

STRUCTURAL LEVEL OF ORGANIZATIONAL COMPETENCE DEVELOPMENT IN FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract

Organizational skills are one of the qualities necessary for a modern teacher. This article discusses the theoretical aspects of the formation of organizational skills in physical education teachers.

Keywords: Organizational skills, modern teacher, methodological guidelines, moral qualities, endurance, exactingness.

Introduction

In the world experience, the science of physical education is considered not only as a training, but as a whole system, so certain requirements are placed on this science.

The main goal of the reforms implemented in the field of education in the republic is to educate a person who embodies high moral qualities, who is cultured, religious, intellectually and morally sound, and who thinks independently..

Organizational work and large-scale measures aimed at raising young people and increasing their intellectual potential are a practical expression of consistent state policy. The combination of approaches based on this organization made it possible to consider the essence of design as an activity that changes the environment and the person. Taking into account the rapid development and growth of today's youth based on the requirements of the times, it is necessary for us to deeply understand the content of this concept and the factors of this concept.

We believe that "organizational competence" is one of the characteristics necessary not only for the future physical education teacher, but also for all pedagogues. So, to give this concept a broad definition: organizational skills - to organize, study a team of students during their activities. Taking into account their age and individual

characteristics, it is necessary to carry out educational and educational processes, to inspire the solution of important tasks. On the basis of organizational skills, the organization of its work reflects the personal and psychological characteristics of the individual, being able to correctly plan a certain task or work and control it, master the methods of organizational activity, allow them to be successfully carried out. In terms of the content of the factors underlying organizational skills, a number of factors connect the abilities necessary to a modern educator with each other. For example: the ability to build a reputation is to have a direct emotional - volitional impact on students, to have a deep knowledge of their science and, on this basis, to gain a reputation. Prestige is earned not only on the basis of these factors, but also on the basis of the deep knowledge of teachers in their subject. This ability can be attributed to a whole sum of the personal qualities of the teacher and his volitional qualities (boldness, endurance, rigor, exactingness, etc.k), as well as the responsibility of providing education and education to students, as well as being able to convey this confidence to students.

The ability to behave correctly is to be able to get closer to the emotional children of the present day, to establish a very effective relationship with them from a pedagogical point of view, the presence of a pedagogical culture.

The ability to see the future is expressed in the ability to see the consequences of one's actions, to predict what qualities the educator should develop. This ability is associated with pedagogical optimism, the power of upbringing, trust in a person.

The ability to distribute attention – all the features of attention for the teacher – size, strength, portability. It is important that the office is made more progressive, such as mobilization.

- the functional component is carried out in pedagogical management through functions (planning, organization, motivation, control, correction);

- information component to represent different forms and transmit information to carry out pedagogical management;

- the operational component is a set of management skills (including: diagnosis to the student, analysis of team, pedagogical communication, tasks of goal identification and management impact, modeling of activities and behavior, team and individual students) [2, 30-31].

S.A. Vinogradov conducted an analysis of the essence and structure of organization and management, the qualifications of specialists of Physical Culture in the context

of psychological and pedagogical studies, as well as the scientific and practical presentation of the pedagogical conditions for the development of managerial skills, are assigned to the heads of physical education institutions. The Integrative-developing approach as the basis of modeling the process of employment has revealed the methodology for the development of managerial skills of Physical Culture specialists and the implementation of pedagogical conditions [3, 24].

V.N. According to Fefelova, with the provision of management activities, organizational functions related to organizational skills, the adoption of a certain management decision will go together. He thinks that the structure of management competence is interconnected, functional and Organizational-a set of personal resources; cognitive, operational-manifested at the level of development of activity, motivational and emotional-volitional components are the basis [4, 187].

Relying on the opinions of the authors, we can conclude that the main conditions for the development of organizational competence of future physical education teachers lie in the fields of communication psychology, self-knowledge and self-esteem, the ability to apply psychological methods of interaction in practice.

We can trace the theoretical foundations of the humanistic direction in pedagogy, starting with the great thinkers of the distant past. These views and opinions also dealt with a number of positive opinions about teachers with professional and well-versed organizational skills in their field. The Greek philosopher Socrates considered professional teachers to be “thought obstetricians”, he called Students conversationalists, and he saw the purpose of learning not as knowledge transmitted in a “ready” form, but as meanings resulting from reflection.

The management of students ensures the mobilization of their attention, preparation for action activities, the development of certain types of exercises, the template of physical activity. The teacher builds his behavior on the basis of the need to rationally distribute attention, choose a suitable tone of communication with students and control his actions. Positive Organization of independent activities of students is a typical sign of teacher experience. The likelihood of a subjective approach to the development of organizational competence of future physical education teachers is high enough to draw attention. Therefore, in our research work, we tried to distinguish between objective and subjective reasons for the development of pedagogical organizational competence.



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