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Improvement of professional activity of students of physical education faculties by means of basic gymnastics

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Abstract
Purpose: Improvement of the educational process, professional activity and training of students of the faculties of physical education by means of basic gymnastics .
Methods: Theoretical analysis and generalization of pedagogical and scientific literature data, questionnaires, study of observation results, pedagogical experiment, pedagogical observation, pedagogical testing, mathematical statistics. The obtained data were processed using generally accepted methods of mathematical statistics set out in the special literature in a number of manuals, which provides for the calculation of the following indicators: arithmetic mean; mean square deviation; reliability of differences by Student; average error. The reliability of the differences was considered significant at 1% and 5% significance levels (P=0.01 and P=0.05), which is recognized as quite reliable in pedagogical research. Thus, the key elements of pedagogical skills of graduates of physical education faculties are formed, and their impact on the viability of professional training is determined.
Results: The goal of a future specialist in the learning process is changeable, since the task of a young specialist is to prepare as best as possible for the upcoming profession. In addition to professional knowledge, skills and abilities (professional competence) it covers a complex of ideological, moral, general cultural aesthetic, emotional - volitional and physical aspects of development. This also includes the formation of a future teacher's personal position (motivational and value attitude to pedagogical activity), i.e. arming him with ways of professional self-improvement.
Conclusion: The article presents data on the systematization of professional skills and abilities of a physical education teacher, which allows for the purposeful construction of the process of preparing students within the subject "Gymnastics and teaching methods" for pedagogical universities.

Keywords: Means of basic gymnastics, professional activity, specialist, educational process, skills, abilities.

Introduction

In the realities of the modern world and in conditions of rapidly changing needs of society, the role of physical culture and sports comes to the fore in the implementation of the tasks of a healthy lifestyle for all segments of the population. The demand for professional activity of specialists is increasing. In this regard, personnel training is one of the important tasks of successfully achieving the set goal to achieve results. Specialists from many countries are working on improving and developing scientifically-based methods, as well as a comprehensive restructuring of the entire educational process. The progressive modern world associates its hopes and plans for the development of the benefits of society to a greater extent with the improvement of education and the educational system as a whole. It is known that the activity of a physical education specialist, regulating the system of interrelation between society and students, ensures the accumulation, storage, realization and transmission in generations of the entire educational, educational and cultural potential of the industry as a whole.

Throughout the modern world, there is a competitive struggle for leadership in achieving sports results, which creates the need for professionals and highly qualified personnel in the specialties of training. In this regard, today there are numerous problems of preparation at different stages of training aimed at improving motor abilities, skills, knowledge, abilities, mastery skills of physical education specialists by means of basic gymnastics. The solution of the problems of professional training of personnel is realized by the introduction of experimentally based innovative technologies into the educational process (Umarov et. al., 2009). The process of improving the use of methods and tools can actually be carried out in the interaction of the teacher, student and students. The implementation of tasks at each stage of the educational process is still far from being resolved and requires an experimental solution.

Methods

The professional activity of a specialist is the performance of any type of activity at a high level and by an original method, which in turn is based on historical and social knowledge, practice and experience of previous generations, that is, on the culture of mankind. As for the activities of physical education specialists, the establishment of a mechanism for the rela-

tionship between society and people engaged in physical education, provides an opportunity for the accumulation, storage, implementation and transfer from generation to generation of educational, educational and cultural opportunities of the industry (Matveev, 2008).

Our survey of students of the faculties of Physical Education of the Nukus State Pedagogical Institute named after Azhiniyaz and the Berdakh Karakalpak State University made it possible to determine the primary factors necessary for the pedagogical skills of graduates of the university (see figure 1)

"physical fitness" (2.4± 0.2); "practical training" (2.55±0.3); "methodical training" (3.15±0.3); "theoretical" (3.3±0.3). The results of the survey on the five-point system of students determined poor physical fitness, as well as practical readiness, teachers and students of the 4th year of the opinion coincided. In other components, respondents of the 2nd year have a wide range of opinions on the criteria. This is due to the fact that 2nd-year students, due to having no work experience, find it difficult to determine the degree of mastery of knowledge and skills, as well as to determine

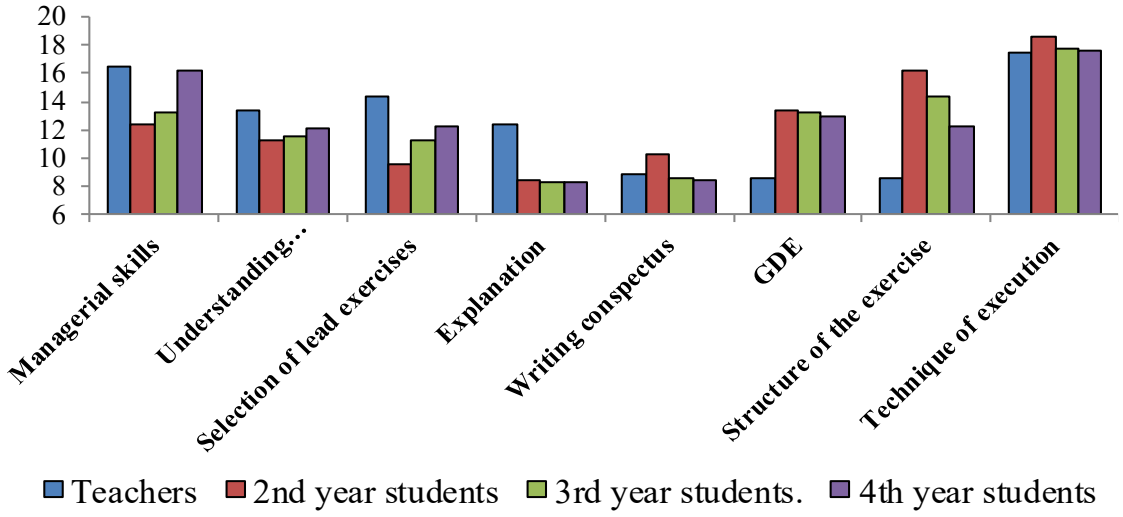


Figure 1. Difficulties experienced by young professionals.

Taking into account the following opinions of respondents and pedagogical observations indicating low professional readiness of graduate students, the average indicators revealed the following pattern (see figure 2):

the rank position.

Considering the components that determine the professional skills that form physical education specialists at all levels, the respondents distributed the main links of pedagogical

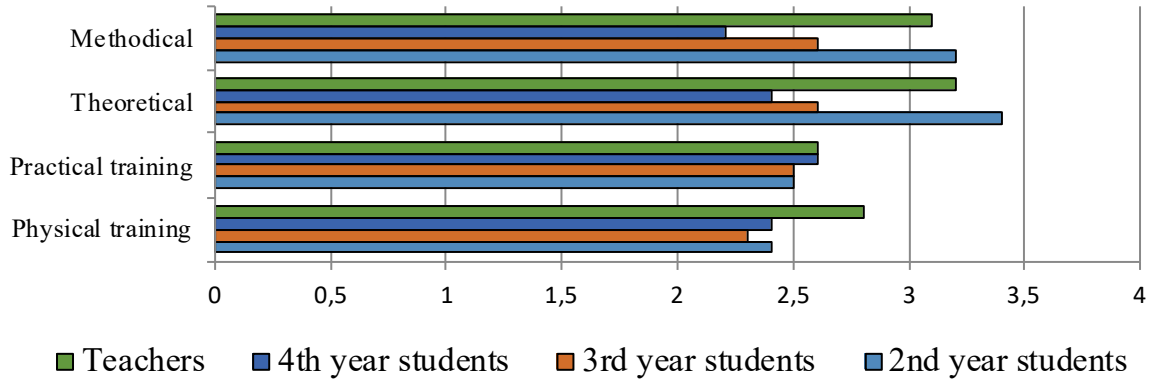


Figure 2. Rank patterns of insufficient professional preparedness.

skills according to the following arrangement: "organizational element" (2.2±1.4); "constructive element" (2.3±1.3); "communicative element" (2.4±1.6), "knowledge" (3.8±0.8), "skills" (3.8±0.6) according to the rank of significance.

Special attention should be paid to the fact that during a survey on this issue by university teachers and the opinion of students of the 2nd-4th year of physical education faculties is similar only in determining the ranking of the component "knowledge", "skill", and also slightly differs in the importance of the other components of professional knowledge and skills. As for the 2nd course, the knowledge and skills component is given high preference, and there are big differences in the other components (see table 1).

and teaching is a primary skill in the teaching profession, which cannot be replaced in the pedagogical activity of future personnel (Eshtaev et. al., 2017).

The gymnastics sections contributing to the formation of a future specialist of physical culture and sports, according to the results of the questionnaire, the sequence of components were distributed according to the degree of importance in the following order: "exercise technique", "terminology", "teaching methodology", "insurance and assistance", "theory of gymnastics" (see table 2).

The results of the questionnaire survey identified modules that contribute to the formation of a specialist. Analysis of indicators of the importance of the position of the module of the curriculum among teachers and students

Table 1. The priority of the components of professional skill (points). Note: 1-constructive, 2-organizational, 3-communicative, 4-knowledge, 5-skills.

Groups	Components (X_{avg}±σ)				
	1	**2**	**3**	**4**	**5**
Teachers	2.8±0.8	3.6±0.6	2.8±1.4	3.8±0.6	3.8±0.4
2nd year students	1.6±1.4	1.8±1.6	1.8±1.8	4.0±0.9	3.8±0.8
3rd year students	2.3±1.3	2.2±1.4	2.4±1.6	3.8±0.8	3.8±0.6
4th year students	2 .4±1.8	1.3±1.8	2.6±1.4	3.7±0.8	4.0±0.6
X_{avg}±σ	2.3±1.3	2.2±1.4	2.4±1.6	3.8±0.8	3.8±0.6

In our opinion, based on the results of the above factors, it can be argued about the unsatisfactoriness in the professional and practical experience of today's students, which is most likely replaced by mastering basic knowledge, as well as during the passage of professional pedagogical practice. The survey data showed that the opinions of teachers and students differ on these issues. University teachers have extensive experience in practical and methodological work, the component of the "organization" of the educational process is significant in practical activities. The management of students, the selection of effective methods of conducting

there are disagreements, and there are coincidences of opinions on some positions. 4th year students and teachers brought the technique of performing exercises and terminology to the fore in importance. A little lower in the rank of significance indicated insurance and assistance, although this section is difficult when teaching gymnastic exercises. As for the 2nd year and the 3rd year, there are big differences and fluctuates in all indicators within 2.2-4.8 points. The next stage of the research was interesting for us to determine the ranking positions of the main means of gymnastics necessary for the formation of professional pedagogical activity

Table 2. Modules of the subject of gymnastics forming a specialist (points). Note: 1- Exercise technique, 2- Terminology, 3- Teaching methodology, 4- Insurance and assistance, 5- Theory of gymnastics.

Group	Indicators				
	1	**2**	**3**	**4**	**5**
Teachers	4.1±0.8	4.2 ±0.6	3.4±1.4	3.8±1.2	2.4±1.2
2nd year students	2.8±1.3	2.4±1.4	3.2±1.2	2.4±1.8	2.4±1.6
3rd year students	3.2±1.2	2.8±1.8	2.4±1.4	2.6±1.2	2.2±1.6
4th year students	4.2±0.6	3.8±0.8	3.4±1.2	3.8±0.8	2.4±1.2
X_{avg}±σ	3.5±1.0	3.3±1.2	3.1±1.3	3.1±1.2	2.3±1.3

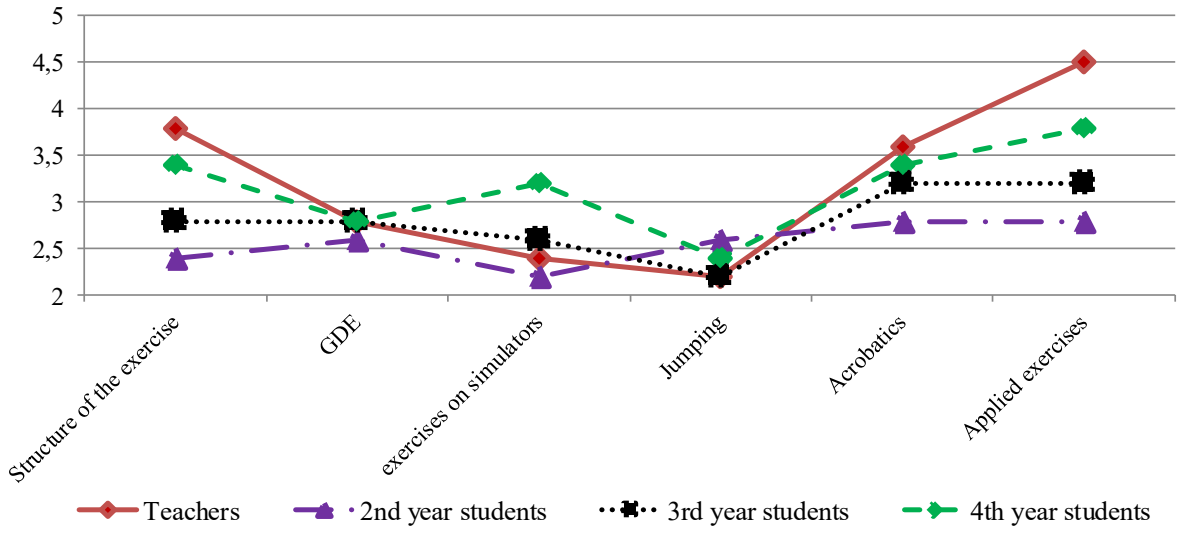


Figure 3. Results of the questionnaire on the importance of gymnastics means.

of future specialists (see figure 3).

The analysis of the results of the ranking of the means of gymnastics necessary for the formation of a specialist in physical culture gave the following sequence. Teachers and students gave high marks to applied gymnastics and drill exercises, and there are differences in other indicators. The 2nd year students give the lowest position to the exercises on the projectile, although the exercises on the projectiles require special attention, and also have a complete disagreement in rank indicators.

The analysis of the results of the questionnaire identified the difficulties that arise at the beginning of work: managerial skills and technique of execution. We assume that this is due to the small amount of hours per gymnastics section approved by the curriculum. In this regard, respondents noted low practical preparedness and the importance of organizational skills. Teachers give a high place in the ability to work with documentation, and students have determined a higher ranking position on the importance of organizational skills. The data of the questionnaire survey showed a wide range of opinions in determining the importance of the components of forming specialists in physical culture and sports, this provision confirmed the conduct of the experiment and the development of the program.

Results and discussion

According to the results of this study, the types of pedagogical abilities were noted, their structure was determined, the abilities to teach certain subjects were worked out, the structure of pedagogical orientation, the subject and structure of the activity of students of the faculties of Physical Culture of the Nukus State Pedagogical Institute named after Azhiniyaz and the Berdakh Karakalpak State University of the city of Nukus were considered.

Thus, we proposed the following improvement and redistribution of study hours not to the detriment of the total amount of workload on the subject “Gymnastics and teaching methods” during all 3 semesters of study.

Table 3. Modules The amount of hours in the course “Gymnastics and teaching methods”.

№	Distribution of lessons	Total	Subject Sections			
			Lectures	Practical lessons	Seminars	Self-education
1	1st year (I and II semesters)	292	28	92	32	140
2	2nd year (III semester)	146	12	48	16	70
	Total	438	40	140	48	210

Table 4. Distribution of educational material of the experimental group.

Educational material	Practical	
	By plan	Proposed
Drill exercises	12	8
GDE (General development exercises)	12	8
Acrobatics	12	16
Supported and unsupported jumps	10	12
Exercises on a low and high crossbar	12	15
Exercises on the uneven bars	12	15
Exercises on a gymnastic horse with handles	12	10
Exercises on gymnastic rings	10	8
Balance Beam Exercises	10	12
General and special physical training	10	10
Rolling and tumbling	4	4
Learning to jump up with turns	4	4
Training in the technique of complex jumps	4	4
Teaching the technique of maintaining balance	2	2
Training in jumping techniques	2	2
Learning complex turns on one leg	4	4
Learning waves and flexibility	4	2
Dance steps and combinations	2	2
Elements of Uzbek national dances	2	2
IN TOTAL	**140**	**140**

Our research is mainly aimed at studying the theoretical, methodological and technical foundations of the system of training physical education teachers by means of basic gymnastics.
Based on the goals and objectives of our work, we conducted research in the field of training a specialist in physical culture and sports in pedagogical universities (Umarov et. al., 2009; Eshtayev, 2009).

Improving the system of training specialists in the field of physical education implies the development of new approaches to the content and organization of the educational process, offering and stimulating the increasing activity of students in acquiring professional knowledge, skills and abilities.

The training of a specialist in the field of physical culture implies two basic components: intellectual and motor components. In the latter, the motor culture of the teacher is manifested through an exemplary display of physical exercises, as well as other motor actions in the learning process with students. The main task of the higher school is to train competitive specialists, an indispensable condition for successful activity, which is the formation of their professional readiness for pedagogical activity. The concept of "readiness" is defined as an active state of personality, reflecting the full assimilation of the content of the task at hand and the conditions for its upcoming fulfillment.

The goal of a future specialist in the learning process is changeable, since the task of a young specialist is to prepare as best as possible for the upcoming profession. In addition to professional knowledge, skills and abilities (professional competence) it covers a complex of ideological, moral, general cultural aesthetic, emotional - volitional and physical aspects of development. This also includes the formation of a future teacher's personal position (motivational and value attitude to pedagogical activity), that is, arming him with ways of professional self-improvement.

Conclusion

The analysis of scientific and methodological literature on the subject of studying the educational process in the framework of training specialists in physical culture and sports has revealed the urgent need to train highly qualified specialists in the rapidly changing realities of modern society. The development of methods of teaching the subject "Gymnastics and teaching methods" in the period preceding pedagogical practice at school is one of the actual and little-studied problems of training teachers in physical culture and sports within the framework of the system of physical education in universities. The pedagogical experiment found that the content of the gymnastics programs of the Faculty of Physical Culture of the Nukus State Pedagogical Institute does not take into account the importance of the program sections and does not effectively distribute the hours, which leads to low practical readiness of graduates. The developed version of the program, compiled on the basis of leading professional and pedagogical components, will increase the level of theoretical, methodological and practical skills and abilities of graduates of physical culture faculties and optimize the distribution of study hours within the subject "Gymnastics and teaching methods".

Purposeful preparation of students for professional activity by means of basic gymnastics should take into account the peculiarities of all age groups of schoolchildren for the effective construction of the educational process. The conducted pedagogical research revealed the effectiveness of the developed experimental program of training specialists for practice at school, provided for by the curriculum of the Faculty of Physical Culture.

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Research interests

Sport Science, Physical Education, Theory and methodology of gymnastics.

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