

# FORMATION OF PSYCHOLOGICAL COMPETENCY OF FUTURE TEACHERS OF PHYSICAL CULTURE

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## ABSTRACT

The article deals with the psychological competency of future physical education teachers in the modern developing world. The specificity of this competency in the structure of the teacher's professional work is revealed.

**Keywords:** psychological competency, teacher; professional activity.

## INTRODUCTION

"From national revival to national progress" - this is the paradigm of large-scale reforms carried out in recent years in all socio-economic spheres in Uzbekistan, including the further development of physical culture and sports as an important part of the state and social system.

In his Address to the Oliy Majlis (Parliament), our president noted that the development of the spiritual and moral world of our people is of paramount importance. "We should spread a healthy lifestyle even more widely among the population," he also stressed. "For this purpose, it is necessary to build new mass sports facilities in the regions, especially for young people. This year, projects worth almost 500 billion UZS will be implemented, providing for the construction of 269 football, volleyball, basketball and badminton courts, 178 halls for boxing, wrestling, fitness and gymnastics, 32 tennis courts. A transparent four-stage system for selecting athletes will be introduced on the basis of the principle "organization - district (city) - region - republic".

Improving the quality of education is one of the priority tasks, the solution of which is associated primarily with a rethinking of the purpose and result of education.

In modern pedagogical literature, there is still no clear, generally accepted separation of the concepts of "competence" and "competency". This is largely due to the fact that the English words "competence" and "competency" are often defined as synonyms and are translated in a double meaning: "competence" and "competency". The uncertainty of the concept of "competency" is also due to the variety of aspects of its understanding: general language, psychological, pedagogical [1].

The competency-based approach reflects a type of education content that is not limited to a knowledge-oriented component, but includes a holistic experience in solving life problems, performing key functions, social roles, and manifesting competencies. The competency-based approach in education, as opposed to the concept of "acquisition of knowledge", involves the development by students of skills that allow them to act effectively in the future in situations of professional, personal and social life.

The introduction of a competency-based approach into the system of higher professional education is aimed at improving interaction with the labor market, increasing the competitiveness of specialists, updating the content, methodology, and the corresponding learning environment [9]. In fact, the main goal of vocational education is the preparation of a qualified specialist of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility. Researchers in the field of competency-based approach in education (I.A.Zimnyaya, A.G.Kasprzhak, A.V.Khutorskoy, M.A.Choshanov, S.E.Shishov, B.D.Elkonin and others) note that the difference between a competent specialist and a qualified one is that the former not only has a certain level of knowledge, skills, abilities, but is able to implement and put them into practice.

The new challenges that education faces require the use of new effective approaches from teachers, which is reflected in the trend towards the psychologization of education. This trend manifested itself in the need to form and develop psychological competency among teachers as part of their professional qualifications. The content of psychological competency is the subject of research by many scientists, however, the content of psychological competency at the level of standards is offered more implicitly, which creates difficulties in developing training programs and advanced training for teachers.

A significant component of a physical education teacher, along with his professional competency, is his psychological competency. The activity of a teacher belongs to the type of "person - person", and a special role in its effective implementation belongs to psychological competency, which allows effectively interact and manage in a professional space.

In this period, there is no single approach to understanding psychological competency as a specific structure of professional activity. According to I.S. Yakimanskaya, psychological competency is a set of knowledge, skills and abilities in psychology; clarity of position regarding the role of psychology in the professional activities of a teacher; ability to use psychological knowledge at work; the ability to see behind the behavior of the child his condition, the level of development of cognitive processes, the emotional-volitional sphere, character traits, the ability to navigate, assess the psychological situation in relations with the child and the group of children and choose a rational way of communication. However, such definition does not involve the teacher's ability to receive psychological information, comprehend it, include it in a motivational-personal plan, build a system of relations on its basis, and make adequate psychological decisions. Thus, we can say that the term "psychological competency" goes beyond the scope of psychological literacy and should include a professionally effective component, personal attitudes towards the perception and use of psychological information.

Psychological competency according to N.V. Kuzmina, consists of several interrelated substructures: social-perceptual competency; socio-psychological competency; auto psychological competency; psychological and pedagogical and communicative competency. Such a definition, according to most researchers, is quite complete and most promising for further study of this phenomenon.

A high level of psychological competency ensures the successful mastering of management methods in the "person - person" system. The professionalism of a physical education teacher implies knowledge of the age characteristics of students, the patterns of their behavior, methods of effective interaction, etc. However, the current situation shows a low level of psychological competency of teachers, whose work is not focused on taking into account the psychological states of children, on the originality of children's motives for learning, work and behavior, intra-collective relations, makes this work largely formal and generates negative phenomena in the educational environment [8].

In the modern world, we see that the previously dominant function of the teacher as a carrier and transmitter of knowledge from generation to generation is transferred to technical carriers and means of information communication. Therefore, the emphasis in the functional content of teacher work and its professional training should be shifted to those goals and objectives of educational activities that cannot be achieved and solved without a teacher as an inevitable "human factor" in the formation and development of the adaptive potential of the individual. For general education, such goals and objectives are associated with the development of the bodily and mental potential of a person as a subject of interaction with the world of things, people, with natural and virtual objects of the information space, with oneself. These "old - new" goals and objectives of pedagogical activity are brought to the forefront of educational policy by the changed concrete historical conditions of people's lives at the present stage of social and scientific and technological development. The roles of the "sculptor of abilities" and "moral demiurge" of the teacher, as well as the specific psychological content of his professional training, should be clarified both in the organizational practice of the educational work of teachers and in their special training. These changes can be considered through the concept of "psychological competency of the teacher". Under it, it is customary to understand various aspects of psychological, physiological knowledge, skills, and professionally important qualities of a person as a subject of pedagogical activity. All of them in this concept are united around the main functions of professional activity.

The psychological competency of a physical education teacher lies in the ability to properly organize the spiritual and educational process, the physical education activities of students and the behavior of the teacher. For instance, the correct presentation of educational material in the lesson, the disclosure of the meaning of their solution, the demonstration and explanation of physical exercises, and the provision of assistance to students in their implementation. Proper management of students ensures the mobilization of their attention, the clear implementation of structures and adjustments, preparation for motor activity, the development of certain types of exercises, the dosage of physical activity. The teacher builds his behavior based on the need to rationally distribute attention, choose the appropriate tone of communication with students, and control his actions. Good organization of students' independent activities is a typical sign of a teacher's experience. Masters of pedagogical work are also distinguished by a high level of self-organization. The profession of a teacher, including a teacher of physical education, belongs to the professions of "increased speech responsibility", in which a prerequisite for professionalism is communicative competency, and within it conflictological (the ability to constructively relate to conflicts, possession of methods for analyzing and resolving them) and rhetorical competency (culture of speech interaction).

Pedagogical communication of a physical education teacher involves the ability to work both with a classroom team of students and a sports group of schoolchildren (at physical education lessons, classes in sports sections, competitions, and with large groups of students during sports events, health days, sports holidays and evenings). These skills are formed throughout the work at school and contain the skills of communication with students, their parents, teachers and school management, public and other organizations.

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