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Formation of professional skills of students of the faculty of physical education through sports games

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Abstract

Purpose: identification of the influence of various sports activities on the formation of pedagogical skills, qualities and abilities.

Methods: Analysis and generalization of literature data, analysis of competitive activity using request monitoring methods, forecasting and modeling based on expert evaluation, instrumental research methods and methods of mathematical statistic.

Results: The reliability of the difference in scores between the qualities that took the third and fourth places was determined by the student's T-criterion (criterion): -1=3,2, for P=0,.95. Table 1 shows the degree of influence of a sports specialty on the formation of professional qualities and abilities, divided into groups. When playing sports, pedagogical abilities, volitional, mental and psychophysiological qualities are formed to the greatest extent in comparison with other sports

Conlcusion: The peculiarities of the impact of volleyball on the body and psyche of those involved, its possibilities for the formation of a number of pedagogical skills and abilities can be successfully used in the process of professional training of physical education specialists. Such skills and abilities include: the ability to act in extreme situations; the ability to find the right solution in an ever-changing environment; the ability to critically analyze one's activities and manage one's mental state.

Keywords: Higher education institutions, tools, skills, lesson, physical education, education, knowledge, professional skills

Introduction

In the concept of the program for the development of physical education and sports in the Republic of Uzbekistan, the priority task is to improve the quality of training of highly qualified specialists in the main types of their future professional activities [1].

The implementation of this task necessitates the search for specific ways of theoretical and methodological and technological support in the system of training physical education specialists in higher educational institutions and improving the educational process.

The level of sports and pedagogical skills is one of the main criteria for the professional competence of a teacher [2,9,10]. The acquisition of professional skills by future physical education teachers forms their readiness to effectively solve practice-oriented tasks in real conditions of physical educational and sports professional activity [2, 8].

Therefore, when designing and implementing the educational process, emphasis is placed not only on the formation of knowledge and skills in it, but also on the need to create a personality of the subject of future professional activity. The educational process should be aimed at creating positive motivation for learning, stimulating cognitive activity and activating the needs of students for self-improvement.

As one of such areas of training in the process of professional training of a future sports teacher, it is necessary to consider the use of motor and specific features of martial arts, characterized by high efficiency of impact on the body and psyche of those involved.

To solve the tasks, the following methods were used: theoretical analysis and generalization of scientific and methodological literature data, questions and answers and questionnaires, methods of mathematical statistics.

The analysis of literary sources made it possible to identify the sphere of professional competence of a teacher and, in particular, a teacher of physical education, to outline and clarify the ways of their formation.

With the help of a survey of specialists, the influence of practicing various sports on the formation of professional skills of a physical education teacher was revealed. The degree of impact was assessed by the number of points from 1 to 3. Volleyball experts took part in a survey to identify the means of forming personal qualities of a physical education teacher (56).

Results and discussion

In order to study and diagnose the motivation of belief in failure or victory, a survey of first-year students was conducted using the methodology

Table 1. The degree of influence of a sports specialty on the formation of professional qualities and abilities (scores)

№	Professional qualities and abilities (groups)	Sports games		Martial arts		Speed and power sports		Gymnastic	
		M	Place	M	Place	M	Place	M	Place
1.	*Will*	2,84	1	2,52	2	2,38	3	2,32	4
2.	*Psychophysiological*	2,80	1	2,17	3	2,40	2	2,11	4
3.	*Attitude to work*	2,46	2	2,75	1	2,31	4	2,40	3
4.	*Pedagogical*	2,65	1	2,14	3	2,13	4	2,21	2
5.	*Intelligent*	2,55	1	2,32	2	2,25	4	2,30	3
6.	*Manners*	2,44	2	2,79	1	2,39	4	2,44	3
7.	*Team behavior*	2,40	3	2,42	2	2,44	1	2,36	4
8.	*Personal*	2,27	4	2,32	3	2,44	2	2,65	1

Table 2. The strong-willed nature of sports games influence on the formation of qualities (ball)

№	Qualities of will	M	Place
1.	*Courage*	2,89	1
2.	*Bravery*	2,76	2
3.	*The will to win*	2,73	3
4.	*Perseverance*	2,43	4
5.	*Self-control*	2,36	5
6.	*Activity*	2,35	6
7.	*Independence*	2,30	7-8
8.	*Endurance*	2,30	7-8
9.	*Temper*	2,21	9-10
10.	*Initiative*	2,21	9-10
11.	Boldness	2,14	11

of A.A. Rean “Motivation for victory” and T. Ehlers “Motivation for avoiding failure” [5]. The adaptive technique developed by M.Zuckerman “Diagnosis of needs in search of sensations” was also used, according to which a high level of need for emotions means the presence of uncontrollable, new, "nerve-tickling" impressions, which often leads the subject to dangerous activities and can encourage participation in adventures (5).

In order to determine to what extent the phenomenon of the exchange of athletic qualities for other qualities manifested in the activities of other sports is manifested, the method “Self-assessment of arbitrary qualities of student-athletes” developed by N.E.Stambulova is used, using the method the qualities of self-restraint and endurance were determined [5]. To assess perseverance, the “Questionnaire for assessing perseverance” and the “Questionnaire for assessing perseverance” developed by E.P.Ilyin and E.K.Feshchenko were used [5].

To identify the professional skills of a teacher that can be developed through physical education and sports, we analyzed the sources of scientific and methodological literature of several authors [2, 5, 8, 9].

The reliability of the difference in points between the first place in sports and the second place in the same pedagogical qualities and abilities as in other sports was determined by the student's T-criterion (criterion), and they were as follows: volitional - communicative - T

Table 3. **The influence of a sports specialty on the formation of pedagogical skills (scores)**

№	Pedagogical skills	Sport games		Martial arts		Speed and power sports		Gymnastic	
		M	Place	M	Place	M	Place	M	Place
1.	Communicative	2,70	1	2,44	3	2,45	2	2,41	4
2.	Gnostic	2,58	1	2,17	4	2,30	3	2,31	2
3.	Moving	2,82	1	2,55	2	2,25	4	2,45	3
4.	Constructive	2,71	1	2,40	3	2,35	4	2,41	2
5.	Organizational	2,61	1	2,37	2-3	2,14	4	2,37	2-3

Table 4. **The impact of sports on the formation of communication skills (scores)**

№	Communication skills	M	Place
1.	Formation of independent work skills among athletes	2,94	1
2.	Find a common language with the students	2,78	2
3.	To educate and improve the physical and mental qualities necessary in the chosen sport	2,74	3
4.	Explanation of motor activity by analyzing it	2,52	4
5.	Demanding and respectful attitude towards his students	2,43	5

Notes: The reliability of the first place was determined by the T-criterion student's (criterion): *t=2,5 in* p=0,95.

Table 5. **The impact of sports on the formation of gnostic skills (scores)**

№	Gnostic skills	M	Place
1.	Critical analysis of personal activities	3,00	1
2.	Regulation of physical activity of athletes	2,82	2
3.	Focus on unforeseen circumstances with fundamental changes in the learning process	2,70	3
4.	Control of the technique of performing exercises with timely correction of errors	2,66	4
5.	To draw conclusions about the future development of sports results, techniques and tactics	2,56	5
6.	Determination of athletes' mental tolerance to special and training loads	2,51	6

Notes: The reliability of the first place was determined by the T-criterion student's (criterion): *t=2,5 in* p=0,95.

= 2.8; psychophysiological - T =3, l; pedagogical - T=3,4; intellectual - t=2,1. Tcop, at =2.0 for R=0.95.

The reliability of the difference in scores between the qualities that took the third and fourth places was determined by the student's T -criterion (criterion): -1=3,2, for P=0,.95. The assessment of the level of influence of various sports on the formation of pedagogical skills is presented in Table 3.

The reliability of the difference in points between the first place in sports and the second in the same pedagogical skills as in other sports was determined by the student's T-criterion (criterion), and they were as follows: communicative – T = 2, l; gnostic – T = 2.3;

Table 6. The impact of sports on the formation of constructive skills (scores)

№	Constructive skills	M	Place
1.	The right choice of methods for conducting training sessions	2,51	1
2.	Planning the process of sports training	2,47	2
3.	Setting training loads by time, repeatability, volume	2,41	3

Table 7. The impact of sports on the formation of moving skills (scores)

№	Moving skills	M	Places
1.	Perform the exercise demonstration correctly	2,94	1
2.	Improve your physical qualities by observing the rules of collective and personal hygiene	2,63	2
3.	Providing practical assistance	2,55	3

motor – T = 2.4; constructive – T=3.0; organization – T=L,8. In t teor.=2,0, for p=0,95.

The reliability of the first place was determined by the T-criterion student's (criterion): t=2,4 in p=0,95.

We consider it possible to draw another important conclusion that many experts do not doubt the correctness of raising the question that there are differences in the impact of practicing different sports on the process of forming the necessary professional skills.

Conclusion

The results of the questions and answers of highly qualified specialists allow us to emphasize that in the process of improving pedagogical physical education and sports, the formation of professional skills and abilities of students of physical education faculties of pedagogical higher educational institutions, there are great opportunities to use the specifics of various sports. The analysis and generalization of the question-and-answer data made it possible to systematize and classify each sport by areas and divide it into a methodology for forming a set of necessary professional characteristics of future specialists.

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