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THE ROLE OF A MENTOR IN THE FORMATION OF A YOUNG PHYSICAL TRAINER

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ABSTRACT

Young teachers of physical education, being basically well prepared theoretically, usually experience serious difficulties in implementing theory in practice, they are far from fluent in methodological techniques, professional skills and abilities. The task of an educational institution is to help a novice teacher realize himself as a capable, talented person who has made the right professional choice, is able to show high results of work and demonstrate the best professional qualities. Competent management of the process of professional adaptation and professional development helps not only the professional growth of young specialists, but also contributes to the development of the educational institution.

KEYWORDS: *Young Teachers' Recruitment, Methodological Impersonality, School Traditions, Peculiarities Of Teaching And Educational Work Organization, School Hall, School Stadium.*

INTRODUCTION

On the eve of the new academic year, young teachers are coming to the teaching staff of secondary schools. Among the novice teachers, there are also many physical education teachers who have just completed their studies in higher and secondary specialized educational institutions. The arrival of a young specialist at the school is a joyful event. Under current conditions, it is doubly remarkable, since it coincides with the decisive steps of the pedagogical community along the path of improving the system of public education and general education schools. Time abhors stops. And this means that, right on the march, novice teachers should merge into the general process of changes in the life of the school in order to ensure the solution of the outlined strategic plans for the education of President Sh.M. Mirziyayev and the government with personal creative work.

Becoming a teacher is a rather complex process in social, psychological and professional terms. During this period, the results of the impact on the personality of a whole complex of positive or negative factors, both internal and external, are most clearly reflected. An educational institution

is the central link in which the professional adaptation of young specialists is provided. The task of an educational institution is to help a novice teacher realize himself as a capable, talented person who has made the right professional choice, capable of showing high labor results and demonstrating the best professional qualities.

Thus, competent management of the process of professional adaptation and professional development helps not only the professional growth of young specialists, but also contributes to the development of the educational institution.

Competently structured work with a young specialist from the very first day of his stay in an educational institution is one of the factors for successful entry into the professional environment.

According to the established tradition, in the very first days of young teachers' stay at school, the leaders of the teaching staff meet with them, and experienced teachers conduct conversations. Newcomers are introduced to the traditions of the school, the peculiarities of the organization of educational educational work, and physical education teachers, of course, with the sports facilities, equipment for the gym, school hall, school stadium, playgrounds - the main places of their work.

And this is natural. School should not forget that young teachers of physical education, being basically well prepared theoretically, usually experience serious difficulties in implementing theory in practice, they are far from fluent in methodological techniques, professional skills and abilities. Therefore, it is very important immediately, starting from the August meetings, to organize seminars for young teachers on planning educational material, passing sections of the curriculum, and distributing educational topics by lessons. Experienced teachers should share with them the practice of organizing sectional classes and drawing up plans for mass sports and physical culture and health improvement work. In addition to seminars, you can use consultations, individual conversations and other forms of training. Such meetings with young teachers will help them overcome feelings of uncertainty and confusion, and will shorten the time for their adaptation in a new team. At the same time, it is very important that help, good advice, recommendations and suggestions are combined with the tactical attitude of senior colleagues to novice teachers, in no way infringing on their pride.

To get to know the teacher, you need to analyze his lesson and visit the gym or school playground, in communicating with the class, the individuality of the young teacher, his creative abilities are most clearly manifested. In this case, patronage assistance should be thought out, pedagogically justified, taking into account all the difficulties of a beginner specialist, the level of his preparedness. The experience of communication with young teachers shows that they usually do not have a very good idea of the level of their preparedness for teaching. This is evidenced by their first lessons, which are attended by methodologists, teachers - mentors. So, sometimes underestimating the entire complexity of the educational and upbringing orientation of physical education, young people sometimes think that it is enough just to know their subject, to explain the studied motor action in an accessible way, and success is guaranteed. It is necessary to change this point of view of novice specialists. And to do this again must be extremely tactful.

The first five years of pedagogical work is not only the time of accumulating experience, but also the time to develop, as they say, pedagogical handwriting. That is why targeted methodological assistance to young specialists in this responsible period of work on the part of experienced

teachers and methodological associations of advanced training institutes is very important. Even if not everything is indisputable in the activities of a young specialist, even if the system of his work has not yet fully developed, but if he already has positive results, this must be welcomed. And in no case should we suppress with petty tutelage, do not cut the roots of search and initiative. After all, what a sin to conceal, we still have methodologists and school leaders who are not averse to cutting all teachers to length, the requirements of one or another methodological development approved from above. The young teacher taught the lesson the way it says, - he earned a positive assessment. And a little beyond the boundaries of recommendations, he can be credited with pedagogical crime. And it is unaware to such "controllers" that methodological developments contain only general recommendations and that it is impossible to squeeze into their framework the activities of every teacher, including the young.

There is also another extreme: by order, they require a beginning teacher to introduce advanced experience without comprehending its ideas, they propose to copy experience, which has nothing to do with genuine creativity and leads, as a rule, to methodological impersonality. Such a practice has a detrimental effect on the creative development of young teachers, delaying the formation of a pedagogical individuality for many years.

Methodologists of regional, district and city associations of physical education teachers, employees of physical education cabinets of teacher training institutes are called to help the school to avoid such phenomena. If the work is done at a good level, then here success for young physical education teachers is guaranteed. For this, a system of professional adaptation of novice teachers should be developed. In August, on the basis of well-equipped secondary schools, short-term courses should be held with the aim of including recruiting teachers directly into the mound of the affairs, concerns and problems of school physical education. Requirements of the curriculum of physical education, documents and instructions on the subject "Physical culture", the principles of planning lesson and extra-curricular sports and mass sports and physical culture and health improvement work - this is a far from complete list of thematic lectures and conversations that cover novice teachers.

This "introductory" event sets the tone for all subsequent work of the departments of regional, district, city public education with the teaching youth. So in September it is necessary to organize visits to newcomers directly at their workplaces in schools. For visiting the first lessons of young teachers, it is necessary to attract experienced methodologists, teachers - mentors who help the wards to solve the difficulties of both organizational and methodological nature. They unobtrusively suggest ways to overcome all sorts of discrepancies, offer to attend the lessons of veterans of pedagogical work, tell where you can find the necessary methodological literature. And what is important, in a number of cases they protect young teachers from an excessively high teaching load, draw the attention of the administration to an unsuccessfully drawn up class schedule.

In parallel with this work, in September, course studies for young specialists should be started. The cycle of study can be calculated for 3 years: during one academic year there are about 5 - 6 lessons, the topics of which cover, in essence, all the main problems of school physical culture. This should include attending open lessons, group and individual consultations. The study program also includes meetings with interesting people, scientists, teachers of higher educational institutions, methodologists, the best teachers of physical education (district, city, region). As a

rule, the academic year for course participants ends with a representative final conference “How are you feeling, young teacher!”.

Let's list the approximate educational topics considered by young listeners of special courses "Organizational and methodological support of physical culture lessons": 1. Development of physical qualities - September; 2. Features of the organization of educational activities of students in basketball lessons - October; 3. Osobennosti organization of educational activities of primary school students - November; 4. Methodological support of gymnastics lessons - December; 5. Organizational and methodological support of national wrestling lessons - kurash; 6. Features of organizing volleyball lessons - March; 7. Features of the organization of extracurricular activities in physical culture - April; 8. Final conference “How are you feeling, young teacher!” - May.

Usually, at the end of the academic year, course participants have to answer a number of questions outlined in the questionnaire: how do you assess the lessons in the courses, did they help you in your professional development; what mark would you give yourself for the first (second, third) academic year of work at school; which meeting with interesting people, teachers - innovators, scientists do you remember most of all; what are your wishes for the work plan of the young teacher's courses for the next year and others.

Such a questionnaire, which makes it possible to elucidate the requests of the youth teaching audience, makes it possible for employees of regional, district, city departments of public education with the prospect to determine the program of the next stage of training.

There are many important aspects in the development of a novice physical education teacher. Among them are the establishment of daily contacts with class teachers, a teacher of basic military training, teachers of extended-day groups, who, on an equal footing with them, should participate in the implementation of a physical culture and health-improving regime, promoting a healthy lifestyle for schoolchildren. A young teacher should be helped to establish strong ties with trainers and teachers of the CYSS, CYSSOR, with the sports teams of sponsoring enterprises, with employees of sports societies. The circle of necessary concerns of a physical education teacher includes students with impaired health who need medical advice from health care specialists. In this regard, it should not be allowed that the understandable attempts of a young teacher to establish business contacts with members of the teaching staff of the school, sports and medical workers ended in failure. This can lead to a feeling of confusion and dissatisfaction with his work in the teacher gaining experience.

A few words about the material base of physical education. Probably, it will be right if the teaching staff from the first days of work of a young teacher of physical education will orient him towards strengthening the base of physical education, expanding the capabilities of the school sports campus, stadium, playgrounds, will give an opportunity to be active and initiative in this, strengthening the friendship with the chefs.

In overcoming difficulties and doubts for a novice specialist, the role of a teacher-mentor, a teacher of higher qualifications, who has something to convey to a young colleague, is great. Patronage over young physical education teachers is not an easy problem. It cannot be solved only by administrative orders and orders, naked appeals. Leaders of pedagogical collectives, together with the organizers of the methodological support service, activists of regional, district and city methodological associations are called upon to look among experienced teachers of

teaching work, those who are truly responsive and authoritative, ready for the sake of a comrade, the collective voluntarily take on additional efforts to educate novice colleagues.

True mentors do not skimp on useful advice, active help. They teach how to get rid of the uniformity and pattern in the structure of physical education lessons, how to acquire the ability to highlight the main and essential in the studied motor action, game technique, how to help students to form physical qualities, motor skills and abilities productively. The question of how students step by step should go from simple to complex, mastering the necessary amount of knowledge and skills in the classroom, it would seem, is not a novelty for novice specialists, but in practice they do not always manage to solve it correctly. This is where a mentor - a friend - is needed. The sooner he puts his ward on his feet, the better and more efficiently he begins to conduct physical education lessons, the more harmoniously the whole process of teaching and upbringing of schoolchildren will go. The cohesion of the older and younger generations of teachers makes it possible to more boldly part with what hinders the restructuring of the life of a comprehensive school.

The practice has also confirmed the vitality of collective patronage over the teaching youth, when the mentor is a group of teachers or the entire teaching staff. The collective patronage of the novice physical culture teachers in the Bukhara region is interestingly organized. For example, annually, on the basis of the Bukhara Pedagogical College, which has a department of physical education, hold a conference for the graduates of this school who have worked in secondary schools of the Bukhara region for one year. College teachers are interested in preparing for such meetings, allowing once again to analyze how effectively the graduates passed the adaptation period, whether the level of their theoretical and methodological training corresponds to the tasks of today. And for the overwhelming majority of the participants of this conference, a meeting in their native land after the first year of work allows them to frankly, without hiding difficulties and problems, assess the beginning of the path, jointly resolve the doubts that have arisen, consolidate and develop success. This is the purpose of the traditional meeting of young teachers at the conference, participation in which contributes to the expansion of their special knowledge of the methodological arsenal.

For young teachers with higher physical education in the Bukhara region, with the department of public education, together with the interfaculty department of physical culture and sports of the Faculty of Physical Culture of the Bukhara State Institute, with the participation of representatives of all other departments, round tables - seminars are held annually (usually in March). Previously, questionnaires are sent to all teachers with three to five years of experience participating in this event. They pose questions on the most acute problems of adaptation: how they met in the teaching staff; how it worked at first; what methodological assistance was provided by the mentors; whether the educational - material base of the school meets the requirements of today, etc. Thus, the seminar for teachers' youth becomes a school for advanced training, exchange of work experience.

The study of young specialists in the Bukhara region is also conducted through local pedagogical associations, at seminars, when visiting open lessons with their subsequent analysis. Classes are usually conducted according to a specially drawn up schedule on the basis of flagship schools, schools of excellence.

Sometimes teachers complain that after attending the lessons of young specialists, their names do not leave the lips of the methodologists, they constantly appear in national references and

reports. This method of "education" is unacceptable in relation to any teacher, especially a beginner. A methodologist, a leader of a seminar, course preparation of novice teachers should be not only a highly qualified specialist, but also a tactful, benevolent teacher. By tradition, before starting the first lessons, you need to acquaint novice teachers with the physical education system that has developed at school. In addition, experienced specialists should organize a kind of excursion for the audience, acquainting guests with the rich equipment of the sports hall, gymnasium and playgrounds.

The school of a young teacher should work according to a special plan, which is updated annually taking into account the requests and suggestions of the audience. The most relevant topics are selected. Students should write essays, compose methodological reviews of magazine novelties, and discuss the topics discussed. Experienced teachers and mentors should help them in this. Approximate Topics:

- The importance of planning and drawing up a school work plan for the physical education of students;
- Teaching students the methods of self-control over the impact of physical activity on the body during physical education lessons;
- Practice of working with six-year-olds;
- Methodology for planning educational work in grades 5-11;
- Maintaining school records on physical culture.

However, no matter how well the study of young teachers is organized, this does not mean that they should only wait for the pedagogical experience to be presented to them on a silver platter, and that their duty is only to digest methodological help. No, this is far from the case! The teaching profession, first of all, requires spiritual activity and selfless devotion, independent steps and decisions. It is inconceivable even without a craving for knowledge, without constant self-education, because it is impossible to comprehend pedagogical art without a broad scientific and professional outlook, without mastering the pedagogical heritage of predecessors.

Continuity of education is an important source of improving the quality of the educational process. Realizing this, many leaders of pedagogical collectives, for their part, constantly try to attract young physical education teachers to self-education, help them draw up a program of individual work on themselves, advise in the selection of literature on pedagogy and psychology. The need for novice specialists in self-education is an essential indicator of the general culture of a teacher.

The heads of physical education rooms of republican and regional institutes for the improvement of teachers, regional, district and city methodological associations of physical education teachers should not stand aside from this important matter. Strengthening the prestige of self-education of young specialists should be facilitated by the very process of restructuring the work of the school into a system of physical education.

During the period of professional development of a young teacher, his independent and real pedagogical practice should be brought to the fore. We repeat: it is important that it is not reduced to a primitive imitation of experienced colleagues, but based on the consolidation and development of the skills to independently solve pedagogical problems based on the knowledge gained in the educational institution and in the process of self-education. This will allow young

people to “try their own voice” and will give them the opportunity to accumulate in the first years of teaching, albeit small, but their practical experience.

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