



## MODERNIZATION OF THE SYSTEM OF PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION AND SPORTS SPECIALISTS BASED ON INNOVATIVE TECHNOLOGIES

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### Abstract

In this article, the combination of all professional skills in professional activity is the teacher's professional skills, the conditions for training future specialists in the field of physical education and sports, pedagogical competence is a wide range of pedagogical, psychological, social, medical and other issues are analyzed. The direction of development of education in the field of "Physical Education" has shown that until now students have mastered the skills and competencies of "Sports" in the field, and this is the main final goal of the effectiveness of physical education and was practically the only criterion. Students should fill them according to their individual characteristics to solve motor problems in various non-standard situations, with a creative perception of movements. the article offers such problems and their solutions

**Key words:** physical culture, the successful activity of a physical education teacher, sports coach, and physical education teacher, professional skills, higher the professional training of future graduates' recreational physical culture, physical activity, health, students.

### Аннотация:

В данной статье совокупность всех профессиональных умений в профессиональной деятельности - это профессиональные качества педагога, условия подготовки будущих специалистов в области физической культуры и спорта, педагогическая компетентность - это широкий спектр педагогических, психологических, социальных, медицинских и других вопросы анализируются. Направленность развития образования по направлению «Физическая культура» показала, что до сих пор учащиеся овладевали навыками и компетенциями «Спорт» по направлению «Спорт», а это является основной конечной целью эффективности физического воспитания и практически единственный критерий.





Студенты должны заполнить их в соответствии со своими индивидуальными особенностями для решения двигательных задач в различных нестандартных ситуациях, при творческом восприятии движений. в статье предлагаются такие проблемы и их решения.

### **Annotatsiya:**

Ushbu maqolada kasbiy faoliyatda barcha kasbiy ko'nikmalarning kombinatsiyasi o'qituvchining kasbiy mahoratini, jismoniy tarbiya va sport sohasida bo'lajak mutaxassislarni tayyorlash shartlari, pedagogik kompetentsiya ta'lim bilan bog'liq bo'lgan keng ko'lamli pedagogik, psixologik, ijtimoiy, tibbiy va boshqa masalalar tahlil qilinadi. "Jismoniy tarbiya" fani bo'yicha ta'limni rivojlantirish yo'nalishi shuni ko'rsatdiki, hozirgi kunga qadar o'quvchilar sohasi bo'yicha "sport" ko'nikma va malakalarini o'zlashtirganlar va bu jismoniy tarbiya samaradorligining asosiy yakuniy maqsadi va amalda yagona mezon bo'lgan. Talabalar harakatlarning ijodiy idrok etgan holda, turli nostandart vaziyatlarda vosita muammolarini hal qilish uchun ularni individual xususiyatlariga muvofiq to'ldirishlari kerak. maqolada shunday muammolar va ularning echimlari taklifi berilgan.

**Kalit so'zlar:** jismoniy madaniyat, jismoniy tarbiya o'qituvchisi, sport murabbiyi va jismoniy tarbiya o'qituvchisining muvaffaqiyatli faoliyati, kasbiy mahorat, bo'lajak bitiruvchilarning kasbiy tayyorgarligi rekreatsion jismoniy tarbiya, jismoniy faollik, sog'liq, talabalar.

### **INTRODUCTION**

The most significant result of the full use of physical culture is the achievement by a mass of people of complex indicators of physical perfection. By this is meant the optimal measure of general physical fitness, harmonious physical development and good health.

The successful activity of a physical education teacher, sports coach, and physical education teacher mainly depends on the level of his professional skills. The higher the professional training of future graduates, the higher the probability that he will become a specialist.

The combination of all professional skills in professional activities determines the professional skills of the teacher. This is one of the conditions for training future specialists in physical education and sports, because pedagogical competence requires





understanding of a wide range of pedagogical, psychological, social, health and other issues related to education.

One of the fundamental factors of the training of physical education and sports specialists is the interrelationship of the theory and methodology of physical education, sports-pedagogical, medical-biological and psychological sciences. These disciplines provide a deep theoretical understanding of the foundations of professional activity of the future specialist, inculcate the ability to implement the main theoretical principles in practice, complement the theoretical foundations with the specific features of each discipline from the point of view of practical implementation.

However, the conditions created by the state for the physical education of young students in themselves cannot ensure a high level of their health. It is necessary to educate students to take care of their health and lifestyle from their school years. In connection with the above, one of the urgent tasks is the formation of a healthy lifestyle and the involvement of young students in regular physical education.

Health plays a decisive role in a person's life, especially at a young age. Lifestyle is the basis of health, so it is necessary to develop a system of teaching a healthy lifestyle for a wide range of students.

## **MATERIALS AND METHODS.**

Analysis of the direction of development of education in the subject "Physical Education" showed that until now, students have mastered "sports" skills and abilities in the motor sphere, and this was the predominant final goal and practically the only criterion for the effectiveness of physical education. Another landmark is currently being discovered. Students should not memorize ready-made patterns of movements, but, having creatively comprehended them, supplement them in accordance with their individual characteristics in order to solve motor problems in various non-standard situations. It is almost impossible to master the entire arsenal of motor actions that a teenager may encounter in physical education classes. Now there is a fundamental opportunity to teach a student to independently master various modifications of health-improving exercises and other motor actions.

To modernize the system of physical education of students, various tasks are formulated, which can be combined into two groups:

1. Development of individual abilities of a teenager and creation of conditions for their self-improvement by means of health-improving physical culture.
2. Learning how to independently search for the necessary information, mastering new motor actions by rethinking the already studied movements, research and





constructive activities, finding their own ways to solve problem situations in motor activity.

In this regard, it is necessary to present the following requirements for students. Students must:

1. Have an idea about your physical capabilities (the level of physical development and motor fitness, the body's response to physical activity).
2. Know the rules of conduct at sports facilities and recreational areas (principles of interpersonal communication, attention management skills), performing physical exercises of various directions, methods of controlling the functional state of the body, methods of conducting physical education classes.
3. To know the methodology for the development of motor qualities, the rules for conducting sports and outdoor games, the rules for the daily regimen, the rules for interpersonal communication, the methodology for conducting recovery procedures, the methodology for performing health-improving exercises - for vision, posture, foot, breathing, the rules for compiling morning hygienic gymnastics, the rules for prevention injuries in physical exercises and the rules for providing elementary first aid.
4. Be able to plan the lesson - set goals and objectives; select the time in the day mode; select the necessary physical exercises (in accordance with the purpose and objectives of the lesson or cycle) and the frequency of classes per week; the duration of the lesson, the dosage of the load when performing various physical exercises, the means of monitoring the state of the body.
5. To be able to perform physical exercises available (for age and level of physical fitness) (health-improving - for correcting the functional state of the musculoskeletal system, cardiovascular and respiratory systems, preventing colds, for developing motor qualities (strength, speed, coordination, flexibility and endurance) and correction of individual features of the figure (posture); developing; recreational, for the prevention of visual impairment).
6. Be able to prepare the venue for the lesson: choose the place of the lesson (at home, on a sports ground, on an unequipped site, in a park, in a recreational facility); ensure the safety of the lesson (absence of dangerous objects - ledges, damage to the floor, pits, car traffic, etc.); pick up the necessary equipment (sports equipment, sportswear and shoes).
7. Be able to conduct physical exercises: warm-up; fulfillment of the main part of the lesson (general developmental physical exercises, outdoor games in accordance with the purpose of the lesson; health-improving running; control over the functional state of the body, compliance with hygienic requirements for physical education);





completion of the final part of the lesson (performing relaxation and breathing exercises, monitoring well-being, summing up the results of the lesson - what was done and what was not done from the planned, why).

8. Be able to perform hygienic measures (morning hygienic exercises, hardening procedures, outdoor walks, physical exercises, self-massage, breathing exercises), assessment of the functional state (by heart rate, respiratory rate, etc.), recovery procedures, the main components of the daily routine.

9. Be able to work in groups, distributing rights and obligations, that is, to be socially adapted.

These requirements for the student predetermine the effectiveness of his future adaptation in society and the success of his life.

There is a complex of requirements, which in the presented form was absent in the system of physical education of students, has not yet been comprehended by teachers and has not been included in the educational standard. The entire set of knowledge and skills presented does not arise by itself even in gifted children. It must be developed and formed in the course of a specially organized educational and pedagogical process in the system of physical education of college students.

Modern trends in education do not deny the accumulated positive experience, but only supplement it in accordance with the requirements of modern society and expand its capabilities. Analysis of the educational process in the field of physical education of students showed that:

- it is necessary to take into account the individual physiological age-sex characteristics, needs and personal qualities of adolescents;
- the priority formation of only physical qualities negatively affects the improvement of the personality of students and distorts the true ideas of physical education;
- of great importance for the effective physical education of students is not only motor activity, but also the education of morality, intelligence and general culture;
- it is necessary to take into account that physical culture is an integral part of the general culture of society, its important component and is not limited only to the improvement of physicality.

Given the above, the authors / / conclude that the modernization of the physical education system should be based on four main characteristics: 1) the characteristics of the student, 2) the teaching staff of the college, 3) the program of physical education and 4) learning conditions. So far, such comprehensive data are not available, which makes the process of modernization of physical education spontaneous.

The next step on the path of modernization should be the definition of priority tasks of physical education. It is necessary to remove tasks that are not inherent in physical





education from the program material. Currently, their abundance makes the work of the teacher extremely inefficient. It seems that the main tasks of physical education in modern conditions are:

1. Formation of students' interest in physical education. Without this component, all efforts to modernize physical education are meaningless.
2. Teaching students the skills and abilities to use the means of physical culture in everyday activities. It implies training in the following components: self-formulation of the purpose of the classes; selection of adequate means and methods to achieve the goal; independent organization and conduct of classes, monitoring and evaluating the body's reactions to physical activity.
3. Formation of students' understanding of the meaning of physical education. Understanding the physiological and mental processes underlying the performed motor action is implied; knowledge of the patterns of development of motor qualities and the formation of the technique of motor actions. In the existing practice of physical education, a certain set of information is given in this area, but understanding of the patterns and relationships between this information is not formed.
4. Teaching students the skills of rational motor activity; conditioning and coordination training.

The implementation of the presented tasks will allow raising the process of physical education to a higher level and talking about the "physical education" of students. At the same time, each student gets the opportunity to further independently improve their individual abilities by means of physical culture. In the subject "Physical culture" until now, mainly physical activity has been improved and less attention has been paid to the culture of this activity. Now it is necessary to intensify the improvement of the second component of the subject - culture (movements, appearance, relationships "teacher-student" and "student-classmates").

Numerous authors note that in recent years, facts of deterioration in the health of college students have been revealed. The facts say that many diseases are getting younger. For example, if earlier high blood pressure occurred mainly in the elderly, now an increasing number of students suffer from this disease. More and more disorders are recorded in the musculoskeletal system (disturbances in posture and flat feet), an increase in colds. These and other deviations in the state of health are the result of many reasons, including a decrease in physical activity against the background of students' educational overload. The number of lessons in physical culture is not able to satisfy the "motor hunger" of children and adolescents.

The authors (Yu.A. Kopylov et al.) identify two main approaches to compiling the content of the third training session. The first approach is to increase the number of





hours allocated by the main program for two-hour physical education classes. The second way, also used in the development of the content of the third physical education lesson, is the application of the so-called entertainment principles. However, you can go on the third way, which will be discussed. It is proposed to use the third additional physical education session to teach students health skills and exercises that have proven effective in managing their well-being.

## CONCLUSION

The introduction of the third training session in physical culture is dictated by the following considerations. Firstly, the improvement of the content and methods of conducting physical education classes has reached its logical conclusion, and further improvement in this direction seems doubtful. Secondly, the educational overload of students, health disorders in various forms require rehabilitation measures, which cannot be fully achieved in a standard physical education lesson, or in the system of physical culture and health-improving activities (gymnastics before classes, physical education minutes, outdoor changes).

The introduction of the third training session in physical culture into the educational process requires a special development of its scientific and methodological support - the structure and content of the training session, the methodology for teaching students health-improving and rehabilitation exercises, the system for monitoring the success of the educational process (with the implementation of the idea of a "non-evaluative" educational process), load regulation.

The third lesson in physical culture is recommended for the system of physical education in educational institutions. However, its implementation is hampered, in addition to organizational problems, by the lack of evidence-based content, methods of conducting, and the pedagogical tasks set for this lesson. The tasks of physical culture and rehabilitation health-improving classes are: reducing the negative consequences of training overload; increasing the level of daily physical activity; teaching the basics of knowledge and skills according to the methodology of independent physical exercises.

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