

Training Future Teachers in the Context of Using New Pedagogical Technologies

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ABSTRACT

Over the years of studying the subject "Theory and methodology of physical education" at the university, students of the faculty of training primary school teachers study the history, theory, teaching methods of their chosen sport, master the technique of special and basic exercises, acquire the skills, knowledge and skills necessary for independent organizational, coaching, pedagogical, educational and research work on the chosen sport. Orienting students to improve their personal achievements, the teacher should instill in students the desire to study the theoretical foundations of the specialty not only from textbooks and teaching aids, but also from additional materials.

KEYWORDS: *physical education, acquisition of skills, the chosen kind of sport, the content of the practice, motor skills and abilities, test standards*

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PROBLEM STATEMENT: Over the years of studying the subject "Theory and methodology of physical education" at the university, students of the Faculty of primary school teacher training study the history, theory, teaching methods of their chosen sport, master the technique of special and basic exercises, acquire skills, knowledge and skills necessary for independent organizational, coaching, pedagogical, educational and research work on their chosen sport.

By orienting students to the named achievements, the teacher should educate students to learn the theoretical foundations of the specialty not only from textbooks and textbooks, but also from additional materials [1].

In practical classes on physical education, it is necessary to solve a wide range of tasks for students to master the teaching methods of their chosen sport, to form their pedagogical and other skills. Teachers leading a sports specialization course need to use a variety of pedagogical methods and techniques in order to prepare students for independent conduct and analysis of individual parts and the entire lesson. In

addition, students learn to prepare sports grounds, athletics tracks, sectors, sports equipment and equipment for training and competitions; they make up test standards [2]. Depending on the type of sport and the year of study, you need to perform various tasks on technique, achieve a certain result in the chosen sport, special tests, etc.

ANALYSIS OF CURRENT RESEARCH:

In practical classes in sports disciplines, students acquire certain pedagogical skills simultaneously with mastering the technique of movements provided for in the program. For example, at the first stage of training, in the process of learning motor actions, students get acquainted with the technique of performing them, with special preparatory exercises, the causes of errors that appear and ways to eliminate them [3, 4]. In addition, students learn to explain exercises, observe their performance, analyze it. With further in-depth study of the integral exercise, theoretical knowledge and the ability to explain the basic elements of the technique are consolidated. Simultaneously with the observation and analysis of the performance of motor actions, students acquire

the ability to correct mistakes. At the stage of fixing the motor action, the acquired skills and abilities are improved. At the same time, students learn to evaluate physical exercises, their effectiveness, and observe the work of the entire group [5, 6].

The aim is to provide theoretical and methodological justification for the training of future primary school teachers in the context of the use of new pedagogical technologies.

PRESENTATION OF THE MAIN MATERIAL:

The pedagogical process in such situations is structured in such a way that students, under the guidance of a teacher, learn new movements, get acquainted with the technique of their execution, acquiring the necessary pedagogical skills and skills in teaching these exercises to schoolchildren [7].

Learning the motor actions of mastering pedagogical skills should begin with the ability to explain the exercise. In the process of learning, such a correct explanation is based on special knowledge of some of the features of the technique of the actions being learned and the patterns that underlie them. Therefore, it is necessary to begin the formation of the ability to explain the exercise already at the first lessons.

In the process of training, insurance, assistance and support are widely used as methodological techniques. Their essence is to facilitate the exercise, to facilitate the establishment of new coordination links. Untimely and incorrectly provided insurance, assistance can harm the learning process, lead to significant errors when performing exercises [8, 9].

An important form of training is methodical classes. During their conduct, the knowledge gained by students at lectures and practical classes are deepened and consolidated, at which the methods of teaching special and basic exercises, improving the technical skills of the student, planning technologies and training methods, issues of tactical, psychological and physical training of students, judging are studied in detail [10, 11].

At methodical classes, as well as at lectures and seminars, it is recommended to widely use visual aids: diagrams, tables, photographic materials, film programs, other non-technical and technical means of teaching. The implementation of the principle of clarity in teaching contributes to a more complete assimilation of the program material, more successful mastery of the teaching methodology of the chosen sport, the formation of professional and pedagogical skills and abilities.

In mastering the scientific and theoretical, organizational and methodological foundations of the chosen sport, the methodology of teaching, training and training, an important role is played by a clear consistent presentation of the program material during the transition from one year of study to another. In the junior courses, questions of the history of a certain sport, the basics of the technique of special exercises and the methods of their training are considered. Questions related to the organization, planning and methodology of teaching students are transferred to the senior courses, since a number of theoretical disciplines (theory and methodology of physical education, physiology, etc.) have already been studied, which outline the general theoretical and biomedical foundations of each of these disciplines [12].

First-year students should learn the methodology of conducting general developmental exercises. Before performing such tasks, the teacher introduces students to the terminologically correct name of the exercises, demonstrates the following phenomena. After that, students learn how to perform them correctly. In order to avoid a simple copying of the teacher's actions, first-year students are invited to prepare new complexes of general developmental exercises for the next classes. After checking the accuracy of the names of such exercises, their terminological correction, students independently produce them with the whole group. At the same time, it is important to teach students to independently conduct general developmental exercises on the spot and in motion, in isolation and in the form of a flow combination. By teaching composite complexes to the whole group, the student learns not only to explain and show exercises, but also to take into account errors in their implementation, pay attention to them, identify the causes of their occurrence, outline and indicate ways to eliminate them.

Mastering the methodology of self-conducting drill exercises, movements, constructions, reconstructions, general development exercises contributes to the formation of students' designing, organizational and other skills, serves as a condition for the transition to the entire preparatory part of the lesson.

Having taught students to conduct and analyze the preparatory part of the lesson, the teacher should proceed to the study of the methodology of independent planning, conducting and analyzing its main part. This is the most difficult component in the first chapter of the training practice. When it is implemented, the specifics of the selected sport are displayed and determined.

In advance, each student prepares a summary of the main part of the lesson, for which he has to work out certain methodological literature, samples of notes that are available at the sports and pedagogical department. This contributes to the acquisition of the necessary knowledge by students, the education of their skills to accurately formulate the tasks of the main part of the lesson, to select them correctly, to arrange them in the right order, to dose the means used in teaching and training. Students are becoming more and more accustomed to operating with special terms – the names of the main exercises, the definition of the pace and speed of their performance, etc. The compiled summaries of the main part of the lesson are submitted to the sports and pedagogical department.

Considering that before the main part of the lesson, it is necessary to conduct a preparatory part (warm-up), it is advisable to appoint a student as a trainee assistant in advance in order to consolidate the appropriate skills and abilities. Students conducting the initial, as well as the main part of the lesson is accompanied by an analysis.

Therefore, the assistant should seriously prepare for the performance of his functions, coordinate in advance with the trainee the plan for the preparatory part, the exercises that are currently being performed, moreover, in such a way that the successful solution of the tasks of the main part of the lesson is ensured. The final part of the lesson, which is simple in content, is conducted by an intern and is analyzed and evaluated when summing up the overall results.

An extremely important stage of educational practice is the preparation and conduct of a student's classes in a particular sport as a whole. This stage is a synthesis of all the previous ones. The student learns to prepare classes and as a result of this preparation to form a summary. As with the planning of the preparatory and main parts, he uses special methodological literature, consults with the teacher, etc.

Important in educational practice is the formation of skills in compiling documentation for competitions, as well as their judging. Before organizing the participation of students in the judging of official competitions, the teacher conducts preparatory work at seminars, methodological and practical classes. Students are introduced to the rules of competitions in their chosen sport, the content of the regulations on the competition, the rights and duties of the chief judge, his deputies and assistants, senior judges, secretaries, starter judges, timekeepers, etc., taking into account the current and final results of the competition, reports on it.

Students receive and perform tasks for in-depth study of these rules, drawing up model analyses of competitions of different scales with different quantitative, qualification and age composition of participants.

The study of the theoretical foundations of judging forms the basis and basis for the successful direct participation of students in the organization and conduct of competitions in a full sport. By agreement with the employees of the sports committee or sports club and according to the calendar of competitions, students practice judging, acquiring appropriate skills and abilities. According to the plan, athletics, skiing, swimming, volleyball, basketball and other sports competitions are held at the university during the academic year.

CONCLUSIONS:

To ensure proper preparation of students for judging competitions in practical classes on sports specialization, educational models are created - competitions with two-way games (football, basketball and other sports games), fights (boxing, fencing), collisions (wrestling), swims (swimming) and races (athletics), etc.

After the appropriate instruction of the teacher on the distribution of responsibilities, students begin to perform them, while gaining some judicial experience. There are also ample opportunities for the organization of judging motor games, various relay races in the practical classes of specialization. Students, on the instructions of the teacher, prepare for them independently in advance, develop the rules of their judging. During the lesson, each of the students simultaneously performs the functions of an intern and a chief judge.

The student can appoint his friends from the group as assistants and secretaries, conducting an outdoor game or a relay race to determine the winners. All this also contributes to the accumulation of experience in the independent organization and conduct of competitions, especially valuable in the conditions of work in a secondary school.

The content of the practice also includes the formation of students' skills in drawing up training plans in the chosen sport, work schedules of the sports section or departments of the Youth sports school and other documentation. These skills and abilities are formed in the process of independently performing the tasks of the teacher in compiling educational documentation for a particular sport. Previously, students listen to the relevant lecture material, study special methodological literature and

sample documents on planning, accounting and reporting.

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