

**DIDACTIC POSSIBILITIES OF IMPROVING PROCESSES OF
DEVELOPMENT OF THE CREATIVE COMPONENT OF FUTURE
PHYSICAL EDUCATION TEACHERS IN THE EDUCATIONAL
CLUSTER ENVIRONMENT**

Arziev. Sh*

*Assistant Professor,
Department of "Physical Education",
Nukus State Pedagogical Institute,
UZBEKISTAN
Email id: Arziev11@mail.com

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ABSTRACT

This article discusses the effective organization of professional activities in various forms by future teachers of physical culture, the degree of its creativity. Taking into account the social nature of the content of the educational organization and its belonging to pedagogy, the issues of its effective application in the activities of the future teacher of physical culture were studied.

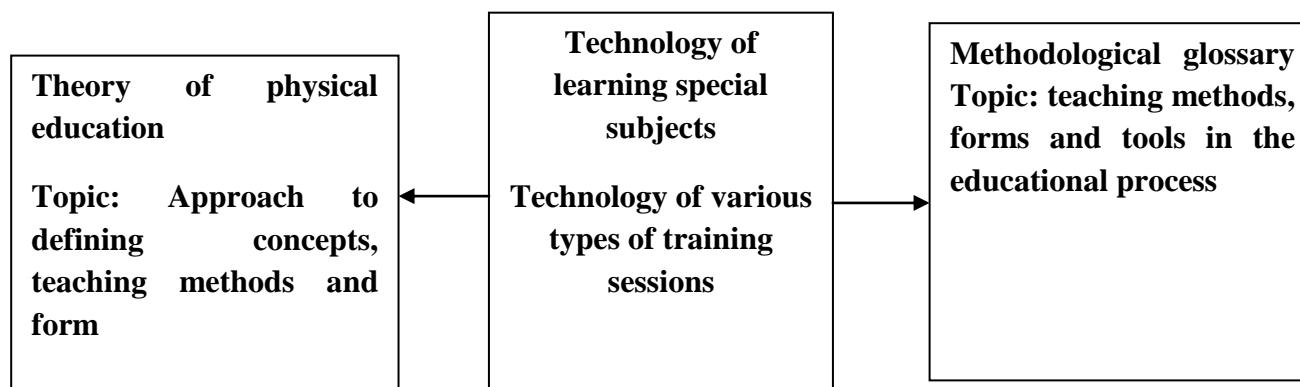
KEYWORDS: *Didactics, Educational Process, Physical Education Teacher, Method, Assessment, Technology, Teaching, Creativity.*

INTRODUCTION

The effective organization of professional activity in various forms by future physical education teachers depends on the level of their creativity. Taking into account the social nature of the content of educational organization and belonging to pedagogy, it can be effectively applied to the work of a future physical education teacher.

For example, during the analysis of DTS in the chosen specialty and working with other teachers of higher education institutions, the module forms an understanding of the forms of organization of general pedagogic teaching. It is determined that the future physical education teacher is inextricably linked with such subjects as it gives a holistic idea of the organization and interconnection of various forms of education.

The interconnection matrix of the subjects of different disciplines is presented graphically in Figure 1.



In today's didactics, the general approaches to determining the levels of mastering the content of the educational material in terms of quantity and quality, and the basis of the system of managing the cognitive activity of future physical education teachers have not been improved. The approach proposed by V.P. Bespalko [1] to determine the level of mastery of the educational material and the levels of the cognitive activity management system of future physical education teachers deserves to be used in educational practice.

The results of experimental training of future physical education teachers with professional-oriented teaching technology tools led to the conclusion that the research hypothesis was confirmed. It means that the following psychological-pedagogical conditions will help the formation of professional competence of future physical education teachers at B Higher Education Institution:

- A specific target orientation in the study of the training course (setting the goal of the training, topic, department for the future physical education teacher, classifying, clarifying and integrating the goals; distinguishing the main, main and auxiliary goals; developing training for the purpose of the students' activity in practice);
- Systematic content provision in the study of academic subjects. It involves the selection and composition of educational material in the future physical education teacher, its classification and integration, the separation of didactic elements of the content, their types and signs, coordination of the content and its fragments with the educational goals, modeling, interpretation and systematization of the content;
- Flexible organizational-methodical support of the educational process. It provides training for the future physical education teacher to choose a set of teaching methods that are suitable for the goals, the content being studied, the age and individual characteristics of the students, and to create an appropriate educational situation and educational tasks;
- Constructive operational-active orientation in studying the educational course. It creates conditions in the future physical education teacher for the development of his creative abilities, authorial intentions, reflection, the possibilities of the task structure of the educational process, taking into account the dialogic interaction of teachers and future physical education teachers, to design and educate constructive learning;

- A motivational and important direction in learning an academic subject. It arises on the basis of development of constant interest and motivation in the development of the project of educational science, providing opportunities to implement the developed projects in practice during the educational process of higher education institutions.

Based on the results of the experimental work, we justify the importance of implementation of each of these conditions in HEIs, which help to form professional competence in the listed and future physical education teachers.

A clear target direction in learning the course meets the tasks of training professional competence in the future specialist and is given by the teacher at the stage of creation and implementation of the vocational training course. This implies the following:

- Extensive scientific training of the teacher on the leading topics, sections, modules related to the creation of a scientific base for teaching the program material; study of the state educational standard, curriculum, educational programs; selection and analysis of pedagogical and methodical literature; to determine the systems of knowledge, learning and skills that students should acquire;

- Design of highly effective educational professional activity of future physical education teachers and management activity of the teacher. This stage is aimed at setting diagnostic goals and at the next levels (modular, educational training) to clarify them as much as possible in accordance with the required content, to achieve guaranteed results of private didactic goals, to prepare professionals with sufficiently thorough special knowledge and practical training in all areas of future professional activity. is related to description.

Diagnostic teaching goals allow the teacher of vocational education and training to determine and accurately assess the quality of training of future physical education teachers. In order for any goal to be diagnostic, it must be specific, descriptive, measurable, and have a rating scale.

First of all, future physical education teachers should learn what they should get as a result of studying the specific topic and section of the program material, what qualifications and studies they should acquire, where and in what situations to apply the acquired knowledge in the professional situation. In particular, it is planned to form trainings for future physical education teachers to set the goal of training, subject, department, to classify, clarify and integrate the goal, to distinguish the main, main and auxiliary goals, to implement the goal of the activity of future physical education teachers to the appropriate result. Acquisition of these studies took place in the process of organizing and conducting seminars, practical and laboratory work, as well as in the process of creating a project of educational science and reflection of their actions by future physical education teachers.

In this case, the teacher of vocational education should help the future teachers of physical education to accept, assimilate and follow the teaching goal. Achieving such a result is ensured under the influence of the following psychological-pedagogical mechanisms of training professional competence: stabilization, complementation, transformation, implementation of contextual, systematic-active approaches.

This necessitates its systematic content provision in the study of the subject. The selection of the content of the educational material and the procedure of its compositional construction are

considered in detail in the works of V.P. Bespalko [2]. It is desirable to take a systematic approach as a basis for the selection and structuring of the content of the educational material. This is explained by the fact that the structure of higher educational institutions constitutes a very stable didactic system, because among some of its elements there are connections and connections with the logic of the science (which found its expression in the didactically processed educational science), as well as psychological psychology, which is applied to both educational science and higher educational institutions in general. - defined by pedagogical requirements. The implementation of these requirements also fully applies to the project of educational science developed by the student and presented as a means of solving the current problems of the education of OUYu. The knowledge obtained in the trainings, which creates a basis for training relevant studies, but is separated from the real professional activity of the specialist, does not help to transfer them to other conditions. At the same time, opening up the structure of the future physical education teacher's professional activities does not help to see their content, the method of integration.

At the initial stage of training future physical education teachers, the activity of the teacher within the framework of the contextual approach is the leader. Studying is one of the aspects of the didactic process, which consists of the student's activity in acquiring knowledge, learning, and developing personal qualities. However, the training of future physical education teachers in higher education institutions is determined by the material, social and personal important product of the future professional activity - the goals, tasks and character of the educational science project. In this regard, reading is no longer just a way of acquiring knowledge, learning and skills. It is considered a productive educational activity related to the creation of a socially important and personally significant project of educational science. In the process of working on it, not only social experience, but also personal experience is actualized, therefore, the training of future physical education teachers in the conditions of higher educational institutions becomes developmental training.

In this regard, the organization of the pedagogical interaction between the teacher and the student is of particular importance, the pedagogical influence, its active acceptance activates the personal activity of future physical education teachers, which is manifested in the response actions, self-education, self-development. The complexity of organizing interaction with future physical education teachers is that the HE teacher not only organizes interaction with the student, but also teaches future physical education teachers to create their own personal interaction with the future physical education teacher, to develop his creative abilities, authorial intentions, reflection, it is also necessary to ensure the formation of the educational process taking into account the possibilities of the structure of tasks, the dialogic structure of interaction between the teacher and students.

This creates the need to define a constructive operational-active direction in the study of the educational course. Future physical education teachers are given on the basis of determining the content of knowledge, training and skills necessary for successful performance of professional activities. In the framework of this joint activity, the teacher works not only as a "teacher of science", but also as an organizer of a holistic educational situation. The joint activity of the future physical education teachers through the development and further implementation of the educational science project includes not only communicative, but first of all, practical interaction with the future physical education teachers. The general feature of the interaction between the

teacher and the student is the change and reconstruction of the personal position of the student, both in relation to the mastered content and their interactions. So, the motivational-important direction in learning the subject of education appears as the next important condition that helps to form the professional competence of future physical education teachers.

The development of the educational project and the organization of the joint activity of the teacher and the student on this basis, taking into account the motives and inclinations of the student, summarizes the process of learning the subject content and personal professional positions of the future physical education teachers, as a result, their readiness and abilities to carry out pedagogical activities. In this case, an important thing in the process of studying the course is to establish, understand and analyze the relationship between the personality of the teacher and the personality of future physical education teachers. The professional-personality aspect of the interaction between the teacher and the student is an important way in which the behavior of the student (the future physical education teacher) and the social organization of the personality are realized.

Thus, the psychological-pedagogical conditions determined experimentally are inextricably linked. Their observance in the educational practice of higher education institutions is based on the unity of the theoretical, practical and motivational readiness of the future physical education teacher, whose content is determined by the goals, tasks, character of the future professional activity, and the material, social and personal significance of this activity of the graduate of higher educational institutions is expressed in the project of teaching technology. consists of, and its application in practice helps in the formation of professional competence, which ensures the goal-oriented implementation of the tasks of training HET specialists.

In the world, a socially active, free, creative person is more and more in demand by society. Formation and development of such a person is one of the most important problems of psychological and pedagogical theory and practice. The idea of education aimed at developing the creative ability and creativity of the individual and improving the processes of developing the creative competence of future physical education teachers in the environment of the educational cluster is the basis of the modern approach to the educational process. The problem of creation and creativity has been researched by psychologists for centuries as a research problem. Despite the existence of many studies on the development of creative abilities, it is the demand of the time to further improve the content of the activity process of future physical education teachers in improving the creative competence development processes of future physical education teachers in the environment of the educational cluster.

Currently, in Uzbekistan, it is necessary to "continue the path of further improvement of the continuous education system, increase opportunities for quality education services, increase the qualification level of pedagogues and specialists; to fundamentally improve the quality of general secondary education, to teach subjects in high demand such as biology, physical education in an in-depth manner; training in specialties that meet the needs of employers and improving the quality and efficiency of the higher education system" was defined as a priority task[3].

In higher educational institutions around the world, goal-oriented work is being carried out to develop the creativity of future physical education teachers, because this process arouses interest in the science of physical education in the formation of physically and mentally healthy

individuals of young people, allows to determine the individual abilities of each student, and to freely express their thoughts. makes it possible. For this reason, modern education encourages people to constantly think in new ways, to think creatively in solving the problems they face at home, in society, and in the country.

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