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PEDAGOGICAL EDUCATIONAL TECHNOLOGIES OF FUTURE PHYSICAL CULTURE SPECIALISTS IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

The article provides information on the development of pedagogical technologies and competence of future physical culture specialists in higher educational institutions, pedagogical concepts and their relationship.

Keywords: *pedagogical culture, pedagogical studies, National Action Games, physical fitness, modernization, integrity, integrity, integrativity*

Introduction

Principles in pedagogical education – it is considered one of the priorities for the development of pedagogical education by a social society based on the requirements of such a specialist as a number of characteristics (many aspects, integrity, systemicity, stability, inextricably proportionality), and therefore implies the implementation of Education based on the principles of complexity, periodicity, subjectivity and innovation, in which the realization of this principle.

The principles for the development of pedagogical culture in future physical education teachers are priorities for the development of physical education, which are built on the principles of convergence and divergence and imply such qualities of the specialist as both universal integral (responsiveness, reflexivity, attitude) and special integral (tolerance, social activity, empathy), the de-

velopment of which contributes to the formation of a professionally competitive At the stage of sustainable development, students in the higher education system of Uzbekistan are aimed at creating a new qualitative stage of development of competitive personnel and building a civil society with the help of them by introducing them into the educational process, mental and physical maturation. “Achieving a high level of physical education and the quality of life of the population in the Republic of Uzbekistan is an important condition within the framework of the implementation in practice of the strategic task – the sustainable development of the country. Within the framework of the implementation of the strategy of Action for the further development of the Republic of Uzbekistan, ensuring the necessary conditions for the regular participation of all residents of the country in physical education and sports throughout

their lives will be one of the main factors in solving this task.

Materials and methods

Integrity and integrity are not the same concepts in their meaning. Integrity cannot reflect the whole essence of the whole. It can only be an offshoot of a person's general movement towards completion. Russian scientist A. M. Navikov identified the main directions for reforming pedagogical education as a whole system, in which he outlined four main directions of educational goals: personality, Society, production and the sphere of education itself. It includes the humanization of the educational system, democratization, its progressive nature and orientation towards continuing education as an education throughout a person's life. Recognizing the fairness of the mentioned directions, let us dwell on the definition of progressive principles inherent in the development of Education.

Continuity and continuity are universal principles that require internal interaction, in addition to constant communication between individual parts, in relation to any activity of the learner. G. Y. Fayzullina expressed the integral essence of the principles of continuity and continuity, which, by continuity, understands the existence of interrelated learning tasks that go to each other throughout the entire period of education, ensuring the constant, objective and subjective advance of the learner at each time interval. Continuity is understood as stability within the boundaries of various stages and forms of education (preschool education, general education, after the OSM), that is, the unified organization of the forms of these stages within the framework of the holistic education system. The continuity of education provided for the interaction between educational institutions, providing a meaningful, technological and organizational sequence in education.

In different regions of the republic, it will be important to form sports complexes that meet foreign standards, organize activities, sports competitions and competitions on the basis of the development of Physical Culture in them. As a result of the systematic organization of sports games "sprouts of Hope", "perfect generation" and "Universiade" among students and students, repre-

sentatives of our national team can also know from the places and victories occupied by the Olympic Games, World Championships, Asian Games and other international competitions. The main purpose of organizing the above events, games and sports competitions is to "promote a healthy lifestyle and the benefits of continuous exercise in physical education and mass sports in order to effectively carry out the moderate and long-term strategic tasks facing society, ensuring the involvement of all public institutions, non-governmental institutions and economic entities in this process". Sport is not only the basis of physical fitness, but also serves to preserve spiritual and mental perfection, harmful ideas and new habits associated with age in student-youth, to occupy their free time with health-improving work, to discover and correctly channel the abilities and talents in them from a young age.

Candidate of Pedagogical Sciences S. Borozova, in her monograph "vocational – oriented teaching technology in Higher Education", defines vocational-oriented teaching technology as follows: "in education, a technology is understood that forms skills and qualifications that ensure the fulfillment of important personal qualities for their future professional activities, as well as functional obligations on their task." Continuous education is a system-forming factor and serves the social need of each person's personality for continuous development. This is determined by the origin of a large number of educational structural structures – basic, parallel, basic and additional, state and public, formal and informal types. Their interrelationship and interconditioning, their subordination to each other by degrees, orientation and coordination by purpose-essence, the provision of interaction between them, make the whole set of such structural structures a single system. "The goal of continuing education is not to educate a person throughout his life, but rather to be reflected in the need to learn to do it on his own. In other words, the system of continuing education is only sustainable if its developing character is inherent in it from the very beginning".

Continuity represents the main goal of improving the educational system – it consists in the integrity of the educational pro-

cess, integration (generalization) at all stages and levels in it. In other words, education is not continuous because a person has moved from one form of education to another, but rather by obtaining or working with a qualification of a certain level and nature, he can expand it in parallel and, if necessary, in different ways. Both through the established state and social education system, and through independent education, etc.

Integrativity and continuity implied the inclusion of a planned beginning in a continuously evolving process, which provided not only for the base value of further preparation, but also for the inclusion of a planned beginning in an inextricably evolving process, as well as the inclusion of an interrelated whole.

The humanistic orientation of the pedagogical process is one of the progressive principles of education and requires a continuous embodiment of the goals of society and the individual. Humanization of education plays an important role in the multifaceted process in modern society. The main ideas of scientists are reflected in such areas as the development of education and educational education, the integrity of the educational process, the differentiation of educational activities, the provision of Independent Education to students and the teaching of students to Independent Education, the formation of motivation in reading, the development of independent development and individuality of the teacher. This and other scientists focus their attention on the personality of those who receive education, and his strength to Independent Education activates the focus on the inner source of his knowledge-related activity.

Another Russian scientist was E. M. Dorozhkin defines the following principles of humanization of the educational process: the knowledge and acquisition of real human qualities by educators in the pedagogical process; the understanding of the social, spiritual essence of educators as human beings; the correspondence of the interests of a separate person with universal interests; the creation of social freedom in the pedagogical process to best show the; the level of development in relation to the qualities of the person being formed, his erudition and the quality of the pedagogical process.

Humanization of the content of professional education is the separation of humanitarian knowledge, reflecting the inner world of a person and his activities in the spiritual sphere; social sciences (law, philosophy, ethics, aesthetics, literature, psychology, etc.), helping to form the self-awareness of the person involved in the knowledge and reconstruction of the world, respecting human rights, freedoms, its honor and ethnomanguage, acquiring cultural values and moral norms, compliance with the society under construction, caring attitude towards nature; means optimizing the content of humanitarian education. In addition, this principle is reflected in pragmatization, diversification (compulsory and elective (according to the student's Choice) expansion of the range of Humanities) and integration (Organization of teaching and learning of interdisciplinary courses).

Theory is understood as a sufficiently developed form of scientific knowledge that allows a holistic reflection of legitimate and significant ties in a particular field of reality. Any theory is a holistic developmental system of real knowledge, which has a complex structural structure and performs a number of tasks. In the modern methodology of Science, the following basic elements of the theory are distinguished: 1) elementary foundations-fundamental concepts, principles, laws of management, axioms, etc.; 2) idealized object –an abstract model between the significant properties and relations of the subjects under study; 3) the logic of the theory is aimed at determining the structural structure of formal, ready-made knowledge and is dialectical, that is, a form of research aimed at identifying the interrelationships and categories, laws, principles and other forms of knowledge; 4) a set of laws and The main element of the theory is law, therefore, it can be considered as a system of laws that reflect the essence of the object being studied in one whole and in one identity.

Practice: 1) Creative Activity; 2) methods, skills of some kind of work; 3) Experience; 4) one of the forms of Education.

The principle of interrelation of theory with practice relies on the following laws: the quality of education is checked, confirmed and directed by practice; practice is the criterion of truth, the source of knowledge –

related activities and the field of application of educational results.

The organization of educational and production practices at all stages of education is aimed at ensuring continuity and continuity in the occupation of professional activities by students, based on the requirements for the level of graduate training.

The psychological content of the unit of education and training is that on its basis, personality, quality, worldview, moral qualities of students, mental abilities in them, aesthetic needs and taste, the development of physical qualities are considered important.

Let's consider pedagogical concepts "formation", "recovery", "socialization", "upbringing", "development" in terms of their interaction. If socialization is the process of formation of an individual in certain social conditions, in the process of which a person has a certain social experience, then upbringing is a goal-oriented process associated with the formation of a person using pedagogical influence in accordance with a certain socio-pedagogical ideal. Formation is understood as the entry of an individual into interaction with real reality, the peculiarity of physical and socio-psychological updates in the structural structure of an individual.

Result and discussion

The laws of education aimed at elevating Physical Culture in students are described in pedagogical theory as follows.

a) the law of the connection of education with social need, directed to the cultivation of the qualities of Physical Culture;

b) the law on the dependence of the popularization of the field of physical education and sports and the full introduction into the educational process on pedagogical conditions;

c) the law of interdependence of the development of the qualities of Physical Culture in students on education as part of a single pedagogical process;

g) the law of the involvement of students with general and professional orientation processes of increasing physical capabilities and strengthening physical will;

d) the law of the need for the implementation of the content, forms, methods, means of specialization disciplines in the unified

pedagogical process with general professional disciplines.

Pedagogical scientist I.P. Podlasy defines formation as "the restoration of a person as a person as a social being, influenced by various factors – environmental, social, economic, ideological, psychological, etc." Formation refers to "some kind of completion of the human personality, puberty, stagnation". Development, in turn, involves constant and continuous changes, from one state to another, from simple to complex, from bottom to top.

O. pedagogical value of development. V. Nikiforov noted separately that according to him, "in the human body, the exchange of Natural matter is understood, as well as its involvement in the flow of life activity, especially in the specially pedagogically organized types of socio-positive activities, communication and relations, as aspirational-progressive, quantitative and qualitative, mental somatic and spiritual changes." The following types of development of human development are distinguished: physical, physiological, mental, social, spiritual.

"Recovery is a term that" refers to the efforts by an educator to build their own behavior independently, to understand their own behavior, and to make a relatively stable value choice.

Progress occurs in motion, is conscious, has mental significance, and is known as "why?", "for what purpose?" begins with the questions. The other side is provided by the need for action, that is, if activity has a new content, if it is necessary to carry out some kind of action (material, mental, emotional) in order for the concept to be formed and finally to have content.

The modernization process, as a complex process, covers all spheres of human life activity – economic, political-legal, cultural, etc. Universal changes require not only the renewal of the material and technological base, but also the transformation of the entire system of social institutions, changes in the direction of values, first of all, the growth of an innovative culture and the development of innovative thinking. Today, innovative activities are recognized as a priority of State Economic Policy. In this context, higher edu-

cation institutions are tasked with intensifying innovative activities.

Novation implies an amendment to the elements of this or that object, process, activity without changing their structural structure, content, in general, function, innovation has such general symptoms as Novation: 1) innovation of an advanced nature; 2) innovation that changes the structure, content, technology of the object, process, Activity; 3) innovation that needs to be introduced, reform is innovation carried out by state authorities, modernization is Innovative activity is an orderly, purposeful process for the introduction of innovations.

Conclusion

The concept of the innovation process is the process of creating, disseminating and applying innovations. The transformation of new types and methods (updates) of human life activity into social cultural norms and patterns that ensure their institutional for-

mation, integration and strengthening in the culture of society.

Pedagogical innovations are innovations in the field of pedagogy, progressive changes aimed at the goal, the introduction into the educational environment of its individual elements and, in general, stagnant elements (innovations) aimed at improving the educational system. The criteria for pedagogical innovation are innovation, optimality, consequentialism, the possibility of creative application of innovation in mass experience.

The modernization of education provided for a significant renewal of educational activities, for which it provides for the differentiation of traditional and innovative educational processes in organizational, methodological and practical aspects. After all, it is precisely the traditional education system that guarantees flexibility, agility, variability, flexibility, predictability, continuity, integrity, that is, reliability, robustness and stability in education.

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