DEVELOPMENT OF DIDACTIC SUPPORT FOR THE PREPARITION OF FUTURE PHYSICAL EDUCATION TEACHERS FOR INNOVATIVE ACTIVITIES IN THE FIELD OF WOMEN`S SPORT EDUCATION

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Annotation. This article discusses the important moments in the life of women's sports education. Women's health is the main goal of every country. The development of women's sports is the future of our country.

Key words: timing, session, according to, in addition, during, each, initiative.

It is widely recognized among modern educators that the role of teachers has changed dramatically since the last century. In recent years, we have witnessed rapid social and cultural changes in girls ' sports, phenomenal advances in communication and information technology, and the introduction of the Internet in schools. These factors have contributed to the formation of a culture of teaching and functioning of schools and have caused changes in our expectations of the physical learning environment. They affected teachers, educators and researchers all over the world. These miniature revolutions have created an urgent need for a new generation of tools to meet the 21st century's learning and learning needs. This article presents the findings of a study conducted in collaboration with schools in six European countries over a three-year period,and explores what tomorrow's physical education environment will be like for girls. This research, based on a project called "Forum of the future" and funded by the Finnish national Council for education (FNBE), was designed to improve the quality of education and promote new methods, tools and networks at the local and global levels. It required students to answer questionnaires and work in simulation laboratories. The concept of "learning environment" will become increasingly important as the schools of the future become centers of continuing education. "Learning environment" is a term widely used in educational discourse because of the new use of information technology for educational purposes, on the one hand, and the constructivist concept of knowledge and learning,on the other, and it is in harmony with the environment; and one that encourages social participation by providing a healthy, comfortable, safe, secure and stimulating environment for its inhabitants." In the

Proceedings of Online International Conference on Advances in Technology, Social Sciences and Humanities
Organized by Novateur Publications, Pune, Maharashtra, India
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN: 2581-4230, Website: journalnx.com, July 11th and 12th 2020.

narrowest sense, the physical education environment for girls is seen as a normal classroom and,,, as a combination of formal and informal education systems, where learning takes place both inside and outside of school (manninen et al., 2007). Manninen criticized traditional schooling for transmitting too much theoretical information and hindering in-depth learning. He claims that inert knowledge is relevant for exams, but not for real problems. This idea poses new challenges and puts pressure to bring about changes in the physical learning environment. The concept of a physical learning environment in relation to physical structures refers to spaces, equipment, and tools within a school. Lehtinen (1997, p.21) suggests that this concept has evolved into an even more complex structure, including educational equipment, information sources, and activities outside of school, where students can participate in the learning process both directly and virtually. This term has emerged as a result of recent changes taking place in pedagogy, as a result of which actual learning has been moved outside of school due to the development of communication and information technologies. The Internet has already led to significant changes in schools. Both the vast amount of information available and easy access to social media have weakened the link between school and learning and, consequently, changed the traditional teacher-student scenario. The learning process is becoming more cooperative, turning the teacher into the student. Manninen (2007, p. 27) classifies learning according to five different contexts: physical, local, social, technological, and didactic. The basic structure of learning spaces does not seem to have changed much over the past century. This fact prompted the research team to investigate the reason why, despite recent changes in pedagogy and the widespread use of information technology in classrooms and school spaces, the physical learning environment has not yet changed in line with this evolution. In order to plan and build effective physical learning environments, it is necessary to develop not only technical specifications, but also consider qualitative aspects (nuikkinen 2009, P. 64). The concept of "quality design" has become critical around the world. It is related to the construction of schools and,,, to the definition of a quality physical learning environment, its measurement and analysis of results (OECD, 2006). As for the quality criteria for school construction and design, the key actors are students; requirements are defined by specific age groups in conjunction with public needs and rules regarding usability and safety (heitor, 2005). It was demonstrated that international comparisons of education can be

achieved through integrated quality management and quality criteria. the results of the study highlighted several key factors related to the quality of the physical learning environment, namely the relevance for school users of the learning space in General, as well as their specific needs for furniture and equipment. It showed that the physical learning environment plays a key role in users ' desire to develop the school's operating environment, as well as in their need to update their operating culture. The more significant and complex the operating environment, the more willing the user is to improve the physical learning environment. The needs of teachers, head teachers and students require practical solutions, and they also have an impact on it. When the physical learning environment offers resources and opportunities that support new learning methods and learning goals, schools change their operating culture much faster. In other words, they are important in shaping the operational culture of the school, as well as the work environment. Despite differences in educational systems, the basic principles of using physical learning environments and the concepts behind ideal learning spaces are very similar. The results of the study indicate that there is pressure at the national level for changes in teaching and learning. Therefore, the expectations in terms of physical training did not significantly differ between the two countries. Moreover, today's well-educated and dedicated teachers offer a largely untapped resource for planning and implementing future learning environments.

Recommendations

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