

## **PEDAGOGICAL REQUIREMENTS FOR THE ORGANIZATION OF PEDAGOGICAL PRACTICE FOR STUDENTS IN THE FIELD OF PHYSICAL CULTURE**

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### **ABSTRACT**

The following article deals with the pedagogical requirements for the organization of pedagogical practice with students in the field of physical culture education in the Republic of Uzbekistan, and the procedure for conducting pedagogical practice.

**Keywords:** Physical culture, pedagogical practice, student, teacher, society, higher education, school, pedagogy, project, education, continuity, student, research, analysis.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

Building a strong democratic and civil society in the Republic of Uzbekistan, the socio-economic reforms implemented in recent years can be a base for renewal in all spheres of society. This has identified the urgent task of educating highly qualified professionals with high moral and ethical qualities, independent creative thinking, able to work successfully in the context of political, socio-economic and spiritual-cultural reforms. As a solution to this actual problem, we should nurture a physically healthy youth.

Although the country has recently created a perfect system of teacher training, this system focuses on theoretical training, which shows that there exists some shortcomings in this area. These shortcomings do not reflect the national nature of the process; the issue of practical application of theoretical knowledge, as well as the improper use of modern methods and technologies of education in this process; there are shortcomings in issues such as rapid non-compliance with the priorities of the period. There have been cases of transition from one education system to another without fully developing the scientific and pedagogical foundations of some areas of the education system, all of which have necessary reforms in some areas of education as well.

Educating young people on the basis of the ideas of patriotism means achieving physical and mental health, strengthening a healthy lifestyle. The formation of an active life outlook of young people, the development of moral qualities, the ideas of kindness and compassion, the use of various tools, forms and methods of physical education and sports should remain a priority in the training of future physical education teachers. In the analysis of some foreign sources directly related to the training of future physical education teachers and the organization of pedagogical practice of students in this process, it became clear that our research has been conducted that may be of particular interest from the point of view. In particular, the formation of professional and pedagogical skills of A.N. Dvoeglazov in the context of pedagogical practice, the professional formation of V.P. Kargapolov as a teacher of physical education, some issues of professional training of students of the Faculty of Physical Education in pedagogical institutes of V.P. Belik [1], the issues of O.A. Ayashev's system of public physical education training in pedagogical universities [2] have been studied, and these

studies have not directly studied the issues of organizational and pedagogical features of continuous pedagogical practice of future physical education teachers.

The essence of activating practical pedagogical activity in the student with the help of problem-based learning is to find a solution to the problem of simple mental activation and thinking, to form a curiosity in solving problems, to think through creative tasks in practical pedagogical activity has been found.

Therefore, since education requires a certain effort from the teacher-methodologist, then it is necessary to create conditions for the student to research in order to understand the meaning of a new concept. Such activity should be considered as a research process, the essence of which is that the student searches an answer to the question to find a solution to the current situation through projecting [4].

Hence, the projecting process of continuous pedagogical practice is tailored to the student. Since the projecting process is tailored to the student, it makes sense to involve him in this activity. He becomes an equal participant in the projecting process of continuous pedagogical practice. Thus, today it will be possible to improve the quality of education in the field of physical culture by finding solutions to the following problems:

1. Study, analysis and generalization of scientific and methodological sources on the research topic.
2. Critical study and analysis of the system of pedagogical practice traditionally used in higher education.
3. Development of the concept of systematization of continuous pedagogical practice.
4. Development of a system of content and organizational and pedagogical improvement of the organization of continuous pedagogical practice of students.
5. To determine the theoretical basis for modeling the system of continuous pedagogical practice.
6. Experimental testing of the improved system of continuous pedagogical practice of students and scientific substantiation of its results.
7. Creation of a scientifically based methodological package for the implementation of an improved system of continuous pedagogical practice of students.

One of the main tasks of the effectiveness of continuous pedagogical practice is to express the content in the forms of organization of the activities of the subjects of cognition, and to restore the fullest social reality that helps to master it.

Aspiration to the future, a new type of student emerges from the mastery of past experiences in the field of education, which is transformed into future situations of professional activity. The purpose of the student's pedagogical activity is not simply to master a part of the content of social experience, but first to develop the ability to perform future professional activities with the help of knowledge, and secondly, to acquire new knowledge throughout life. Recognition of continuing education and its component continuous pedagogical practice in this context means the "introduction" of self-development in a person [3].

Within the framework of an active approach, the goal of professional training is to develop the skills to solve professional problems and issues faced by the future specialist using a system of knowledge and skills. It is possible to cite the concept of the model of professional activity of the specialist, expressed in the requirements for the graduate in terms of knowledge of solving any pedagogical task and problems, the implementation of an integrated professional activity.

Based on the prognostic model of the professional activity of the specialist, the scheme of its professional training, content and pedagogical technology, features of the organization of practical pedagogical activities of students are developed [4].

The selection and formulation of the content of continuous pedagogical practice is carried out in two opposite directions, arising from the logic of science and the logic of professional activity. On the one hand, they are based on fundamental preparation, in which the task of distinguishing the structural invariance of each subject, which each student must master in depth. On the other hand, the foundation of science serves as the basis for the general culture of the specialist and the top professionals.

It should be on mind that the content of continuous pedagogical practice must ensure the appropriate qualification of the specialist. It is necessary to design the social content of professional activity, as well as the production relations of the future specialist. The social experience, human image, beliefs and views of the specialist are largely determined by how the activity is expressed and how he uses the content of pedagogical practice combined with research activities. Professional development is a dynamic process of developing professional opportunities. Mastering the patterns and methods of solving professional tasks that become more complex at each stage of professional development is a systemic factor of this process.

In addition to the factors mentioned in determining the content of continuous pedagogical practice, the valuable directions, general educational interests and needs, the current level of knowledge, skills and abilities, cultural level of practitioners also influence. All these factors determine the student for pedagogical practice programs in the areas and help to form professional tasks.

Thus, the basic principle of the system-activity approach and materialism is the methodological basis of the essence and content of continuous pedagogical practice, the principle of unity and continuity of theory and practice in human activity, the development of matter and the continuity of its knowledge. In the process of pedagogical practice, theoretical activity should exist only as an auxiliary source, giving the practical activity a direction of purposefulness, awareness, and perspective.

The formation of the content of continuous pedagogical practice depends on many factors and is cyclical in nature. When feedback is available, adjustments are made to the content, which in turn helps to increase the professional potential of the future specialist [3].

Teachers also need to be methodologically prepared to build the capacity of practical students. In order for the level of knowledge of future physical education specialists to be truly effective in pedagogical practice, it is necessary to consider scientific research, which will allow to objectively assess the success of its reorganization projects in achieving its goals. Its main features are:

- Students' access to the teaching process and practical situations in teaching students is gradual and is determined individually for each student;
- At the beginning of each academic quarter there is a meeting of heads of pedagogical practice and teachers-curators, among which there are regular seminars for leaders of practice, in which the issues of practical training of students are discussed. This allows them to explain the role of each in the overall work and to gain a deeper understanding of the common tasks of pedagogical activity;

- The duration of continuous pedagogical practice is increased, which allows to make a gradual transition to the course and to proceed from the tasks of formation of pedagogical skills in students (not only assessment). Of course, this facilitates the process of students adapting to real school life;
- A comprehensive discussion of students' teaching activities in the form of a free exchange of views, with limited direct feedback, but with the preservation of notes for each stage of the internship;
- At the beginning of the pedagogical practice, students are divided into groups, aimed at creating opportunities for mutual assistance and exchange of experience. This situation allows the student to discuss their problems not only with experienced teachers, but also with classmates who are in a similar situation.

Based on the above proposal, the task of managing pedagogical practice will be assigned mainly to experienced methodologists of schools and higher education institutions. This helps to remove the barrier of mutual alienation that often exists between school teachers and university professors. Moreover, in this case, research tasks or any other interests and tasks are not mixed with management tasks.

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