

PROBLEMS OF TRAINING PHYSICAL EDUCATION SPECIALISTS IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract:

The article considers the professional competence of a university teacher as interconnected blocks comprising pedagogical activity, pedagogical communication, the teacher's personality, students' training and development levels. The structure of activity is described through diagnostic, design, constructive, organizational, and communicative skills.

Keywords: Physical culture, teacher, workload, totality, technology, school, activity, development, diagnostics, design, requirements, adaptation, training.

Introduction

ПРОБЛЕМЫ ПОДГОТОВКИ СПЕЦИАЛИСТОВ ФИЗИЧЕСКОЙ КУЛЬТУРЫ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация:

В статье рассматривается профессиональную компетентность преподавателя вуза представляет в виде взаимосвязанных блоков, педагогическая деятельность, педагогическое общение, личность преподавателя, обученность и уровень развития студентов, структуру деятельности описывает диагностическими, проектировочными, конструктивными, организаторскими и коммуникативными умениями.

Ключевые слова: Физическая культура, преподаватель, нагрузка, совокупность, технология, школа, деятельность, развития, диагностика, проектирование, требования, адаптация, обучения.

Introduction

In the context of the current socio-economic situation in Uzbekistan, public attention is focused on the insufficiently studied problem of professionalism and professional development of university and school teachers. Developing professional requirements for a modern teacher is a rather complex task that requires extensive research work, necessary both for a society that expects high returns from teaching and for a university that carries out the selection of candidates for the relevant position. However, only the first steps in this direction have been taken.¹

The professionalism of a higher education teacher, according to L.I. Turye, is understood as "a high level of psychological, pedagogical, and scientific-subject knowledge and skills combined with a corresponding cultural and moral character, which in practice ensures socially demanded training of future specialists." The author presents the professional competence of a university teacher as interconnected blocks: pedagogical activity, pedagogical communication, the teacher's personality, and students' training and development

¹ Law of the Republic of Uzbekistan of January 14, 1992 "On Physical Culture and Sports" (Bulletin of the Supreme Soviet of the Republic of Uzbekistan, 1992, No. 3, Art. 160; 1994, No. 5, Art. 161) amendments and additions, approving its new version

2. Law of the Republic of Uzbekistan of September 5, 2015 "On Physical Culture and Sports."

levels; the structure of activity is described through diagnostic, design, constructive, organizational, and communicative skills.

The requirements for teachers are determined by the requirements for specialists who are shaped in the learning process at higher educational institutions. However, a professionogram includes general (invariant) professional properties that a candidate for a teaching position at a university should possess, regardless of the types of classes they conduct or the courses they teach. Alongside traditional requirements, new competencies emerge due to changes in the educational system.

Recently, understanding the issue of professionalism among university teachers has been associated with implementing the competency-based approach paradigm. K. Makhkamjanov highlighted several functions of a university teacher:

1. Directly related to teaching: instructing students; educating students and developing their creative potential; organizing and managing the educational process.
2. Related to the duties of the teacher as a subject conducting active scientific research in the field of the science to which the taught discipline belongs, in the sphere of the educational process;
3. Related to the responsibilities of the teacher as a member of the teaching staff of the department, faculty, university, with his social role as a representative of the Russian intelligentsia: the function of interaction with other members of the teaching community in the interests of achieving corporate goals; the function of development and self-development, which presupposes innovative activities of the teacher, improving professional qualifications; spiritual, moral and physical improvement; educational function, which involves active participation of the teacher in the dissemination of scientific knowledge, improving the education and culture of the population, and11 the corresponding competencies in the field of: the subject taught; cognitive activity, modern means of obtaining and processing information; philosophical and legal foundations that determine the purpose and social role of education, the functioning and development of the educational system of Uzbekistan; theory and methods of teaching and upbringing; software and methodological support for the educational process; pedagogical measurements, diagnostics, assessment and analysis of the results of teaching

and upbringing; management of the quality of the educational process; pedagogical communication, solving communication problems; general and professional culture; self-development; organizing and conducting scientific research. The result of the teacher's performance of this or that function entirely depends on the level of development of the competencies that he must possess. The model of teacher competence is represented by three components: gnostic, functional and ethical. In the absence of the first component, the teacher can be considered a craftsman; in the absence of the second component - functionally illiterate; in the absence of the third - a socially dangerous person. ²

In order to effectively organize the educational process, university teachers must be well aware of the characteristic features of modern students. The overwhelming majority of students in the postmodern era are indifferent to learning, undisciplined, spend little time with textbooks, are bored with studying, are inert, are often late for classes, are impolite, are poorly acquainted with the rules of social behavior, are focused on entertainment, want to get good grades with minimal effort, are unrestrained in their desires and are not picky about the means of satisfying them, are cynical, extremely ill-mannered, emotionally constrained, childish, and are difficult to stir up and captivate.

Therefore, taking into account the special demands of the Next generation and the specific features of the era, it is necessary to reconsider the methods and content of higher education, change the very atmosphere of study in order to increase the effectiveness of training, to contribute as much as possible to the success of students, for example: from the very beginning, establish clear requirements and constantly remind them; be consistent; outline all the goals of training; develop meaningful goals and activities for the development of personal and civic qualities of students; emphasize the role of the scientific method in the process of cognition, but at the same time recognize the possible limitations of science; move to an educational paradigm oriented towards cognition; use active and creative teaching methods; improve the level of teaching; explain the need to study the subject by its practical applicability; do not expect blind submission to

² Makhamdjanov K.M. Modern Physical Education Teacher.

Kozlova, E.V. The Concept of Improving the Qualification of Scientific and Pedagogical Personnel of Higher Educational Institutions Based on the Ideas of Corporate Education and a Network Approach //E.V. Kozlova //Contemporary Problems of Science and Education. - 2013. - No6.

the authority of the teacher; expand the range of extracurricular assignments; do not limit yourself to traditional written work, use other forms of control; provide students with more opportunities for communication; respect other people's points of view; show goodwill; believe in your students. The traditional teacher (a monopolist in the transmission and interpretation of the necessary knowledge) is leaving the scene. The new type of education will be characterized by a large volume of independent work of students, their involvement in real projects, the emergence of collective forms of educational work. Therefore, the teacher must master the competency-based approach to teaching, in which the emphasis is not on memorizing an encyclopedic set of knowledge from different fields, but on mastering the fundamental skills of communication, analysis, understanding, and decision-making.

The authors propose to consider the following components as mandatory for a high assessment of the professionalism of a higher education teacher: basic knowledge of information technology; development and use of electronic teaching and methodological materials; mastery of methodological techniques for using slide lectures, Internet seminars, online classes, etc.; adaptation of existing psychological and pedagogical principles (and possibly the creation of new ones) to modern infocommunication technologies in education.

Pedagogical skill, as V.A. writes. Skakun is a high and constantly improving art of teaching and upbringing, accessible to every teacher who works according to his calling, who loves his work, his students. It is a synthesis of various qualities of the teacher's personality, his scientific, special, pedagogical knowledge and skills, allowing him, with the help of a system of pedagogical means, to achieve the best results in teaching, upbringing and development of his students. Pedagogical skills are developed through active creative pedagogical work based on deep and comprehensive professional knowledge and skills, knowledge in the field of pedagogy, pedagogical psychology, didactics, methodology and organization of training, and the ability to apply them in practical activities.

The growth of a teacher's skills occurs when he has the corresponding desire. In addition to improving pedagogical qualifications, effective pedagogical self-education, self-improvement, and independent methodological work on studying advanced pedagogical experience play an important role in developing and maintaining the appropriate level of teacher professionalism. The problem of pedagogical self-education should be solved not from case to case, but

purposefully and systematically. Pedagogical self-education is reading, studying pedagogical literature, pedagogical periodicals, methodological developments and manuals, thinking them over, highlighting thoughts, ideas, statements, theoretical conclusions and recommendations useful for practical work, attending lectures, educational and book exhibitions, as well as self-analysis of one's own experience, during which the teacher records his own pedagogical discoveries during classes, as well as mistakes and shortcomings. The ability to express one's experience, thoughts, discoveries in writing must be developed. In the context of the article, the opinion of G. Selye is very relevant: "There is no need to get carried away, aim too high and take on tasks that are beyond our capabilities. Everyone has their own ceiling. For some, it is close to the maximum, for others, to the minimum of human capabilities. But within the framework of our innate data, we must do everything we are capable of, strive for the highest mastery. No to perfection - because it is unattainable. Making it your goal means dooming yourself to distress and failure in advance. Achieving high mastery is a wonderful goal, moreover, it brings affection, respect and even love from others."

Conclusions

In the context of contemporary socio-economic transformations in Uzbekistan, the professionalism of higher education teachers emerges as a multifaceted phenomenon, intricately connected with the evolving demands of society and the educational environment. Professional competence today encompasses not only traditional pedagogical knowledge, skills, and communication abilities but also necessitates active mastery of modern information technologies, interactive methodologies, and continuous self-development strategies.

Given the unique challenges posed by the new generation of students—marked by reduced motivation, lack of discipline, and a preference for entertainment-oriented activities—the role of educators has shifted significantly. Modern teachers are tasked with revising conventional teaching methods, fostering student engagement, promoting personal and civic values, and integrating practical, competency-based approaches into their instructional practices. The transformation from the traditional teacher-centered approach toward a student-centered paradigm underscores the importance of creativity, analytical thinking, effective communication, and collaborative decision-making skills.

Therefore, professional development for university teachers must be systematic and targeted, emphasizing not only scientific and pedagogical expertise but also advanced methodological skills and technological competencies. Pedagogical mastery is viewed as a continuous process rooted in self-reflection, self-education, and the capacity to adapt educational strategies to contemporary challenges. Ultimately, the professional growth of educators—anchored in realistic self-assessment, ongoing improvement efforts, and embracing modern pedagogical innovations—can significantly enhance the effectiveness and quality of higher education in Uzbekistan.

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