

# Specific Characteristics of Forming the Pedagogical Competence of the Teacher of Physical Education in the Higher Education System

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**Annotation:** In this article, development of physical education and sports, pedagogical concept of competence, special social skills, Pedagogical component, to determine the theoretical basis of the formation of the pedagogical competence of the future physical education teachers such issues are disclosed.

**Keywords:** Physical education, pedagogical competence, cognitive, discipline, competence, general culture, physical education and sports, physical maturity, Intern portfolio, Olympics, psychology, pedagogical skills.

In addition to achieving mass sports in Uzbekistan, development and promotion of physical education and sports in a wide geographical area, specific tasks were set before relevant institutions to achieve high goals in the field and train world-famous athletes. Here, more specific goals were set, such as playing professional sports, achieving serious success in this field. At the same time, it shows how honorable the athletes who defend the honor of our country in prestigious international competitions, win and sing our national anthem. This fact once again shows that sport is one of the most important strategic areas for every country. Therefore, in recent times, serious attention is being paid to the development of sports in our country. Significant progress has been made in this area.

Athletes began to play a major role in the promotion of our country. Raising our flag high and singing our national anthem is a matter of pride for every Azerbaijani. Also, the fact that many gold, silver and bronze medals were brought to our country as a result of the most prestigious competitions, and the number of our champions is increasing year by year proves once again that sport is an extremely honorable field. In this regard, it is the main task of athletes to achieve higher goals, conquer new peaks, and set new goals in the mentioned field. President Shavkat Mirziyoyev defined the formation of sports infrastructure that meets modern requirements for practicing sports in all regions of Uzbekistan as one of the important tasks. In addition to putting Olympic sports complexes and other sports facilities into use in the regions, targeted work was also carried out on the development of each type of sport. All this means that sport is also a very responsible business, and athletes should be very responsible. they must answer to themselves in this regard and in every respect. All of the above is self-evident. Therefore, there is a need to organize mass cultural seminars among athletes on a number of topics. So, here it is also required that the athletes should be extremely responsible in this regard, that they should report to themselves in all respects. requires athletes to be extremely responsible. they must answer to themselves in this regard and in every respect. All of the above is self-evident. Therefore, there is a need to organize mass cultural seminars among athletes on a number of topics. So, here it is also required that the athletes should be extremely responsible in this regard, that they should report to themselves in all respects. requires athletes to be extremely responsible. they must answer to themselves in this regard and in every respect. All of the above is self-evident. Therefore, there is a need to organize mass cultural seminars among athletes on a number of topics. So, here it is also required that the athletes should be extremely responsible in this regard, that they should report to themselves in all respects.

A modern teacher is required not only to be a deep specialist in his field, but also cognitively, pedagogically and psychologically competent, having a comprehensive knowledge of

political and economic knowledge and innovative technologies, having a high culture, having a teacher's title, and having a teaching degree.

Competence is a pedagogical concept, a special social skill, and by analyzing its various concepts and multifaceted features, we determined the content and structural indicators of the pedagogical competence of future physical education teachers. In addition to the scientific works of V.V. Borisova, I.N. Resheten, M.V. Prokhorova, A.A. Sidorov, aimed at comprehensively improving the professional pedagogical training of the future physical education teacher through the values and potential of physical education and sports pedagogy, the future physical education the ways of forming the pedagogical competence of the teacher have not been studied until today<sup>1</sup>. In our opinion, one of the most important components in the professional activity system of sports specialists is the pedagogical component. For example, in the field of additional education (children, teenagers and adults, etc.), pedagogical knowledge and pedagogical skills are needed in sports training with different categories, and pedagogical methods are used to solve general physical culture problems. At the same time, the content and procedural components of the activity of a physical education teacher are systematized using modern innovative pedagogical technologies. Taking into account all this, the formation of pedagogical competence of future physical education teachers can be defined as the most important task of theoretical and practical professional training of physical education teachers. Unfortunately, in the conditions of modernization of higher professional education, the need to form the professional pedagogical competence of physical education and sports students and the insufficient level of its technical provision;

the current system of training students in the field of higher education and the growth of requirements for their professional training, as well as the fact that the opportunities of personalized training technologies are not properly used in fulfilling these requirements.

As part of our efforts to find an effective solution to these contradictions, we are focusing on some issues of forming the pedagogical competence of the physical education teacher. Therefore, in studying this issue, we aim to substantiate the pedagogical qualification of a physical education teacher from a scientific-theoretical point of view and prove the effectiveness of ways of its formation in practice.

To this end: to determine the theoretical basis of the formation of the pedagogical competence of the future physical education teacher;

to determine the pedagogical methods of forming the pedagogical competence of the future physical education teacher;

The tasks of checking the effectiveness of ways to form the pedagogical competence of the future physical education teacher through practice, and applying scientific and practical recommendations to practice are defined.

The following scientific-pedagogical research methods were used during the research: research of scientific literature, analysis, comparison, modeling, etc. theoretical level methods; as well as observation, pedagogical experiment, question-and-answer, inquiry, study of pedagogical documents, etc. Thus, during the study:

theoretical basis of formation of pedagogical competence of physical education teacher in "physical education and sports" specialty;

The model of physical education teacher's pedagogical competence was tested and person-oriented technologies as pedagogical methods;

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<sup>1</sup>Borisova N.V. Pedagogicheskie osobennosti sozdaniya i nnedreniya sistemy aktivnykh metodov obucheniya v institute povysheniya qualificatsii: Autoref. dis. . kand.ped.nauk. M., 1987. - 23 p.; Resheten HH, Prokhorova M.V., Fomin Yu.A. Business games and preparation of specialists in physical culture and sport: Methodological developers. M.: GTsOLIFK, 1983. - 37 p.; Prokhorova T.N. Teoriya i praktika formirovaniya tvorcheskoy lichnosti uchashchegosya v sisteme zhudojestvenno-esteticheskogo obrazovaniya: dissertation ... doktor pedagogicheskikh nauk : 13.00.01. - Moscow, 2003. - 301 p.; Sidorov AA, Prokhorova M.V., Sinyukhin B.D. Pedagogy: Uchebnik dlya studentsov, aspirantov, prepodavateley i trenerov po discipline "Physical culture". M.: Terra sport, 2000. - 272 p.

Pedagogical system of formation of pedagogical competence of the future physical education teacher;

describes portfolio and design methods in the system of person-centered technologies; innovations such as scientific and practical recommendations are implemented.

The following results were obtained from this study:

The materials of the informative and methodical seminar "Ways to form the professional competence of a physical education teacher", as well as the project "Successful physical education" and "Portfolio of a physical education teacher" were tested for general secondary schools.

The projects "Physical Education Teacher's Portfolio" and "Competent Physical Education Teachers" were introduced to secondary schools and gymnasiums.

The results of the research increase the importance of use in the development of pedagogical competence of physical education teachers, in the centers of training and retraining of sports teachers and faculties of additional education, as well as in the process of general secondary education schools and gymnasiums.

Thus, in the process of research, clarifying experiment, educational documents of students in "Physical education and sports pedagogy", including their own work, documents of pedagogical practice, intern's diaries and personal reports of the intern; we got acquainted and studied the materials of scientific research conducted during this practice. We also used research methods such as observation, survey, question-and-answer, interview, and comparison.

In the course of the formation experiment, we determined the ways of forming the pedagogical competence of future physical education teachers using portfolio and design methods in the system of person-oriented technologies.

In the process of determining the results of the research, we used observation, survey, expert evaluation methods and others. At the same time, comparison and integration, statistical research methods, summary methods were used. In order to determine the initial level of pedagogical skills of future physical education specialists, we conducted a survey for senior students majoring in "Physical education and sports".

How do you understand the concept of "competence, qualification"? to the question, 57% of the respondents understand it as "educated teacher", next 13% "highly educated teacher", and the remaining 30% say that this concept is "good understanding of their profession".

How do you understand the concept of "Pedagogical competence" of the questionnaire? No participant could answer the question correctly. After these questions, there is no correct answer to the question "Pedagogical competence of a physical education teacher is...". The next question of the survey was "Define the ability of a qualified coach", the ability received by 54% was "organizational", followed by "pedagogical" - 47%, followed by "technical" - 42% and "practical". - 39%. The ability with the lowest score is "constructive".

The analysis of this survey shows that the future specialists could not distinguish the concepts of "competence", "qualification", "pedagogical competence" and could not give correct and clear answers.

Based on the indicators of the theoretical model, the conclusion of this survey is that the pedagogical competence of future specialists is insufficient and requires additional research in this direction. Therefore, we analyzed the standard of mandatory education in the specialty "Physical education and sports" in connection with research tasks. In the process of studying the regulatory documents, by applying the methods of theoretical analysis, synthesis and comparison, their direction and the possibilities of forming the professional and pedagogical competence of future sports teachers were differentiated.

Conclusion: in the experimental-experimental period of the research, the method of using person-oriented technologies was tested as a way to determine the level of pedagogical competence of 2-4 year students, sports coaches and physical education teachers and to form this professional important person.

In the course of the formative experiment, the following experimental "products" were launched as a result of completing various projects aimed at competence during lessons in "Physical education and sports pedagogy" and special tasks in professional-pedagogical practice: "Trainee portfolio".

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scientist's portfolio", "Lite physical education" project and others. The theoretical model was tested as a measure of specific tasks conducted during the formative experiment. As a result, it was proved that the level of pedagogical skills of students in the experimental groups increased.

**Used literature:**

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