

## METHODOLOGY FOR IMPROVING THE TRAINING MECHANISM OF PHYSICAL CULTURE SPECIALISTS

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### Abstract

The article discusses the concept of professional competence, proposes the structure and content of professional competence of a specialist in physical culture and sports, provides general characteristics of a competency-based approach to professional education and determines their connection with the content of professional competence of specialists in physical culture and sports; the provisions of the competency-based approach are extrapolated to the sphere of professional physical culture and sports education.

**Keywords:** Professional competence of a specialist in physical culture and sports, competence-based approach to professional physical culture and sports education.

### INTRODUCTION

Professional competence is the result of professional education. Its formation is carried out through the content of education in the totality of academic disciplines and the professional skills and abilities formed during their development. This is a dynamic process that provides for the development of a professional orientation of the individual, professionally important qualities and psychological and physiological properties, the search for optimal ways of high-quality and creative performance of professionally significant activities in accordance with the individual characteristics of the individual; it is mediated by professional activity and social situation.

### MATERIALS AND METHODS

The possibility of developing professional competence is provided by a number of basic personality characteristics, in particular, the presence of professional interests, inclination towards the profession, the absence of contraindications, as well as the following educational conditions:

1. Organizational and pedagogical: curriculum, schedule, selection of criteria for assessing the level of professional competence, etc.
2. Meaningful: the choice of the content of classes, the context of various training courses, their integration.
3. Technological: control and evaluation procedures that are sensitive to the characteristics of the experience acquired by students, the principles of organizing the educational process, the use of innovative learning technologies.
4. Acmeological: focus on the formation of students' abilities for professional goal-setting, diagnostics of student development, motivation for professional development, etc. [1].

The above conditions are systematically implemented in the competence-based approach, which is based on the principles of humanistic pedagogy and accumulates a number of other modern pedagogical approaches and concepts:

- personally

- activity
- situational
- problematic
- communicative,
- task,
- contextual approach [2].

## RESULTS AND DISCUSSION

V.A. Isaev notes that from the standpoint of the competency-based approach, the formation of professional competence is goal-setting and is carried out exclusively through methodological and pedagogical approaches, and not through "teaching" at the subject-content level. For this, the need for an appropriate organization of the educational process is provided, namely:

1. Changing the role of the teacher: from the transmission of knowledge and methods of activity to the design of the individual personal development of each student.
2. Introduction of innovative methods of stimulating educational activities through action, exchange of experience, study of experience, formulation and creative problem solving.
3. The use of teaching methods that contribute to the formation of all components of the professional competence of students, depending on their personal inclinations.
4. Orientation of students to an infinite variety of professional and life situations, ensuring a strong relationship between educational goals and situations of applicability in the labor market.
5. The use of alternative assessment procedures that are adequate to the characteristics of the experience acquired by students - a set of competencies, and taking into account individual characteristics of development [1].

The above characteristics of a competent approach are of general methodological significance; the features of its direct implementation in educational practice are determined by the essence and content of the professional competence of specific specialists.

In general, professional competence is defined as a set of personality traits that ensure effective professional activity. The composition of these qualities includes such characteristics as: - professionally important knowledge, skills and abilities; - professional abilities; - professional orientation; - experience of creative professional activity and thinking. Their integration represents the unity of theoretical and practical readiness for a specific work and allows a specialist to show in practice the ability to realize his potential for successful creative professional activity [1,3, etc.].

The concept of "competence" is associated with the concept of "competence", which is understood as the range of issues in which a specialist must be competent, the field of activity in which he implements his professional competence. Having studied the opinions of E.V. Bondareva, A.A. Derkach N.V. Kuzmina, A.K. Markova, L.M. Mitina and other scientists [4, 5, 6, 7, etc.] regarding the groups of competencies in the structure of professional competence, and also, taking into account the content of the professional activity of specialists in physical culture and sports (in terms of physical culture and C), we present the structure and the content of the professional competence of a specialist in FC and C:

1. General scientific competencies that determine the fundamental nature of education: competencies of cognitive activity related to solving cognitive problems, searching for non-standard solutions, collecting and processing information, etc.
2. General professional (industry) competencies: invariant to the direction of activity, relate to orientation in general theoretical, socio-economic and organizational and managerial issues in the field of physical education and science and the educational field, to planning and organizing the work of the team, resource support for activities, quality management system labor, etc.
3. Special competencies (professional-functional and professional-communicative knowledge and skills) - provide a linkage of specialist training to specific objects and objects of labor for this direction (either a physical education teacher, or a coach, or a sports manager, or an organizer of physical culture and recreational activities, etc.

Each structural component of professional competence can be described by means of cognitive-intellectual, moral-psychological and activity-behavioral indicators. The essence of professional activity, modern requirements for personal qualities and characteristics of professional orientation determine the following content of professional competence of specialists in physical culture and sports:

- 1) Cognitive-intellectual indicators include a set of relevant general and professional knowledge and skills, features of thinking that ensure the development of specific competencies, personal qualities and components of personality orientation. In particular, general scientific competence is characterized by the presence of:
  - a) knowledge in the field of basic scientific fields (philosophy, cultural studies, economics, foreign languages, sociology, political science, history, etc.), as well as in the field of the basics of scientific and cognitive activity;
  - b) the ability to analyze and systematize knowledge, apply it, and carry out research activities;
  - c) breadth, analyticity, flexibility and systemic thinking, the ability to abstract.

## **CONCLUSION**

For the full implementation of the competency-based approach in professional physical culture and sports education, it is necessary to develop evaluation criteria and select appropriate methods for diagnosing the level of formation of professional competence of specialists in physical culture and sports, that is, to develop tools for assessing the quality of professional education in the field of physical culture and sports.

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