



## Innovative Approaches to Teaching the Educational Discipline "Theory and Methodology of Physical Education"

*Toshmurodov Farruh Yerihonovich*

*Lecturer at the Faculty of Sports Activities and Management Termez State University*

**Abstract:** The transition to multivariate and multilevel structuring of higher physical education opens up new opportunities for the implementation of the requirements of general cultural and general scientific fundamental training of a specialist in physical culture and sports.

**Keywords:** communicativeness, competence, professional qualities, specialist, physical culture.

**Introduction.** A complex and contradictory process of reforming the system of professional training of future teachers in physical culture cannot be carried out without successive connection with everything valuable that the theory of physical culture has accumulated at all stages of its development [1, 2, 3].

Modern target settings in the system of vocational education make the human personality a priority, which should become the main Value [4, 5, 6]. These guidelines are manifested in the development of new approaches to the formation of the content of most theoretical courses that form the basis of higher physical education. In our opinion, the use of historical experience in the formation of a system of knowledge about physical culture is the only true way that leads to professional literacy, competence and education of a specialist in physical culture and sports [7, 8].

There are a number of contradictions in the content of the discipline "Theory and methods of physical culture":

1. between the utilitarian orientation of the process of physical improvement and the value orientations of modern ideas on the theory of physical culture;
2. between the level of development of knowledge about physical culture and their reflection in the content of the academic discipline;
3. Between the essential importance of discipline and the real conditions for its implementation [9, 10, 11].

In studies on the theory and methodology of vocational education, when establishing criteria for assessing the formation of skills, the studied pedagogical component (communicativeness, competence) is classified into components (elements). This emphasizes the presence of the structure of the analyzed pedagogical phenomenon [12, 13, and 14].

The following components are most often distinguished: motivational-value, content-activity, procedural and design. This trend can be considered from two positions: either the above components are universal and inherent in the pedagogical components under study, or a similar structuring is due to the development of methodological tools for their assessment. As a rule, the development of the skills included in the corresponding component is assessed by levels, including descriptive characteristics. It is obvious that the use of the structural-level approach ensures the fixation of consistent material and it is possible to productively solve the set research problems.

To study the individual components, the following are used: individual and collective conversations, observations of practical activities, specially designed self-assessment questionnaires, the method of expert assessments.

Each component is evaluated by level characteristics. In particular, the humanistic nature of the goals, objectives, methods and techniques of teaching are used as criteria for highlighting the levels of the motivational-value component; understanding the importance of humanization of communication in the development of personality; understanding the creative nature of pedagogical work;

Personal meaning of the value of pedagogical activity; orientation to the value of a person; professional and managerial orientation [15, 16].

The content-activity component, as a rule, is represented by professional knowledge and skills. The criteria for the formation of professional knowledge are: volume, generalization, consistency, the nature of professional organizational thinking, openness to search, creative non-standard comprehension of reality; the ability to study, analyze and predict the impact of pedagogical influence on the results of the educational process; flexibility of thinking; the ability to choose one of many alternatives; ease of generating ideas; critical mind; the ability to carry out classification [17].

When studying a specific professional activity, close attention should be paid to revealing how external influences in a particular case are refracted through internal conditions and how the activity affects the change in its internal conditions.

It is important to emphasize that the assessment of professional activity is due to the need to fix the dynamics of its formation. Evaluation is a summarizing element of the implementation of professional activities, the comparison of the empirical results of activities with the accepted standard allows the specialist to change the direction of professional actions for their effective implementation.

In the course of professionalization, the requirements of the individual for work change significantly, various aspects acquire personal meaning and determine the attractiveness of the profession for the subject of activity. At the same time, the leading factor determining the requirements of the subject of activity for the profession is the professional activity itself. To assess the pedagogical qualities of specialists, a comprehensive diagnostics of the professional skills of a physical education teacher was developed, which includes the following methods and tests:

1. Pedagogical observation of lessons conducted by the teacher in a generally accepted form.
2. Testing the physical fitness of a specialist.
3. A test of professional literacy of a specialist, conducted in order to identify knowledge of the theory, methods of physical education and health work, the ability to adapt to living and working conditions.
4. Self-assessment of specialists in their pedagogical activity.
5. Questionnaire survey of specialists in order to determine professional and personal qualities in pedagogical activity.
6. Interviewing specialists in order to verify, clarify these methods obtained by applying other methods, as well as obtaining additional information on outstanding issues.
7. Expert assessment of the professionalism of a specialist.

Based on the study of literary sources and experience of practical work in professional activities, it is possible to identify a system of criteria that characterize the following components: personal-motivational, content-operational, and regulatory-evaluative. The identified criteria are aimed at differentiating the levels of professional activity and, accordingly, design ways to improve it, taking into account the initial state. The formed professional activity of a physical culture specialist allows him to create physical culture values, and professional success itself can be presented as a value.

So, higher physical education faces a serious problem of systematization of knowledge of professional training of specialists, identification of human motor abilities and understanding of particular scientific facts in the context of general laws. An important feature is the tendency to improve innovative moments in education.

The mechanism of innovation involves the following: creation of a creative atmosphere, socio-cultural and material conditions; acceptance of the search for educational systems and their support; integration of promising projects currently operating.

We should also emphasize the new trends of modern socialization. If for the former educational paradigm the educational process is considered characteristic, then modern concepts approach this in a fundamentally different way: the assimilation of existing norms is replaced by the requirement of active involvement in professional and cultural activities.

It is not a passive acceptance of emerging situations that is postulated, but their active creative change.

**Conclusions.** The transition to multivariate and multilevel structuring of higher physical education opens up new opportunities for the implementation of the requirements of general cultural and general scientific fundamental training of a specialist in physical culture and sports. When forming the professional and pedagogical skills of a specialist in physical culture and sports, it is necessary to take into account, first of all, the qualities that correspond to the invariant basic components of the active structure of the teacher's personality, information-cognitive, communicative, ethical-moral, professional and bodily-motor culture.

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