

Diagnosis of Specialist Readiness in the Field of Physical Education and Sports

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Abstract – The basis of pedagogical theories are ideas about the nature of man, his upbringing, learning ability, maturation, growth, development, as well as the nature of various groups of people. This fundamental knowledge about man and society is the basis for deciding the nature of upbringing, training and education.

Keywords – Physical Education, Sports, Diagnostics, Specialist, Reflection.

Reflection - self-knowledge of one's inner world and its comprehension. Personal reflection is a person's knowledge of his own personal qualities, as well as other people's ideas about them. The professional reflection of a sports teacher is the ability to focus on oneself, to analyze and objectively evaluate one's pedagogical activity. The main method of studying your personality is the method of self-esteem. Self-esteem - a person's assessment of himself, his strengths and weaknesses, opportunities, his place among other people. Self-esteem is: - Actual - as a person sees and evaluates himself at the present time. - In retrospect - how a person sees and evaluates himself in relation to previous stages of life. - Ideal - as a person would like to see himself; these are his reference ideas about himself. - Reflective - as, from the point of view of a person, people around him evaluate it.

It should be noted that adequate self-esteem allows a person to correctly correlate his strength with the tasks of different difficulties and with the requirements of others. Inadequate (overestimated or underestimated) self-esteem deforms the inner world of the personality, distorts its

motivational and emotional-volitional spheres, and thereby prevents harmonious development. Self-esteem is formed under the influence of those assessments that other people give to a person, as well as as a result of comparing the image of the real "I" (how a person sees himself) with the image of an ideal "I" (how a person wants to see himself). A high degree of coincidence between these formations corresponds to a harmonious mental state of personality. In the structure of professional self-esteem, it is advisable to distinguish two aspects - operational-activity and personality. The operational-activity aspect of the teacher's self-assessment is associated with the assessment of himself as a subject of activity and is expressed in the assessment of his professional and pedagogical level (the formation of skills) and the level of competence (knowledge system). The personal aspect is expressed in the assessment of their personal qualities in connection with the ideal image of the "I-professional". Self-assessment on these two aspects is not necessarily consistent.

Discordance (inconsistency) of self-esteem on operational-activity and personal aspects affects professional adaptation, professional success and professional development. In the structure of professional self-esteem, it is also advisable to distinguish self-esteem of the result and self-esteem of the potential. Self-assessment of the result is related to the assessment of achieved (in general and partial aspect) and reflects satisfaction / dissatisfaction with achievements. Self-assessment of potential is associated with an assessment of one's professional capabilities and thus reflects self-confidence and self-confidence. Low self-esteem of the result does not necessarily mean "a complex of professional inferiority." On the contrary, low self-esteem of the result in combination with high self-esteem of potential is a factor of professional self-development.

The indicated self-esteem pattern underlies the positive motivation for self-development and correlates with the social and professional success of the individual, including in pedagogical activity.

Pedagogical abilities are the individual psychological characteristics of the teacher, which are a condition for the success of professional and pedagogical activities.

It is impossible to set the right goal, to determine the tasks of the training process without diagnosis.

Diagnostics (Greek *giagos* - capable of recognizing) is the process of recognizing and evaluating the properties, characteristics and conditions of a subject and an object, which consists in a focused study of the results. Its main goal is to get a clear idea of the reasons that will help or hinder the achievement of the intended results.

In the process of diagnosis, all the necessary information is collected about the real capabilities of teachers and students, the level of their previous training, the conditions of the process, many other important circumstances.

The characteristics of the personality and activities of the teacher, school teacher, are considered by domestic scientists in relation to his pedagogical and professional pedagogical culture.

The professional and pedagogical culture of a sports teacher is a high level of manifestation of special knowledge, practical skills based on the spiritual and moral education of the individual [1, p. 232; 3, p. 65].

It is evaluated on four parameters: 1. Self-assessment of the humanitarian culture of the individual. 2. Professional competencies of the individual. 3. Pedagogical skill. 4.

Abilities for personal growth and self-determination in sports pedagogy. Culture of personality (basic culture of personality). One of the leading tasks in the education of the basic personality culture is the formation of its worldview. The formation of a personality culture is realized through: - civic education (constitutional, legal position of the individual); - patriotic education (culture of interethnic communication); - moral education (kindness, decency, honesty, truthfulness, justice, hard work, discipline, collectivism); - labor education of students (educational work, socially useful labor, production labor); - aesthetic education (full perception and correct understanding of the beautiful in art and reality); - education of students' physical culture (physical development of students, development of basic motor qualities, vital motor skills, interest and need for systematic physical education, the basics of a healthy lifestyle). The professional competence of a sports teacher is the possession of a sports teacher by the necessary amount of knowledge, sports skills that determine the formation of his pedagogical activity, pedagogical communication and the personality of a sports teacher as a carrier of certain values, ideals and pedagogical consciousness. The components of the pedagogical skill of a sports teacher: knowledge of the subject, pedagogical technology, pedagogical creativity, pedagogical style, pedagogical technique [2].

The personal and professional growth of a sports teacher is expressed in the ability to constantly improve personal characteristics and professional abilities.

The improvement of the personality of a sports teacher is carried out through training in psychophysical properties - memory, attention, thinking, emotional stability, through the formation of a psychophysical culture - ideomotor training, autogenic training, self-regulation of the body, active self-hypnosis, etc. The personal growth of a sports teacher is the basis of his professional development, the result of which is his professional career [3].

The levels of professional-pedagogical culture formation:

- IV level (4 points) - clearly formed;
- III level (3 points) - sufficiently formed;
- II level (2 points) - takes place;
- I level (1 point) - formed to a minimum.

The definition of the productivity of a sports teacher involves an assessment of the ability to give an objective assessment based on professional knowledge [3, p. 87].

Labor productivity indicators:

- Formed professional qualities.
- Stable composition of training groups.
- Compliance with student control standards.
- - Achievement of sports results.
- Formation of the culture of the pupils and their social adaptation.
- The correct and timely maintenance of sports documentation.
- Professional development.
- Individual personality traits.

Teacher's labor productivity: communicative, intellectual, moral, psychomotor, passing control standards, the general culture of pupils, raising the professional level.

Levels of creative activity: informational, adaptive-prognostic, rationalistic, research, creative-prognostic.

The characteristic of the sports teacher's activity is considered from the position of skills to objectively evaluate it. The teacher's labor efficiency is assessed at the following levels:

1. Minimal (reproductive) - the teacher can transfer to students only what he can and can do.
2. Low (adaptive) - the teacher can transfer the knowledge and skills that he owns, is able to adapt the specific content of the mastered material to the age and individual characteristics of the students, to the level of their physical fitness.
3. Medium (locally modeling) - the teacher can form other knowledge, abilities and skills for students in separate sections and parts of their school subject.
4. High (system-modeling) - the teacher can form the other knowledge, abilities and skills of students on the main aspects of their motor activity.
5. Higher (systematically simulating the motor activity and behavior of students) - the teacher knows how to use his subject as a means of forming the personality of students, that is, to consciously shape their creative thinking, the ability to independently acquire new knowledge, generalize it and rebuild their motor activity in new changing conditions.

The effectiveness of the application of modular design technology for training and models of the self-government system has been proven as a result of many years of experimental research. The results of the study indicate that the totality of positive changes in the indicators of self-esteem of self-management ability, physical health, theoretical, methodological and practical preparedness and the corresponding levels contributed to the active

manifestation of self-management of students of experimental groups during the period of experimental studies. In the control group, it practically remains at the same level, which confirms the effectiveness of the proposed concept and the implementation of the developed models. A comparative analysis of changes in the integral level of self-government in groups showed that the largest increase in the number of students who reached the creative level was revealed in the experimental groups, which, accordingly, was engaged in physical exercises in the framework of health, professional and sports orientation. In the control group, there is a deterioration. Thus, by managing information and turning it into knowledge, using a variety of physical exercises, students improve their physical condition and fitness, and as a result they improve themselves. The degree of physical perfection creates a solid foundation for the further development of personality. This ensures the transition of management to self-government.

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