

## INNOVATIVE APPROACHES TO IMPROVING QUALITY TRAINING SPECIALISTS IN PHYSICAL EDUCATION

**Rakhimov Vladimir Shavkatovich**

Candidate of Pedagogical Sciences, Associate Professor  
National University of Uzbekistan named after Mirzo Ulugbek Uzbekistan, Tashkent  
E-mail: vladimir.raximov@list.ru

### ABSTRACT

The article discusses innovative personality-oriented approaches to training creativity in the process of training a specialist in physical culture.

**Keywords:** Personality-oriented approach, training of creativity, training of a specialist in physical culture.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The reform of the higher education system, which began after the signing of the Bologna Declaration, presupposes the solution of a number of priority tasks: ensuring accessibility and equal opportunities for obtaining a full-fledged education; improving the quality of vocational education; raising the social status and professionalism of educators; distribution of responsibility between the subjects of educational policy and increasing the role of all participants in the educational process.

Increasing the requirements for vocational education presupposes a qualitative renewal of approaches in the training of specialists in the field of physical culture, capable of creatively and responsibly solving the problems of education, training and development of the younger generation at a high professional level [2].

The existing classical education system is mainly focused on the differentiated mastery of the curriculum disciplines, the reproduction of educational knowledge. However, the training system in modern conditions requires the synthesis of disciplinary knowledge [9].

The main goal at this stage, in our opinion, is the search and use of new (innovative) approaches in the educational process of physical culture [1]. The social order for the study of the mechanisms of the development of creative potential determined the special urgency of the problem of the personal-creative approach in the system of training and formation of a future teacher of physical culture. Modern schools are experiencing a shortage of professional teachers of the highest level, that is, teachers who have not only deep knowledge of the subject, but also the ability to educate the student's creative personality [10].

Let's consider such concepts as "innovative activity", "innovative technology", creativity in the education system.

Innovation means the preventive emergence, development of a new one within the existing, functioning, diversification of innovations arising primarily due to the development and achievement of a high level of creative thinking of subjects of educational activity. Innovation activity in the education system reflects the process of creating, distributing and using

innovations from an idea to its implementation, as well as the logic of relations between the participants in this process [4, 6].

An innovative technology in education is a purposeful change that is introduced into a certain structure of the educational system for reproductive learning, updating the content of education, reorienting the goals of education. The most promising innovative technologies in educational activities, along with "case technologies", telecommunication projects are recognized as training technologies, which have been successfully incorporated into the educational process at the Faculty of Physical Education of the Tula State Pedagogical University. L.N. Tolstoy in the discipline "Sports and Musical Training" (SMP).

In the methodology of innovative training of a teacher (in particular in the field of fitness technologies), training tasks play a leading role [5, 8], the implementation of which allows students to master various techniques of creativity and which contribute to the development of motor professional and pedagogical skills and abilities for the successful comprehension of the specificity of the chosen creative activity [7].

Training is one of the components of the educational process, on which future activities largely depend. Training is a process of conscious, purposeful, methodically unmistakably structured teaching that allows students to "open up" as much as possible, to reveal their potential capabilities, to develop the most significant qualities for the implementation of creative pedagogical activity. He also removes psychological barriers associated with self-doubt, in their strengths and capabilities, allows you to feel like a free person, able to act and create in any situation [3].

As an example, we can cite the following training tasks used in the SMP classes: tasks for fostering a sense of rhythm, tempo, musical expressiveness and coordination of movements with music (musical movement training), tasks for the development of creative abilities, acting skills and self-confidence. Forces (acting training), tasks to improve the effectiveness of teaching professional skills (professionally oriented training). The author's technology in its procedural part involves the use of both well-known and non-traditional forms and methods of teaching, such as personality-creative: rhythm plastic discussions, rhythm plastic performances, contests, competitions-concerts, rhythm plastic self-presentation, acting and dance-expressive trainings, self-presentation lessons.

In our research and practical training, training and certification forms were used in the form of a competition-offset ("Strength, grace, plasticity"):

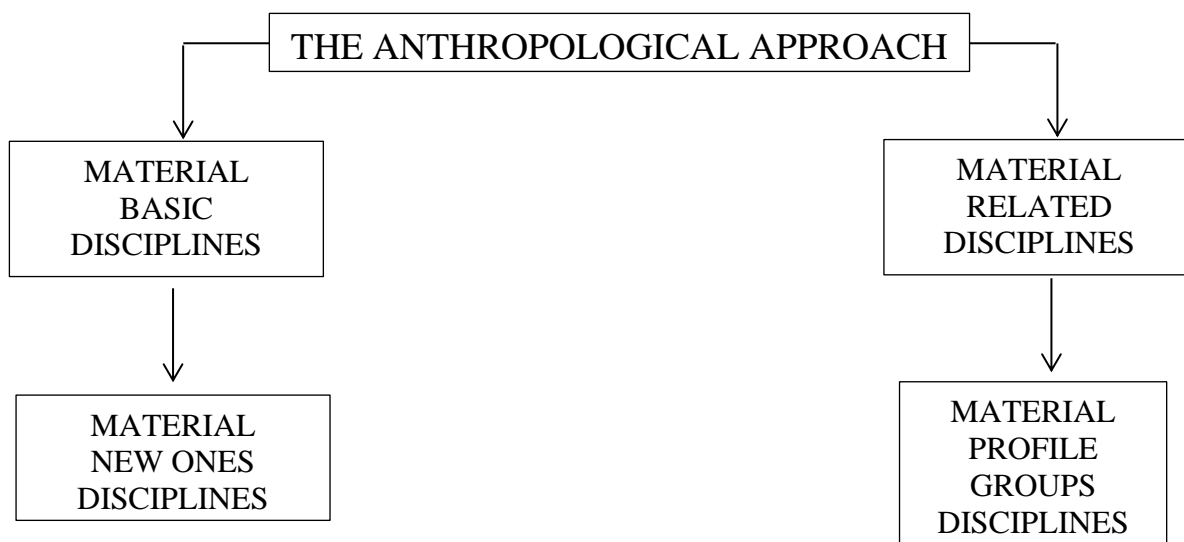
- training "Communication relations". Unlike traditional teaching methods, communication training is aimed primarily at personal development, at the formation of effective communication skills, mastering the skills of interpersonal interaction;
- training "Sensitivity" refers to group forms of work and meets the tasks of increasing self-understanding and understanding of others, sensory understanding of group processes, knowledge of the local structure, development of a number of behavioral skills;
- "Body-oriented training" - this direction is used as an original method to complement verbally oriented approaches. Therefore, when developing the training, special attention was paid to bodily sensations and non-verbal components of communication;
- training "Pedagogical artistry" - the development of the emotional-figurative sphere of future teachers, creative adaptive abilities;
- mastering the control system of one's psychophysical apparatus;
- "Dance-expressive training" is the development and change of the system of relationships and relationships of the individual;

- training "Creativity" - is a powerful factor in the development of personality, determining its willingness to change, to abandon stereotypes. In the classroom, the method of personality self-development was widely used, which depends on the degree of individualization and the creative direction of the educational process. It presupposes the direct motivation of students' educational and other types of activity, their self-advancement to the final result. This enables the student to experience the joy of being aware of his own growth and development.

Creative qualities imply originality, imagination, fantasy, inspiration, generation of ideas, a symbol of creativity, initiative, lightness, resourcefulness, originality, emotionality - the expressive sphere of the teacher, independence in judgments, tolerance to other opinions. The effectiveness of the used personal-creative training methods of teaching, certification forms in the form of a competition-test ("Strength, grace, plasticity"), which provide a direct solution to the problems of personality development, were confirmed.

These are: discussion-practical methods (discussion and analysis of practical situations of assignments); play methods-didactics (behavioral learning, intonation-speech and video training) and creative games (play psychotherapy, psychodramatic correction, a transactional method of awareness of communicative behavior); sensitive training (training of self-understanding, interpersonal sensitivity and empathy); method of creative self-expression (through individual - group tasks and other types of creativity); method of mental self-regulation and training of mental functions (autogenous training, psychophysiological gymnastics, methods of emotional unloading); methods of expression, reading aloud, introspective analysis; reflective training. These methods are reflected in personally creative trainings in teaching technologies and are divided into certain blocks. At the same time, we have identified several stages in the structure of which the anthropological principle developed by K.D. Ushinsky (Fig. 1).

The first stage is design and construction, in the structure of which there are two blocks. In the first block, training profiles, the total number and types of disciplines are determined; integration principles by stages in the format of competencies and competencies; distribution of material according to integrated forms of classes, including independent work of students; possible options for the transition from reproductive to adaptive and modeling levels of knowledge; development of the layout of the modular structure of the curriculum.



**Figure: 1. The structure and content of the anthropological approach in pedagogy**

The role of the second block, in our opinion, is:

- determination of the approximate percentage of the teaching load of basic, specialized, new and related disciplines of this module;
- development of criteria for assessing the competence of bachelors and the distribution of the point-rating quota by periods of study;
- development of the content of competencies in the blocks of disciplines of profile training and specialization in the module.

The second stage - basic-adaptive (retractive) - certainly relies on previously acquired knowledge, skills and abilities. Its goal is to ensure the development of general professional material with orientation and optimal focus for the discipline, module and the specialty in general. In this case, motivation is formed, ensuring adaptation to the subjects and modular technology of conducting classes. In accordance with this, the transition from reproductive to productive and local-systemic nature of the educational process is ensured. Here, already in a practical mode, the levels of competence, key competencies (socio-informational, cognitive, communicative, special) are fully developed and implemented; key qualifications (general professional, psychomotor, personal).

It should be noted that the number of classroom hours is approximately 50-60% of the time allotted by the curriculum for the study of a particular discipline. As our experience shows, the most optimal is the following distribution of time between different classroom forms of classes (table).

#### **Distribution of time between different classroom forms of classes**

N=	Classroom type	% of total time
1	Lectures	20/60
2	Laboratory and practical training	16/50
3	Seminars	20/40

The third stage is the main, integrative-adaptive, for which more than 50% of the study time is allocated. The basis of the educational process is formed by integrated modules, presented by basic, specialized and related disciplines. One of the main tasks of the stage is reaching 2-3 levels of intellectual activity, mastering, final formation of professional competencies and their distribution in full accordance with the material being studied and the stages of training. Here, the main components of key competencies and qualifications (social, informational, cognitive, special, etc.) are fully implemented, due to which the ability to select and apply knowledge in specific conditions is formed. At this stage, based on the competence-based approach, the student acquires the fundamental basis of the integrative-modular educational process, which ultimately provides him with the independence of professional creativity (heuristic-research activity).

The fourth stage is adaptive-variable, system-modeling, which is based on the creation (based on the competence-based approach) of dynamic integrative-modular blocks of educational activities with a point-rating control of knowledge. The main tasks of the stage are:

- the ability to independently design and develop tools, methods, techniques and technologies, educational systems-modules that correspond to the current needs of the educational process in a particular educational institution;
- providing access through the local modeling to the system modeling and creative research levels of the educational process.

Our proposed view of the integrative-modular system of education is designed to orient teachers and students towards the real and comprehensive use of scientific knowledge and practical experience, as well as contribute to the creation of conditions for the preparation of graduates who are able to creatively implement in innovative activities the multidirectional competencies acquired during training.

Independent work has a direct impact on the formation of the personality of the future teacher and the development of his creative abilities. Therefore, the experience of independent work, which lays the foundation for self-development and self-enrichment of the individual, should be formed during the period of professional training. Independent work of students in the discipline "Sports → musical training" is recommended by us in the form of training tasks in the direction:

- Creative individual tasks;
- keeping a creative diary.

Students of the Faculty of Physical Education, within the framework of informal introduction to independent creative work, develop a desire for professional and personal self-improvement, to manifest personal initiative in the course of independent studies; a need for a deeper mastery of knowledge in the field of physical culture and sports is formed.

The conducted research gives grounds to conclude that the effectiveness of personal-creative training technologies for teaching future teachers in physical culture significantly depends on a number of pedagogical conditions: the formation of a personal-creative concept of professional and pedagogical activity of a future teacher; orientation of students to the development of creative self-realization in the course of classes; the formation of a creative environment and the inclusion of students in research activities. This technology of a personal and creative approach to teaching made it possible to build, in a certain sequence, the process of the integral formation of the future teacher's creative personality, to comprehend and realize the objective and subjective contradictions and difficulties of each stage.

## REFERENCE

1. Balsevich V.K., Latysheva L.I. Physical culture: youth and modernity // Theory and practice of physical culture. 1995. No. 4. S. 2-7.
2. Borisova V.V. Pedagogical technology of health-improving work as a factor in optimizing the school day of primary schoolchildren: dis. ... Cand. ped. sciences. M., 2002.
3. Gippius S.V. Creativity development training. Gymnastics of the senses. SPb. : Rech, 2001. 346 p.
4. Zenkevich Evstigneeva T.D., Grebenka T.M. Workshop on creative therapy. SPb. : Publishing house "Rech", "TC Sphere", 2001. 400 p.
5. Lisitskaya T.S., Sidneva L.V. Aerobics: in 2 volumes. Vol. II. Private methods. M. : Federation of Aerobics of Russia. 2002. 216 p.
6. Morozov A.V., Chernyshevsky D.V. Creative pedagogy and psychology: textbook. allowance. Moscow: Academic Project, 2004. 560 p.
7. Rozhdestvenskaya N.V., Tolschin A.V. Creativity: development paths and trainings. SPb. : Rech, 2006. 320 p.
8. Saykina E.G. Fitness in the system of preschool and school physical education: dis. ... Cand. ped. sciences. SPb, 2009.

9. Theoretical and methodological aspects of designing innovative technologies in the training of a specialist in physical culture. Panfilov [et al.] // Physical culture and health. 2012. No. 4 (40). S. 36-39.
10. Physical culture and health technologies: monograph / ed. prof. A.A. Gorelova, prof. A.V. Lotonenko. Moscow: "Euro School", 2011.300 p.