

Pedagogical Educational Functions of Future Physical Culture Specialists

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Abstract

The article discusses the pedagogical educational functions of future physical culture specialists in higher education institutions, the principles of continuing education, the concept of continuing education.

Keywords: pedagogical culture, continuing education, educational funskias, regulatory, axiological, cognitive.

Analysis of the basic principles in the development of modern continuous professional education has shown that each of them activated the idea of integration. It is expressed in understanding the goals and objectives of Professional Education, which is reflected in the integrity of the professional education system, the formation of a specialist personality, views on the continuity of Education, confirmation of the uniqueness of pedagogical processes of personality education and upbringing, standardization of Education, inextricably linked educational and independent educational processes. At the same time, there was a desire for differentiation in continuing education, which is characteristic of the semi-functionality of Education, Independent Education, independent reading, independent education, recognition of the subjectivity of Education recipients, a variety of educational programs and issues, a large number of subject points of view, the concept of innovativeness, to which most pedagogical objects belong.

Complex and responsible activities, which are the basis of the pedagogical process in the higher education system, education, are the main ones in physical education, as well as in other disciplines. Physical education classes that form Physical Culture are fundamentally different from other disciplines, since they embody such processes as pedagogical methods, principles, technological and pedagogical skills. For this reason, it is advisable to call them physical education education. It should be noted that physical education education, which develops physical culture, is not only in the form of a lesson, as a component of which there are a number of other forms and content in addition to the lesson, namely:

- morning Gymnastics (home);
- pre-class gymnastics;
- physical education within the classroom;
- Sports Club training

Analysis of advanced principles in continuing education shows that there is a phenomenon of differentiation, which is important in the training of specialists, an aspect that will be taken into

account in the future when developing a differentiated concept in continuing education of specialists in the social sphere.

V. A. Slastenin and a number of research scientists distinguish the following functions of pedagogical education:

1. Reflection function (relatio - message from Latin) is aimed at the development by students of certain situations acquired in the process of socialization of Culture (Education, professionogram, at the level of civic qualities, etc.) and access to pedagogical activity.
2. The regulatory function (lot. Regulare-regulation, orientation-giving) is aimed at developing certain standards of behavior and social control of an individual's behavior and work.
3. The axiological function (Greek axios - valued) is associated with the existence in any social institution of a system of basic values that all its members or most of them share. Inconsistency in the value system indicates the critical state of the institution and makes it extremely difficult to implement its other functions.
4. The Integrative function (lot. integer-holistic) indicates that for the purposes and results of pedagogical activity, not only the successful functioning of a separate social institution, but also the interests of the whole society should be prioritized.
5. The educational function is the formation of a system of knowledge among students about the world in which they operate; the teaching and strengthening of fundamental scientific principles on which Economics, production, science, culture are based; the formation and development of universal and specialized knowledge, skills and abilities of the future specialist as a subject of pedagogical activity. The same function is achieved through the participation of teachers and students in the dissemination of scientific knowledge, the results of research and scientific and technical activities.
6. The upbringing function is the formation of not only knowledge and skills that are relevant in the pedagogical sphere, but also life attitudes and principles, concepts of cultural, social moral norms, values, ideals and standards of behavior associated with them (interaction of students in educational, cognitive, production, Club-profile and other types). The result of socialization of pedagogical education is a stable system of spiritual and valuable and normative behavior of students in relation to the world around them, the profession they are mastering and themselves. This result is clearly reflected in the upbringing and successful training of the future specialist.
7. The development function is a kind of "human Institute", which not only provides pedagogical knowledge and skills, but also develops personality, prepares it for an independent creative life, for real self-realization. At the educational stages, the main criteria for Human Development are the need for intelligence and creative thinking, self-awareness and development, the concept of self-development (for the successful training of specialists), including the organization of emotional-volitional and motivational-need aspects.
8. The worldview function is the formation of a holistic worldview and attitude of students corresponding to modern achievements (fundamental sciences). A graduate of a higher education institution should have the ability to purposefully social work and creativity, build his life, living environment and interaction. (Life activity-awareness of the holistic modern image of the world, awareness of the place, role and purpose of a person in this world)

Continuing education is contained in various concepts and targeted programs approved by regulatory documents, laws and under-laws, model regulatory documents and other documents.

The concept of continuing education can be attributed to three objects (subject:

- to the person. In this case, this means that the person must constantly read and learn. In addition, he either studies in educational institutions or is engaged in self-education. In this case, the educational space can have three vectors of human movement. First, a person can improve his qualifications, professional skills while remaining at the same level of formal education, for example,

becoming a doctor or engineer. An example of this is traditionally the "forward vector". Second, promotion to professional education steps and levels refers to the "upward mobility vector". In this case, a person can constantly move up to educational heights and levels, or skip certain levels and tiers. For example, a student may or may not continue to receive primary, secondary and higher education on a permanent basis. Thirdly, the continuity of Education also implies not only the possibility of continuing the educational movement at different stages of life, but also the possibility of changing its profile, based on the needs and capabilities of the individual and socio-economic conditions in society (i.e., changing the specialty). This implies a "horizontal motion vector";

- to educational processes (educational programs). Continuity in the educational process is characterized by the continuity of the content of educational activity in the transition from one type of activity to another, from one stage of a person's life to another;
- to educational institutions. Continuity in this case characterizes such a network of educational institutions and their interdependence, which, with need and adequacy, creates a space of educational services capable of satisfying the entire set of educational needs that arise both in society as a whole and in a certain region, for each person.

Analysis of psychological and pedagogical literature has shown that at the moment there are three leading paradigms in the theory and practice of pedagogy: knowledge, activity and personality-oriented. Let's look at the possibilities of their vocational education.

In accordance with the cognitive paradigm, education is viewed by perception, by analogy, and its process - the determination of goals, the choice of content, the choice of forms, methods and educational tools-is carried out as a "quasi-pedagogical activity". The personal aspects of education are reduced to the formation of motivational and cognitive abilities, as well as the accumulation of the experience of semantic, value and emotional assessment of other people's and their own behavior.

The main thing here is not the development of the individual, but his support, which turns out to be the "product" of the educational process, the purpose of which is to master certain methods of knowledge and pedagogical activity.

The activity-oriented educational paradigm has a clear "functional orientation". The guiding role in this paradigm is played by the social order of society for Education, which is part of social practice. Within the framework of an activity-oriented paradigm, the target designation of education is formed one by one: education is a socio-cultural technology for the formation of knowledge, skills and competencies in its task, as well as generalized methods of mental and practical actions.

The central link in personality-oriented education is the professional development of the personality of the audience. It is based on the following Basic Rules:

- initially, the priority of the individuality, self-esteem of the student, which is the subject of the pedagogical professional process, is recognized;
- educational technologies are interrelated with the laws of development of pedagogical activity of the individual at all stages;
- the content of education is determined by the level of development of modern social, information, production technologies, and this corresponds to future pedagogical activity;
- pedagogical activity is of a leading nature, it is ensured by the formation of social and professional competence and the development of "non-functional qualities" of the future teacher in the process of Education, quasi-professional, quasi-pedagogical production and cooperative activities;
- the effectiveness of the educational process is determined by the organization of the educational and spatial environment;
- personality-oriented education is maximally focused on the individual experience of the future teacher, his need for self-organization, self-determination and self-development.

In the implementation of special tasks in the program of the state educational standard of physical education, it is advisable to solve the following.

- strengthening the health of students, ensuring physical fitness and conditioning of body organs;
- increase the level of preparation for various labor activities based on the age and gender of students;
- nurture natural movement skills;
- arming with the content of Physical Culture and the qualities it forms, giving theoretical knowledge;
- to get used to the constant practice of physical education and sports, to make sure that it is possible to create a person with a strong will through sports;
- preparation and mobilization of students to ways of organizing physical culture events;
- physical education classes are considered to learn the paths of spiritual and educational culture in sports activities in circles and to encourage them to always be faithful.

To do this, the following should be taught to the younger generation:

- to bring the laws and decisions of the government on the development of physical education and sports on the basis of a new approach in the pedagogical process, in the educational environment;
- to acquaint students and young people with the history of physical education and sports of the peoples of the whole world, including the peoples of Uzbekistan;
- teaching the stages, laws of the emergence and development of physical education and sports;
- to give insight into national folk houses, their types and content and the importance of their use today;
- to give an understanding of the types, forms of physical education and methods of its use;
- teaching students to promote physical education and sports widely;
- to achieve the transfer of physical education classes for students during their entire years of study;
- such as teaching the wide and deep use of the advanced experiences of the peoples of the world in the evolution of physical education and sports .

In conclusion, a national model has been created in our country that guarantees the education of a harmonious generation. Today, a large part of the population of our country is made up of students and young people. For them, sports and conditions in all areas are being created in our republic. The scale of the work being done on the issue of training mature personnel in every possible way, educating young people with intellectual potential, responding to World templates, which will determine our life today and tomorrow, realize all our good deeds on the sphere of practical life is incomparable. It is also indisputable that this is a factor view of the potential to educate a physically healthy generation with intellectual potential.

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