

CONDITIONS FOR COMPETENCE OF THE TEACHER OF PHYSICAL EDUCATION AND THE METHODOLOGY OF ITS ORGANIZATION

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Abstract:

In this article, the author expresses his opinion on the scientific-theoretical aspects of the competent approach and its importance in developing the creativity of the students of physical culture in their future professional pedagogical activities.

Keywords

Competent, approach, activity, pedagogue, specialist, education, non-traditional, profession, training, competence, ability, creativity, competence, formation, development and method.

Introduction

One of the priority tasks of education is to establish national and universal values in the consciousness of the learner, to prepare the ground for students to actively engage in socio-economic relations with the formation of practical life skills in order to find their rightful place in society in the future. . From this point of view, in the educational process, one of the main tasks is not only to give knowledge to students and young people in subjects, but also to apply the acquired knowledge and skills, to use them in social life, that is, to form competencies.

To form the professional competence of future teachers, to develop their professional-pedagogical creativity, to create the necessary pedagogical conditions in order to ensure their professional and personal maturity in higher education institutions it is necessary to develop the pedagogical foundations of the development of creativity, to determine the psychological and pedagogical conditions, and to justify the criteria that determine the level of formation of their professional and pedagogical creativity.

At the present time, the mechanisms that form the motivations of young people to learn and the system of activating their cognitive processes through new forms of non-traditional methods of teaching, the formation of professional-pedagogical creativity in them, and the mechanisms for managing the quality of the educational process through the system of indicators have been developed and implemented. there are methods of achieving this, and these are the ones that require effective measures to be taken to modernize the continuous education system, to raise the effectiveness of education to a new level of quality.

Pedagogical conditions that ensure the implementation of a competent approach in education can be grouped as follows:

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- didactic conditions (purpose, content, forms, methods and teaching technologies of education) that ensure the mastery of basic competencies by learners during the educational process and, on this basis, the formation of professional competencies in them;
 - organizational and management conditions necessary for organizing a competency-oriented educational process (forms, tools and methods of organizing and managing the educational process);
 - professional and methodological conditions related to the preparation of pedagogues to implement the competent approach of a physical education teacher and the development of methodical support of the competence-oriented educational process.

Research scientists have proven that skills required in one or another form of work appear in the process of work and activity. Creativity is the activity of a person to create material and spiritual blessings. Creativity is first born in human imagination, then researches, analyzes, observations, experiments are carried out, logical conclusions are made, hypotheses are made and experimental tests are carried out.

Creativity is a conscious, purposeful activity of a person aimed at knowing and changing existence, as a result of which new, original, previously non-existent objects, aimed at improving the material and spiritual life of society, etc. are created.

In scientific articles on the problems of professional competence published by various authors, it is noted that creative research is one of the main qualities. In our research, special emphasis was placed on the issue of creativity in the teacher's professional competence, which implies the development of the teacher's professional and pedagogical creativity.

When thinking about professional-pedagogical creativity, first of all, it is necessary to thoroughly analyze the essence of creativity. Studying the essence of creativity is considered a very complicated issue, if it is permissible to say, because it is entrusted with the task of solving important methodological issues of studying man and nature. Sources of creativity development, biological and social, objective and subjective, individual and collective balance are included in these processes. The following personal qualities are necessary for the future teacher to carry out his professional activity: creativity, technical thinking, self-confidence, constantly improving his professional skills, being able to manage processes with emotional-firmness, the results of the emergence of professional competence are among them.

Creative activity is a creative process that requires long-term preparation, erudition, and skills. Creative activity is the basis of a person's long career, the source of all material and spiritual wealth.

The level of formation of the main elements of human creativity and creative thinking has a great impact on the development of the professional competence of future physical education teachers and increases the productivity of teaching activities.

In order to implement professional-pedagogical creativity competence, psychological-pedagogical conditions should be created. On the basis of the classification of professional-pedagogical creative activity, the creation of pedagogical conditions can be based on the

structural components of personal activity: cognitive, creative, communicative, artistic activities. Accordingly, five different psychological states can be distinguished:

1. Knowing the essence, principles and processes of designing a unique style of pedagogical activity and the process of developing professional-pedagogical creativity.
2. Emotional and valuable attitude to professional pedagogical activity, to make sure of the need to effectively organize the educational process in higher education institutions.
3. The ability to creatively implement the educational process in higher education institutions aimed at the development of professional and pedagogical creativity.
4. In the course of collective activity, establishing relationships with other people focused on mutual communicative competence.
5. The need and ability to rationalize and harmonize the project of the educational process aimed at the development of professional and pedagogical creativity.

The first condition for the development of professional-pedagogical creativity of future vocational education teachers is related to the process of creating advanced, innovative and leading learning technologies in the educational system of pedagogical direction, like other higher education institutions. 'liq. Improving the process of developing professional-pedagogical creativity in students' learning is conditionally divided into two directions. The first direction is focused on external factors and influences. To develop knowledge about the content of the future physical education teacher's professional-pedagogical creative activity, the principles of its organization, stages, components, levels of educational process design, information for managing students' professional independent activities in higher education institutions is the formation of the base.

The second direction of professional-pedagogical creativity competence development is focused on the personality of the student. This is a reflexive activity: studying their personal characteristics, consciously forming an individual style of pedagogical creative activity, as well as an individual method of forming the educational process in higher education institutions.

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