

Characteristics of the Activity of Physical Education and Sports Specialists

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Abstract. *This article examines the characteristics of the activities of physical education and sports specialists, the proposed model and principles of continuing education. Selection and recruitment of personnel in the field of physical education and sports, ensuring high efficiency of the system. Aimed at ensuring the continuity of the process of training specialists in the field of physical education and sports and improving the professional development of specialists.*

Key words: *Physical education and sports, retraining and advanced training, continuing education model, principles, specialists, professional development.*

INTRODUCTION.

The implementation of large-scale work aimed at the further development of physical education and mass sports is one of the urgent problems of our time. To this end, the Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated June 3, 2017, No. PQ3031, including the Decree "On measures for the further development of physical education and mass sports" and the Decree "On measures to radically improve the state management system in the field of physical education and sports" dated March 5, 2018 No. PF-5368, addressed the issue of ensuring the consistency of the rating system for assessing the effectiveness of physical education teachers in practice.

These tasks set the goal of preparing physical education teachers for innovative activities, organizing the content of physical education lessons on a scientific basis, modernizing its organizational and technological foundations, and developing future development trends.

It was also tasked with creating conditions that meet the requirements of the time for regular physical education and mass sports, carrying out large-scale work on the systematic organization of targeted training for the selection of talented athletes. This determines the need to develop consistent measures to popularize physical education and sports in Uzbekistan, create the necessary conditions and infrastructure to promote a healthy lifestyle among the population, especially young people, and ensure the country's worthy participation in international arenas.

Promoting the important role of sports in human and family life, its basis for physical and spiritual health, protecting young people who enter life with great hope from harmful habits, creating the necessary conditions for them to realize their abilities and talents, directing talented students from among them to sports, and improving the targeted training system are among the important and urgent tasks of today.

To ensure the implementation of these tasks, it is important to conduct a psycho-pedagogical diagnosis of students' interest in sports in addition to psychophysiological identification. The mental, spiritual and physical capabilities of the child's body are limited. The development of such qualities in students and their practical application in life should begin from a young age. For this,

psychological readiness is of great importance in helping students learn the various laws of their activity functions, that is, in increasing their mental and physical productivity.

This manual, entitled "The Psychological Approach of a Physical Education Teacher in Organizing Lesson Processes," provides information on the methods of studying students' lessons, observing and analyzing the mental states and situations occurring in them, as well as individual psychological characteristics, a general understanding of the methods of motivational approaches in students, directing students to sports, developing cognitive processes, intuition, perception, memory, and thinking processes, as well as methods of psychological and pedagogical diagnosis, psychocorrection work based on psychotraining exercises.

MAIN PART.

Young people are considered a group of active population capable of working, fast learning, with high physical strength, and due to their social and psychological characteristics, they are susceptible to the influence of others. Especially when they enter the labor market for the first time due to lack of practical experience, they experience difficult situations. For example, panic, shyness, fear, strong excitement, lack of self-confidence, lack of understanding of their capabilities, distrust, lack of communication culture, self-control, hearing, responsiveness, dressing culture, situations of conflict with helplessness. These psychological situations have a negative impact on the socio-psychological development of young people.

That is why university graduates face a lot of problems when they first start working. Because everything in their lives changes. If during their student years they were responsible for studying, completing assignments, and showing good results in exams, now they have to find a decent job, after being hired, changes in the routine, work activities, and circle of communication, etc. Naturally, this situation is a significant test for future physical education teachers, and in some cases even a psychological shock.

For the social adaptation of a future physical education teacher, information about communication and norms in a new social environment is important. Getting used to new social requirements also causes a number of psychological and emotional difficulties.

A future physical education teacher learns social adaptation in the educational process based on his own experience. Developing social adaptation skills, in turn, expands the ability to adapt. At the same time, crisis situations can also arise in its ability to adapt.

Adaptation is the formation of adequate relationships between an organism and its environment. Adaptation is also the ability of an organism to change its activities depending on the needs of the external environment. All living things have mechanisms that ensure constant adaptation to a changing environment. This ability occurs on the basis of homeostasis. However, the ability to foresee such changes in the environment and get used to them is unique to humans. This high adaptive ability of a person is not innate, but develops as a result of constant interaction with the environment. The word adaptation is derived from the Latin word "adaptation", which means adaptation.

The adaptation process includes 3 stages:

1. Acute adaptation stage (lasts 1-2 months): at this stage, the teacher has a strong lack of self-confidence. He thinks that he is mistaken or that he was chosen for the wrong job. He feels that the workplace is not what he imagined. Even if questions arise in the assigned tasks, he tries to ask team members and try to solve them himself, but most often these attempts are unsuccessful. He constantly compares himself with other teachers. He has low self-confidence. This situation ends only when you start to cope with the assigned tasks and the work team begins to see you as a necessary employee.
2. Optimism stage (lasts 3-4 months): by this time, the teacher gets used to the team, the discomfort disappears and he begins to see himself as an equal member of the team. But in the process of work, due to lack of professional experience, he makes mistakes. There are cases when he does not understand the criticism made by teachers correctly and is dissatisfied with them because of

his mistakes. In such cases, it seems to him that his abilities are not being assessed correctly. Sometimes he even wants to give up everything. But if in this process a person understands his mistakes, accepts criticism correctly, and can control his emotions, then his interaction with teachers will fall into place.

3. The middle adaptation period (6 months after getting a job): a person gets used to all the rules of the organization, begins to see himself as a necessary teacher, an equal member of the team. This process is no longer called the adaptation period, but rather is called job consolidation or work skills. Adapting to a new workplace is one of the most important tests in the life of future physical education teachers, and it is an important step for young teachers starting their careers for the first time or for those who have changed jobs. Everyone experiences this period differently, some adapt in a short period of time, while others develop skills with great difficulty over a long period of time.

It takes a long time for young teachers to get used to the work team. According to A.Ya. Kibanov, "Working skills are the interconnected adaptation of a teacher to the institution, which is considered to be the activity of work and rest in professional, psychophysiological, socio-psychological, administrative-organizational, economic, sanitary-hygienic, household conditions," which can certainly be considered the next stage of the adaptation process of a teacher. Since the work process makes up a large part of the time of teachers, many problems arise in the adaptation of physical education teachers to the workplace. That is why work should not only bring income to a young teacher, but also be pleasant and enjoyable for him. This is because the main guarantee of success in the workplace is not only the level of income, but also the psychological state of young people, determining their formation as qualified teachers.

The first years of a future physical education teacher's professional development are crucial, and these years are of great importance for the successful continuation of the young teacher's position and career. Currently, many students begin their professional career while still in their 3rd or 4th year of study, so it can be said that professional adaptation begins even before receiving a diploma. In fact, professional adaptation is part of social adaptation.

The adaptability of future physical education teachers to a new team has been studied by experts in the following stages: The first stage is considered to be the youth of the graduating class of the university. By this time, two factors have an impact on the future physical education teacher:

1. The socio-cultural environment of the educational institution;
2. The external professional environment.

In this case, the future physical education teacher should have a sufficient understanding of the profession that he will occupy in the future. This will help him to get started, not hesitate when faced with problems related to the profession, and create a situation in which he will not be hindered by the desire to continue his work in unfavorable work-related situations. Many future physical education teachers have an unclear idea of their profession, are unable to apply the knowledge they have gained at the university in practice, and as a result, are prevented from overcoming obstacles encountered in the work process during their first period of activity. That is why there are many young people who, having graduated from universities in a certain specialty, do not work in their field. To prevent such problems, serious attention should be paid to the development and pedagogical practices that should be carried out according to the plan in the graduation courses. During the internship, the student directly participates in the work process.

The second stage - this stage of adaptation takes place in the first year of work of future physical education teachers. During this period, the young teacher adapts to the environment of the new organization, acquires knowledge and practical skills in the process of work. If at the end of the year the young teacher can consider himself a part of the team, successfully performs the tasks associated with his position, does not enter into conflicts with other members of the team, and earns their trust, he can be considered to have successfully passed this stage.

The third stage - adaptation - occurs in the 2nd year of work. Professional experience increases, and relations with the team are further strengthened. The future physical education teacher makes the final decision about his future work in this institution. The young teacher begins to form an idea of creating a future position and professional career in this team. As a result of successfully passing this stage, the young teacher develops initiative, a desire to contribute to the work of the team, and a desire to master new skills and strive for perfection.

The fourth stage occurs in the 3rd year of work. The young teacher becomes deeply attached to his field and his team. As a result of this stage, he is recognized by the team, independently fulfills his responsibilities and begins to approach his work responsibly, even without the supervision of a mentor or management.

What problems hinder a young teacher in a new workplace? If professional adaptation requires, in addition to experience and time, a person's desire to work, then the psychological climate in the team is very important for psychological adaptation to the team. A future physical education teacher has many manifestations of relationships.

Colleagues with extensive experience or relatively older people often do not perceive a young teacher as an equal colleague. In most cases, they demand unconditional fulfillment of tasks and obedience from young people, but on the contrary, they do not want to recognize their initiative and creative research. In such a situation, yesterday's student should not rush to give up his job because of the "experienced generation". On the contrary, he should continue to build his position and reputation, while maintaining as much balance as possible with experienced colleagues. Along with adaptation to a new team, it is required to acquire knowledge, skills and qualifications in the field.

Knowledge is the generalized experience of the future physical education teacher, expressed in a set of theoretical data and necessary for the conscious implementation of production tasks (processes).

The acquisition of knowledge involves the assimilation of facts, phenomena, concepts and laws.

Skill is a component of work that is consciously performed, where the same methods of work are repeated many times, which have become automated.

Qualification is the level of professional mastery of a future physical education teacher. The qualification indicator of a young teacher is determined by the category or title. In short, future physical education teachers should approach their work with love, rely on the advice of experienced colleagues, gratefully receive support from them when necessary, and earn their trust. This will ultimately lead to a positive change in the impression of experienced colleagues. Achieving success by setting yourself against the team only complicates the situation. The ability to listen carefully to experienced colleagues, effectively use their help and advice, and appropriately accept reprimands will give its result.

The benefits of playing sports - psychological advice

- You will be in harmony with nature! If you do sports in the open air, your mind will be calm.
- You will get rid of excess weight! If you do sports for 20 minutes every day and follow the rules of nutrition correctly, you will get rid of several kilograms in 1 month.
- Sweet sleep! Physical exercise, of course, tires you. As a result, you will get a peaceful rest without worries. And in the morning you will wake up feeling full of sleep.
- Your body will be cleansed! Properly performed physical education and diet will cleanse the body of toxins.
- You will be full of strength! Any sport will give you strength and energy.
- You will not get heart disease! Especially if you go in for cycling.
- Stress will recede! It will help you forget about problems and get rid of depression.
- Your immunity will increase! Exercises performed in the fresh air will increase your immunity and protect you from various diseases.

- Your friends will increase! Yes, if you participate in some sports or at least run in the morning, you will make new acquaintances.
- Your figure will become beautiful and healthy! As a result of swimming, gymnastics, and exercises with a balloon, you will keep your body upright, and your spine will be healthy.

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