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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**SPECIFIC FEATURES OF IMPROVING THE PROFESSIONAL
COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS*****Alisher Isaqovich Olimov****PhD, Associate Professor**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: olimovalisher6777@gmail.com****Shokhrukh A. Qayumov****PhD**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: Shohruh_Qayumov@gmail.com*

ABOUT ARTICLE

Key words: sport, students, physical education, physical education teachers, science, professional training, competence.

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Abstract: Vocational-pedagogical production of these physical education and sports materials, professional-professional aspects, forms and methods of professional training, ensuring professional training and methods, professional-pedagogical production, professional-pedagogical production. The need for the production of innovative programs on professional-pedagogical competence, production of proposals and recommendations on its parts, productions were presented.

INTRODUCTION

In the world, importance is being attached to the issue of education and training of young people, their acquisition of suitable professions, reform of the education system and raising national personnel training to the level of modern requirements. In the concept for 2030 adopted at the World Forum on Educational Problems, "Improving the process and means of evaluating the quality of education, and implementing the mechanisms that allow to determine the achieved results" is defined as a priority task. requires conducting systematic work on improving the professional competence of future physical education teachers and conducting large-scale work on the creation of electronic educational resources in this regard. This gives priority to the practical application of a competent approach to the educational process and the professional-pedagogical orientation of educational

informatization in eliminating the psychological-pedagogical and didactic problems of the future physical education teacher's preparation for science.

In the world today, great importance is attached to the pedagogical foundations and pedagogical aspects of the development of the professional competence of students, its development based on innovative approaches, the pedagogical conditions for the formation of the professional competence of future physical education teachers, and the problems of introducing technologies.

These studies carried out in developed countries serve as a scientific-theoretical and methodological basis for the development of criteria for the development of the professional competence of a teacher, social and pedagogical conditions for its formation, as well as for the development of pedagogical mechanisms for the formation of the professional competence of a physical education teacher.

The purpose of the study is to develop suggestions and recommendations for improving the professional competence of future physical education teachers.

The process of improving the professional competence of future physical education teachers was chosen as the object of the research.

The subject of the research is the content, form, methods and means of improving the professional competence of the future physical education teacher.

MATERIALS AND METHODS

Research topics for resolving tasks, psychological, pedagogical and professional literature; pedagogical modeling; Conduct polls and tests; generalization, comparative, systematization; Pedagogical experience-testing and mathematical statistics of mathematical statistics, consisting of diagnosis and prediction, organizational preparation, practical and summary.

The formation of any person as a highly qualified and skilled specialist in the field of his choice is a complex process, and it can be achieved only as a result of many years of effective work and creative research. However, the formation of these qualities is created in the process of education in higher educational institutions. In particular, in order to improve the professional competence of future physical education teachers, the formation of theoretical and practical knowledge in the framework of pedagogical and psychological sciences is also important, along with the acquisition of specialized knowledge, skills and qualifications. To solve socio-economic problems in various sectors of the national economy, to successfully implement current tasks, it is appropriate to pay attention to the formation of professional competence of this specialist.

The application of the project method to such a task in the process of training this specialist in a higher educational institution is to a large extent suitable. Before considering the methodological foundations of the design method in the pedagogical activity, it is necessary to clarify the structure and content of the teacher's professional competence.

RESULT AND DISCUSSION

Assuming that the scientific potential of the teaching staff in higher education institutions has a direct impact on the formation of students' research activity abilities, when this situation was studied on the example of Nukus DPI, it was determined that this result was reflected in the section of departments in the socio-humanitarian direction. Also, the potential of professional competence was studied in the case of existing staff at the "Pedagogy" faculty of Gulistan State University and Jizzakh State Pedagogical University. According to him, in the 2017-2018 academic year, the percentage of professional competence of the pedagogical faculties of Gulistan State University, Jizzakh State Pedagogical University and Nukus State Pedagogical Institute was 1 percent (see Table 1).

Also, based on the goals and tasks of our research, the current state of improving the professional competence of future physical education teachers studying in the field of pedagogy in several higher educational institutions was determined based on a special test questionnaire prepared by us.

In the preliminary experiment conducted on the basis of the test questionnaire presented in Appendix 1 of the dissertation, the state of orientation to improving the professional competence of future physical education teachers was determined in the case of 360 respondents in each of the Higher Education Institutions, Jizzakh State Pedagogical University and Gulistan State University.

Table 1.

Specific features of improving the professional competence of future physical education teachers

1.	Scientific knowledge
2.	Having high thinking
3.	High thinking ability
4.	High professional culture
5.	Quality of professional ability
6.	Broadness of thinking
7.	Possession of modern professional knowledge
8.	Ability to be independent, creative and think correctly
9.	Ability to think independently in problematic situations
10.	Active participation in social relations
11.	Organization and initiative
12.	A strong sense of responsibility
13.	The ability to enter into a debate, to argue, to prove
14.	Social and political activity
15.	Improvement of professional competence

The results of the preliminary experiment aimed at studying the current situation in connection with the research showed the need to improve the professional competence of future physical education teachers.

In our opinion, to improve the professional competence of future physical education teachers, it is necessary to improve the following qualities in these students (Fig. 2).

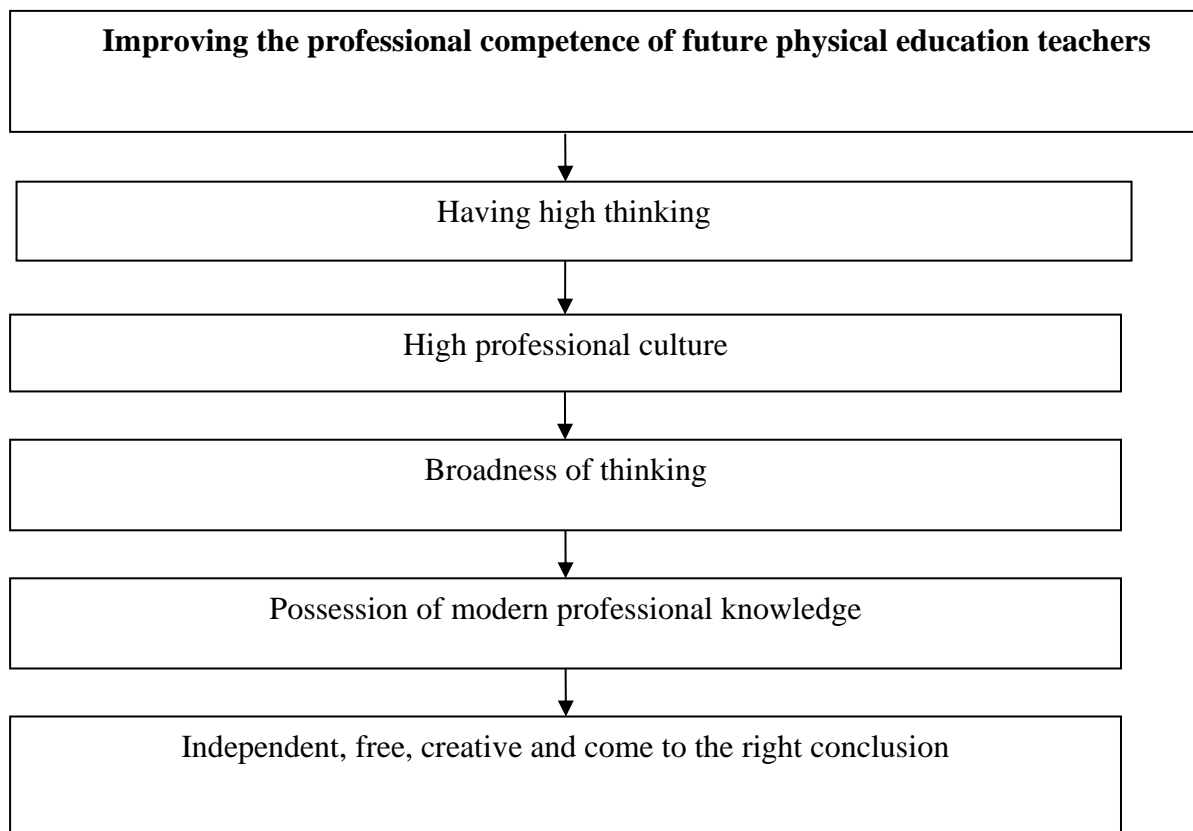


Figure 2. Criteria for determining the level of improvement of professional competence of future physical education teachers.

The given table shows the specific characteristics of improving the professional competence of future physical education teachers, the requirements for the necessary levels of thinking, knowledge and willpower. It cannot be considered a completed and completed form. After all, based on the requirements of the time, the level of analytical and synthetic thinking, the understanding of the content of national and universal human values, and the need for research activities are improved.

In order to improve the professional competence of young specialists from the student period, to develop skills related to professional activity, talented, active students with the ability for scientific activity were selected in these higher educational institutions in accordance with the above-mentioned criteria, and they were selected by the departments of our republic and the region. suggested research topics.

A number of scientific works have been devoted to the study of the problem of education of the teacher's professional competence. However, the interest of scientists in various aspects and aspects of this problem is not decreasing, which testifies to the special importance and relevance of the re-modernization and development of the continuous pedagogical education system in the current era.

The essence of the design component of the educational activity is to express the specific goals of the educational course taking into account the requirements of professional activity; taking into account steps to train mental actions; to be able to see the possible difficulties of students in studying this course and ways to overcome them; identifying reasonable types of activities that help students to successfully acquire knowledge, learning and skills; The ability to take into account the attitude of students to their work and correct it; establishing interdisciplinary connections of the educational course; selection of illustrative material throughout the course; consists of professional competence, such as a differentiated approach to teaching.

The organizational component also includes the following; must have professional competence in one aspect of his activity and activity: organizing mutual work with students; their time, students' work individually and as a team; to interact with them; systematic control over students' activities; active forms of education; independent study of educational material;

The communicative component describes interpersonal relationships. It refers to the following methods: comprehensive and impartial acceptance of a person; instilling confidence in the interlocutor; to be able to see conflicts and solve them constructively; correctly and politely criticize the communication partner; accepting and taking into account the criticism expressed against him.

The consistent implementation of the activity approach based on the works of psychologists V.S. Vygotsky, D. Dewey, S. D. Smirnov, E. Goziyev, [32, 37, 61, 77], as the goal of training in a higher education institution, is the professional readiness to perform certain activities in the subject of training. provides education. It is clear from this that the main result of teaching in a higher educational institution will be education of professional competence, implementation of professional tasks in students and solving of activity issues. Such a setting of the problem requires a different approach to tools and methods, as well as to the professional competence of the teacher who is carrying out the training of a certain type of activity in his studies. The position of E.Gaziyev is largely compatible with the implementation of the active approach; he distinguishes these types of educational activity: gnostic, educational-methodical, professional, communicative-organizational. The following are the structural elements of pedagogical activity:

1. Integrating the content of knowledge specific to this science into the structure of the specific issues of the specialist's professional activity. Developing and classifying the goals of teaching a subject.

2. Selection of the teaching-methodical content of the subject and distribution of the teaching program according to the elements of students' cognitive activities.

3. Professional activity - development of educational and methodological support in accordance with the educational program on all selected topics.

4. Development of communicative and organizational aspects of student and teacher interaction in the course of students' self-directed work. Organization of investigative control.

The constructive and design components of the activity are included in the Gnostic element by the author. At the same time, it is proposed to include the professional and communicative-organizational components of educational activities as independent components. In this approach, the main attention is focused on the need to organize interaction of students in the course of self-directed learning activities. These types of activities are completely and perfectly implemented by the teacher in the design, construction and implementation of vocationally oriented teaching technology.

However, the approach proposed by the author cannot claim the completeness of its elements, since all aspects and areas of the pedagogical culture are not sufficiently clearly defined. For example, the implementation of a scientific approach to pedagogical phenomena requires the pedagogue to acquire the professional competence of heuristic research, scientific-pedagogical research methods, including the analysis of personal experience and the experience of others, which implies the ability to perform research, reflexive and other tasks.

The professional competence of teachers is manifested in all aspects of pedagogical work: professional activity, daily relationships, personality development, the collective result of work and requires the formation of all its components.

It should be noted that the most important task of a teacher of a higher education institution is to create psychological and pedagogical conditions for the gradual education of students' ability to stabilize, fill and transform the mechanisms of professional competence. In our research, the steps to create these conditions are as follows: 1) Educational management of the student's activities; 2) Joint management of professional competence mechanisms by the teacher and the student; 3) Self-management of professional self-development of the future specialist.

In conclusion, the use of the mechanisms described above in the practice of teaching professional subjects in a higher educational institution helps to create pedagogical and psychological conditions that help the formation of professional competence and the professional direction of students' activities.

The teaching technologies developed and used by professors of higher educational institutions are a component of the educational system for determining and training the professional competence of future specialists, and they help to create the professional-important basis of acquiring the profession at the initial level, to increase the professional activity at a higher level. implementation at this level helps to form theoretical, practical and motivational training.

CONCLUSION

The main basis for improving the professional competence of future physical education teachers is the demonstration of the following qualities: psychological-pedagogical knowledge, professional

training, perfect knowledge of normative legal documents of higher education, the ability to apply them in practice after understanding their essence, innovative Qualities such as educational technologies, as well as full use of e-learning resources, were manifested in professional training. Improvement of pedagogical mechanisms of integration of physical education and the teaching methodology of this subject in improving professional competence is in line with the goal.

To teach every student to acquire fundamental knowledge based on innovative educational technologies, to teach mental work, to think creatively and independently, to analyze and draw conclusions, to improve the personal and professional competence of every student, to believe in his own strength and ability strengthens, develops a sense of responsibility and perseverance in learning.

The content of the future physical education teacher's professional competence is determined by the goals and tasks of the future professional activity within the process of his education. It consists of theoretical, practical and motivational training of a graduate of a higher educational institution in the implementation of this activity and his readiness for this process, and it is expressed in the material, social, that is, in the project of teaching technology of educational science.

Within the framework of understanding the professional competence of a future specialist as the readiness and ability to perform professional tasks, his formation may include the following: readiness and ability to acquire the content of the academic subject; structural-compositional implementation of this content in the teaching technology project; planning and organizing the educational activity of the student and the cognitive activity of the students; Management of student motivation.

Motivational and important attitude to mastering pedagogical activity; to know the methods and methods of solving professional-practical tasks, learning to use them creatively; independence in making decisions and reflecting on one's own activities; the ability to integrate knowledge, professional and social experience can be used as established indicators of professional competence in physical education training.

The selection of criteria and indicators that most fully describe the professional competence of a qualified specialist with higher education makes it possible to justify the use of four levels of formation: low, imitative, active-searching, creative levels.

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