- to be able to provide first aid for injuries in the process of physical culture and sports;

- to be able to determine the causes of errors and find a methodology for their elimination in the process of mastering by trainees motor actions and the development of physical qualities

LITERATURE REVIEW

In establishing a healthy lifestyle for each student, it is necessary to take into account both his typological characteristics (type of higher nervous activity,

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morphofunctional type, the predominant mechanism of autonomic nervous regulation, etc.), as well as age-gender and social environment in which he lives (marital status, profession, traditions, working conditions, material security, life, etc.). An important place in the initial premises should be occupied by the personal and motivational characteristics of a given person, his life guidelines, which in themselves can be a serious stimulus to a healthy lifestyle and to the formation of its content and characteristics [4]. Studying the question - what needs to be taught to preschoolers, I got acquainted with the "Program of education and training" edited by M.A. Vasilyeva. the Program comprehensively presents all the main content lines of education, training and development of a student. In parallel with the Program, short methodological recommendations were prepared. Among them is "Physical education in kindergarten". I studied the Program and methodological recommendations of E.Ya. Stepanenkova "Physical education in kindergarten" and the work of L.I. Penzulaeva. "Physical education with children."

RESULTS AND DISCUSSION

Model indicators and requirements fundamentally change the approaches to defining the content of training and education as an integrated result of interaction between teachers and students on a subject-based professional training. From "discipline teaching", which leads to "mosaic" education, there is a transition to teaching based on a systemic approach, to the integration of teaching content, which provides a holistic education that reflects the structure of the profession and activities of a teacher in physical culture and sports.

The social order and the model of a specialist determine the structure and content of the training process for future physical education teachers, sports coaches at physical education faculties, a set of curriculum disciplines, the content of curricula in these disciplines, the entire "technological line" of professional training.

The activity of a coach in a sport imposes a number of professional requirements on a person, the degree of compliance with which predetermines the level of professionalism. It should be noted that an outstanding athlete does not necessarily become an outstanding coach if he takes up coaching. The fact is that an athlete has his own foundations of the highest professionalism, while a coach has his own. This can equally be attributed to the profession of a physical education teacher, which has its own specifics. Not everyone, even a very good coach in a particular sport, can successfully work as a physical education teacher in an educational

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institution. Conversely, not always a good physical education teacher will be able to successfully work as a coach in a particular sport.

The central place in the curriculum for the preparation of a teacher in physical culture is taken by disciplines of subject training, the development of professionalism at this stage significantly depends on the quality of mastering them. It is important here to combine these disciplines into a system with an orientation towards a holistic professional activity. Each individual discipline and the entire cycle of basic and new physical culture and sports disciplines should act as a means to achieve a specific goal, equip students with theoretical and practical knowledge, skills and abilities in the field of physical education and sports in order to ensure the success of their professional activities in general in the future.

Various factors must be taken into account when developing the requirements for entrance examinations at the respective HEIs. So, the motor component (the level of physical and technical readiness) in the structure of the teacher's activity - a trainer or physical education teacher in an educational institution - is important but not the only one, and even less the most important. Much more important is the level of professional knowledge and skills of the applicant, his personal qualities, etc. This should be reflected in the entrance exams, and later - in the annual and final exams.

The program and organization of a healthy lifestyle for each student is determined by the following basic premises:

1. individual typological hereditary factors;
2. objective social conditions and socio-economic factors;
3. specific living conditions in which family, household and professional activities are carried out;
4. personal and motivational factors, determined by the worldview and culture of a person, the degree of their orientation towards health and a healthy lifestyle.

The following can be distinguished as components of the system of training professional activity: 1) professional activity; 2) teacher, teaching; 3) student, teaching; 4) the holistic profession of a specialist in physical culture and sports.

The following can be singled out as the components of the development of training in professional activity that unfold in time: 1) the fixation in the teacher's mind of the positions "what to teach" and "how to teach"; 2) fixation in the student's mind of the positions "what to learn" and "how to learn", the motivation of active learning; 3) joint activities of a teacher and a student to master the professional activity of a specialist; 4) fixing the result (the level of mastering a holistic profession).

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CONCLUSION

From all that has been said, it can be noted that in recent years there has been a tendency to decrease the level of physical and especially sports readiness of applicants entering pedagogical universities at the faculty of physical culture. This is due to a decrease in the level of mass sports work in general education schools, a deterioration in the conditions for the activities of children and youth sports schools and other institutions of additional education. Therefore, along with the task of improving sportsmanship, there was an equally important task of improving the physical (motor) training of students.

During this period, the content of exams was revised: admission, annual and final (state certification of graduates). There was a clear tendency to reject the traditional system, when only the "motor" component of the professionalism of physical culture and sports activity (exams in gymnastics, athletics, swimming) was taken into account during admission, and the "intellectual, theoretical" component (exam on the theory and methodology of physical education and sports). The transition to a new system began: during admission, take into account the level of physical conditions of the applicant (exam based on testing physical fitness) and the "theoretical and professional level" (examination on the basics of knowledge in the field of physical culture), and upon graduation - the theoretical and methodological level based on the content final qualification work and theoretical and practical level on the basis of an integrated exam in the theory and methodology of physical education and sports with the inclusion of methodological and practical tasks based on the methodological skills of a teacher in physical culture and sports.

The success of a physical education teacher, a sports coach, a physical education teacher depends on the level of professionalism. "A professional is a specialist who has mastered high levels of professional activity, consciously changes and develops himself in the course of labor, makes his own individual creative contribution to the profession, who has found his individual purpose (a professional is a specialist in his place), stimulating public interest in the results his professional activities and increasing the prestige of his profession in society. "

Professionalism in any area is determined by what motives motivate a person, what is the meaning of a specific professional activity in his life, what goals he sets, etc., as well as what technologies and means a person uses to achieve his goals. It is important to note that studying at a university provides a certain level of professional readiness of a graduate, and the higher this level, the more reasons that the formation

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