

IMPROVING THE PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract

This article highlights the modern pedagogical foundations for improving the professional training of future physical education teachers. The study analyzes practice-oriented mechanisms for developing professional competence in the context of educational transformation, as well as the potential of innovative pedagogical technologies and the digital educational environment. In addition, the content of the modified SPORTER didactic concept based on a learner-centered approach is revealed, and its significance in shaping future physical education teachers as reflective, innovative, and professionally autonomous subjects is substantiated.

Keywords: Professional training, physical education teacher, professional competence, transformational education, innovative pedagogical technologies, reflection, digital educational environment, SPORTER concept.

Introduction

BO‘LAJAK JISMONIY TARBIYA O‘QITUVCHILARINING KASBIY TAYYORGARLIGINI TAKOMILLASHTIRISH

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ANNOTATSIYA

Mazkur maqolada bo‘lajak jismoniy tarbiya o‘qituvchilarining kasbiy tayyorgarligini takomillashtirishning zamonaviy pedagogik asoslari yoritilgan. Tadqiqotda transformatsion ta‘lim sharoitida kasbiy kompetentlikni rivojlantirishning amaliyotga yo‘naltirilgan mexanizmlari, innovatsion pedagogik texnologiyalar hamda raqamli ta‘lim muhitining imkoniyatlari tahlil qilingan. Shuningdek, shaxsga yo‘naltirilgan yondashuv asosida modifikatsiyalangan SPORTER didaktik konsepsiyasining mazmuni ochib berilib, uning bo‘lajak jismoniy tarbiya o‘qituvchilarining reflektiv, innovatsion va kasbiy subyekt sifatida shakllanishidagi ahamiyati asoslangan.



Kalit soʻzlar: kasbiy tayyorgarlik, jismoniy tarbiya oʻqituvchisi, kasbiy kompetentlik, transformatsion taʼlim, innovatsion pedagogik texnologiyalar, refleksiya, raqamli taʼlim muhiti, SPORTER konsepsiyasi.

Аннотация

В данной статье раскрываются современные педагогические основы совершенствования профессиональной подготовки будущих учителей физической культуры. В исследовании проанализированы практико-ориентированные механизмы развития профессиональной компетентности в условиях трансформации образования, а также возможности инновационных педагогических технологий и цифровой образовательной среды. Кроме того, раскрыто содержание модифицированной дидактической концепции SPORTER, основанной на личностно-ориентированном подходе, и обоснована её значимость в формировании будущих учителей физической культуры как рефлексивных, инновационно мыслящих и профессионально самостоятельных субъектов педагогической деятельности.

Ключевые слова: профессиональная подготовка, учитель физической культуры, профессиональная компетентность, трансформационное образование, инновационные педагогические технологии, рефлексия, цифровая образовательная среда, концепция SPORTER.

INTRODUCTION

The transformation of the education system on a global scale requires a radical renewal of the content of pedagogical training. In particular, the development of professional competence, preparation for practical work and the formation of innovative thinking in the process of training future physical education teachers are among the urgent issues. In modern society, a physical education teacher is not only a specialist who organizes sports classes, but also a pedagogical subject who promotes a healthy lifestyle and ensures the physical and spiritual development of students.

Today, in developed countries, special attention is paid to the competency-based approach, reflexive education, the integration of innovative pedagogical technologies and digital tools in the training of physical education teachers. The process of transition from a traditional reproductive model of education to a



person-oriented and transformational model creates the need to form competencies of independent thinking, professional flexibility and self-development in future specialists.

In our republic, modernization of pedagogical education, improvement of professional training of future teachers and improvement of quality of education are defined as one of the priority directions of state policy. In this regard, the development of professional competence of future physical education teachers on the basis of modern pedagogical technologies and a person-oriented approach is of significant scientific and practical importance.

REVIEW OF USED LITERATURE

This study analyzed scientific sources devoted to the theory of professional competence, pedagogical innovations and problems of training physical education teachers. N.N.Azizkhojyeva substantiated the importance of innovative thinking and reflexive activity in increasing the effectiveness of pedagogical activity. M.Ochilov emphasized the formation of pedagogical competence in the process of practical activity and showed the importance of pedagogical practice. D.Kirk, highlighting the multifunctional activity of a physical education teacher, justified the need to develop such qualities of a modern specialist as a healthy lifestyle, communicativeness and technological readiness.

OBJECT OF THE RESEARCH

The process of improving the professional training of future physical education teachers.

SUBJECT OF THE RESEARCH

Content, methods and didactic mechanisms of developing the professional competence of future physical education teachers based on a person-centered approach.

PURPOSE OF THE RESEARCH

Identify the pedagogical conditions for improving the professional training of future physical education teachers and develop a methodological system that ensures its effectiveness.



RESEARCH TASKS

- analyze the theoretical foundations of the problem of professional training of future physical education teachers;
- identify modern pedagogical technologies for developing professional competence;
- substantiate the role of pedagogical practice and reflexive activity in professional formation;
- identify the capabilities of the digital educational environment and innovative tools;
- develop a modified SPORTER concept for developing professional competence based on a person-centered approach.

RESEARCH METHODS

Theoretical analysis, pedagogical observation, comparative analysis, modeling, reflexive analysis, pedagogical experience, and mathematical and statistical methods were used.

MAIN PART

In the context of transformational education, the professional training of future physical education teachers is manifested as a multi-component system. This system is based on the integration of theoretical knowledge, practical skills, reflexive activity, and innovative technologies. In particular, pedagogical practice is manifested as an important factor in the development of professional adaptation and methodological preparation of students.

"Case-study", "problem-based learning", "project-based learning", "coaching", "gamification" and blended learning technologies are effective tools in the development of professional competence. These technologies develop students' independent thinking, initiative, and practical problem-solving skills.

Digital technologies and artificial intelligence tools are expanding the possibilities of individualizing physical education classes, monitoring loads, and evaluating the results of sports activities. Therefore, the formation of technological and diagnostic competencies in future physical education teachers is one of the important tasks.

In the process of educational transformation, the content of pedagogical practice is also being updated. If earlier practice was mainly observational in nature, at the current stage it is being enriched with diagnostic, analytical and reflexive



activities. The analysis of students' sports activities based on video recordings, the study of biometric monitoring results, and the use of mechanisms for evaluating their own performance contribute to the development of reflexive competence.

Also, in the context of transformational education, the formation of competencies related to a healthy lifestyle culture is emerging as an important direction in the professional training of future physical education teachers. Because a modern physical education teacher is one of the main subjects shaping the physical health, physical activity and healthy lifestyle of the younger generation. Therefore, it is necessary to develop valeological knowledge, a healthy eating culture, hygiene skills, stress management and health monitoring competencies in future teachers. The use of innovative pedagogical technologies is also of great importance in this process. In particular, the technologies of “case-study”, “problem-based learning”, “project-based learning”, “coaching”, “gamification” and “blended learning” serve to increase the professional activity of future physical education teachers. These technologies direct students from the acquisition of ready-made knowledge to independent research and solving practical problems. For example, the “case-study” technology allows you to analyze problem situations that arise in sports training and develop solutions to them. “Project-based learning” involves students in creating sports and health projects, developing their initiative, leadership and organizational skills. In this regard, these technologies are an effective tool for developing the professional competence of future physical education teachers.

In the context of transformational education, digital technologies are also becoming an integral part of the activities of physical education teachers. Digital tools are expanding the possibilities of planning, monitoring and evaluating sports training. Today, electronic diaries, LMS platforms, sports analytics systems, virtual simulators and mobile applications are widely used in physical education training.

At the same time, the use of artificial intelligence elements allows you to individualize sports activities. For example, digital technologies are effective in processing biometric indicators, determining the volume of the load and assessing the level of physical fitness. This reinforces the need to develop technological and diagnostic competencies of future physical education teachers.

Reflective activity is also of particular importance in the development of professional competence. Reflection allows the teacher to analyze his/her own



activities, evaluate the results achieved, and determine further development directions. The development of reflective competence in future physical education teachers can be carried out through pedagogical diaries, self-assessment cards, video reflection, and portfolios.

Also, the importance of communicative competence is increasing in the context of educational transformation. A physical education teacher works in collaboration with students, parents, the pedagogical team, and sports organizations. Therefore, it is necessary to develop pedagogical communication, leadership, team management, and conflict management skills in future specialists.

The process of improving the professional competence of future physical education teachers based on a person-centered approach is being improved based on the modified SPORTER (Self-development – Personalization – Orientation – Reflection – Technology – Evaluation – Result) didactic concept, which ensures the gradual transition of the student from reproductive educational activity to the status of an independent, reflexive and innovative professional subject. This concept improves the content and methodology of professional training of future physical education teachers based on the mutual integration of the components of self-development (Self-development), individualization and personalization of the educational process (Personalization), formation of professional orientation (Orientation), development of reflexive analysis and self-assessment skills (Reflection), use of modern pedagogical and digital technologies (Technology), application of diagnostic monitoring and evaluation mechanisms (Evaluation), as well as ensuring professional activity aimed at results (Result).

Through the “Self-development” component of the SPORTER concept, the motives for continuous self-improvement, self-development and professional growth were formed in future physical education teachers, while the “Personalization” component developed mechanisms for designing an educational environment and a personal educational trajectory adapted to the individual characteristics, abilities and interests of each student. Based on the “Orientation” component, the substantive foundations for the development of stable professional motivation, pedagogical values and professional identity in relation to sports and pedagogical activities were clarified. Within the framework of the “Reflection” component of the concept, reflexive mechanisms aimed at developing students' reflexive competence, critically analyzing their own activities, identifying existing shortcomings and eliminating them were



improved. Based on the “Technology” component, the possibilities of integrating interactive methods, sports and pedagogical trainings, micro-lessons, project technologies, digital platforms and innovative pedagogical tools into the educational process were expanded. The “Evaluation” component systematizes diagnostic criteria, indicators and monitoring mechanisms that serve to determine the dynamics of the development of professional competence. The “Result” component is based on the final result block, which ensures the integrated formation of the future physical education teacher’s professional knowledge, methodological preparation, reflexive culture, communicative skills, readiness for innovative activities and competencies for the effective organization of sports and pedagogical activities.

The professional formation of a physical education teacher is a continuous and multi-stage process. The effectiveness of this process is determined by the organization of the pedagogical educational environment, the content of practical exercises, the use of innovative methods and the degree of formation of motivation for self-development in the student. From this point of view, the mechanism for the development of professional competence can be expressed through the following transformational model.



Figure 1.3.1. Transformational model of professional competence development of future physical education teachers.

This model shows that professional competence is formed as a result of the integration of pedagogical training, innovative technologies and the digital educational environment in the context of educational transformation. Here, pedagogical training provides a system of theoretical knowledge, innovative technologies provide modernization of practical activities, and the digital environment provides development of modern technological skills.

Uzbek scientist N.N. Azizkhojyeva emphasizes that the personal activity, innovative thinking and professional reflection of the teacher are important factors in increasing the effectiveness of pedagogical activity. M. Ochilov also notes the important role of independent activity and practical training in ensuring the professional development of the pedagogical personality in the educational process. According to the researcher, pedagogical competence is a dynamic system that develops in the process of practical activity. This indicates the need to increase the share of practical training in the training of future physical education teachers.

Foreign scientist D. Kirk, studying the system of training physical education teachers, emphasizes the need for a modern physical education teacher to master, along with sports methodology, a healthy lifestyle culture, communication and innovative technologies. The concept developed by the scientist justifies the multifunctional activity of a physical education teacher.

In the context of educational transformation, the effectiveness of developing professional competence of future physical education teachers is also determined by the innovative level of the pedagogical environment. Therefore, it is advisable to create the following conditions in higher educational institutions:

- organization of digital sports laboratories;
- use of biometric monitoring tools;
- introduction of virtual sports training;
- creation of pedagogical reflection centers;
- expansion of special practice-oriented courses;
- integration of healthy lifestyle competencies.

These conditions, in addition to increasing the professional flexibility of future physical education teachers, also strengthen their readiness for innovative activities.

The transformation of education requires updating the content and mechanisms for developing the professional competence of future physical education teachers. This process is carried out by integrating the motivational, cognitive, practical,



reflexive and technological components of professional training. As a result, a physical education teacher is formed who is ready for pedagogical activity, innovatively thinking, able to promote a healthy lifestyle and effectively working in a digital environment.

CONCLUSION

In conclusion, in the context of educational transformation, improving the professional preparation of future physical education teachers should be carried out on the basis of modern pedagogical technologies, reflexive activity, digital tools and a person-centered approach. The improved SPORTER concept serves to create an integrated mechanism for developing professional competence and allows future teachers to increase their readiness for innovative activity, professional flexibility and pedagogical effectiveness.

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