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**ТАЪЛИМ ВА
ИННОВАЦИОН
ТАДҚИҚОТЛАР**

**ОБРАЗОВАНИЕ И
ИННОВАЦИОННЫЕ
ИССЛЕДОВАНИЯ**

**EDUCATION AND
INNOVATIVE
RESEARCH**



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ТАЪЛИМ ВА ИННОВАЦИОН ТАДҚИҚОТЛАР



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DEVELOPMENT OF SKILLS DESIGNING THE PROCESS OF TRAINING FUTURE TEACHERS OF PHYSICAL EDUCATION ON THE BASIS OF ACMEOLOGICAL APPROACH

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Abstract: *The article examines the essence of skills development, designing the teaching process for future physical culture teachers, identifies the main conceptual provisions of their professional training based on the acmeological approach.*

Key words: *learning process, professionalism, competence, skill, design, acmeological approach, development, personality, result.*

Introduction. The development of design skills in future teachers, necessary for their professional activities, based on the acmeological approach, occupy a leading place in research conducted in educational institutions, research institutes, educational development centers and laboratories around the world.

The research being developed is devoted to the problems of improving professional skills, professional competence of future teachers, increasing their innovative, creative potential, mastering pedagogical and psychological knowledge based on the acmeological approach.

The results of research work on designing the teaching process, preparing future teachers for professional activities, enriching them with the necessary knowledge, skills and abilities are being introduced in the process of modernizing the higher education system in Uzbekistan.

The purpose of this article is to show the conditions for the development of skills, the design of the teaching process of future physical culture teachers based on the acmeological approach.

Analysis of the literature. At the Massachusetts Institute of Technology, Priston University (USA), Hamaki University (Japan), technologies are being developed to prepare future specialists for professional activities, including the design of the educational process. At Peking University of China and Seoul National University of South Korea, research is being carried out to study the importance of ethnopedagogical and psychological values in the process of achieving a high level of professionalism.

Domestic scientists B. Abdullaeva, N. N. Azizkhodzhaeva, H. Abdukarimov, R. Dzhuraev, B. Dzhuraeva, H. Ibragimov, R. G. Isyanov, B. B.

Mamurov, N. A. Muslimov, U Nishonaliev, B. Rakhimov, N. Saidakhmedov, U. Tolipov, Sh.Sharipov, N. Shodiev, N. Erkaboeva, D. Yunusova, Zh.G. Yuldoshev, O. professional activity, conditions and stages of the formation of pedagogical skills; B.R.Adizov, R.Sh.Akhliiddinov, Sh.Barotov, M.G. Davletshin, Sh.K. Mardonov, U.K. Musaev, R.G. Safarova, N. Safoev, E. Seytkhalilov, G. Shoumarov, Zh.G. Yuldoshev, Sh.Kurbanov, A.R.Khamroev, E.G. Goziev and others highlighted the pedagogical and psychological problems of the personality-oriented educational process and the issues of technology of the educational process; A. Abdukodirov, U.Begimkulov, N. Tailakov, F. Zokirov and others revealed the possibilities of an innovative technological approach in the pedagogical process and the peculiarities of using pedagogical and information technologies in the preparation of future teachers.

Main part. The scientific basis of acmeology is a theoretically grounded complex of knowledge about the development of the human individual as a subject of personal life. The sphere of the acmeological approach includes: the study of the relationship and relations of the developing personality as an integral phenomenon and objective reality, the desire of each recipient of education to achieve personal and professional heights, improving personal and professional qualities, achieving success, raising the cultural level, ensuring promising activities based on self-development and assimilation of spiritual and moral values, the organization of the productive activity of future teachers, the disclosure of the abilities of each student, the recognition of his authority on the part of the team members.

Development of future teachers' skills in designing personality-oriented educational process on the basis of the acmeological approach requires:

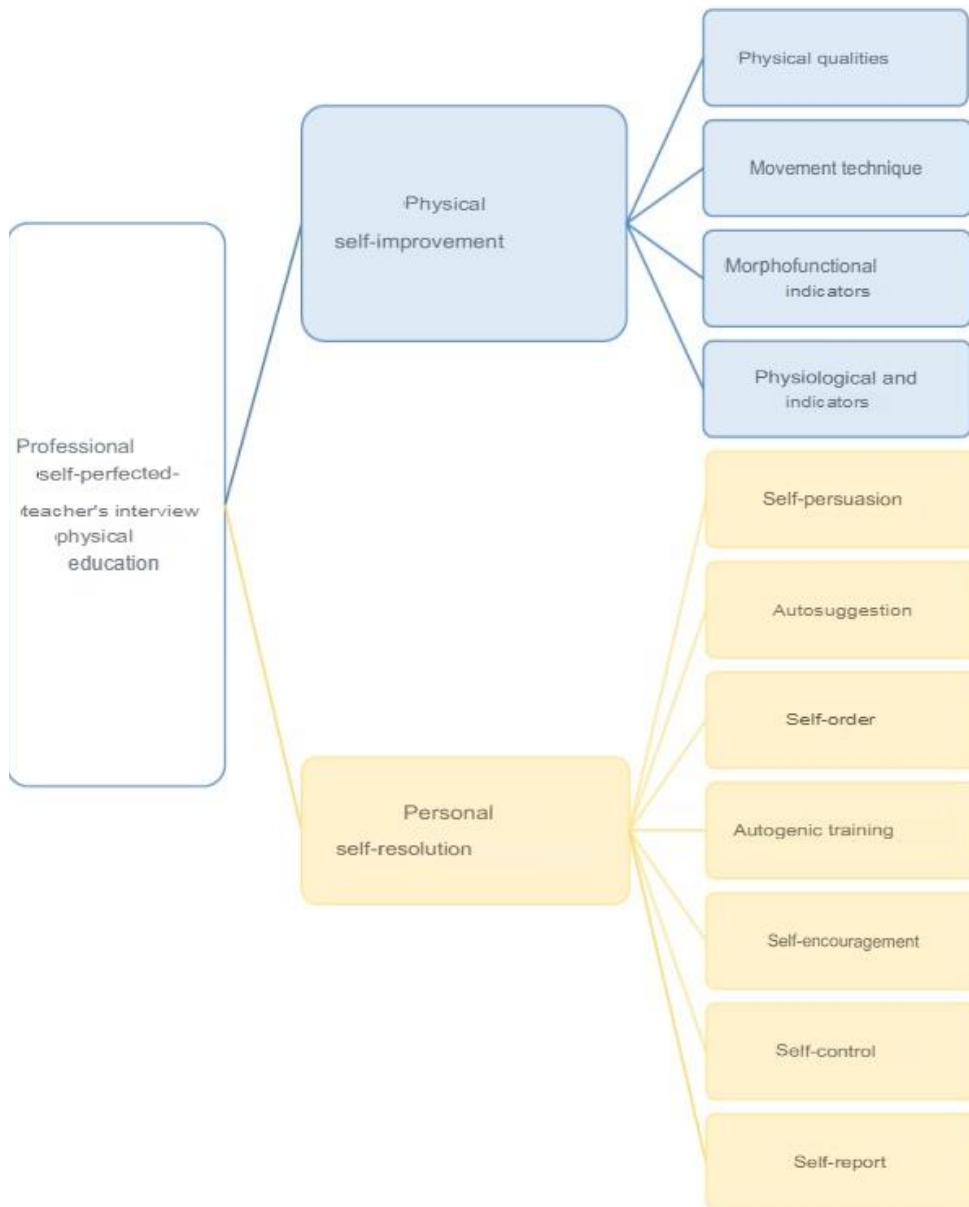
-Successful solution of problems of preparation of subjects of the process of higher pedagogical education to professional activity; development of mechanisms of development in subjects of the educational process conscious attitude to professional activity; protection and strengthening of health of subjects of the process of higher pedagogical education; implementation of functions of professional development in the process of teaching the future specialty; activation of cognitive aspirations of all subjects of pedagogical educational process; mastering by subjects of educational process of professional knowledge, abilities, skills, competencies and outgrowth of comprehension process in the inner need; creative perception of objective reality by subjects and development on this basis of aesthetic taste and creative activity;

-Successful realization of the acmeological approach in higher pedagogical education depends on the ability to consider the subjects of the educational process in all their manifestations and interrelations. It is very important for

students to be able to identify problems, find ways to solve them, analyze the results of action. For this reason, the subjects of the educational process should not stop at what has been achieved, and constantly strive for further development and improvement.

We believe that the main goal of the acmeological approach is the development of the need for constant development, the desire to assert their status in a personal - professional relationship. On the basis of this goal modern pedagogical education should be enriched with the acmeological approach, and as a result there will be an opportunity to orient future specialists to achieve the pinnacles of professional excellence.

Fig.1. Structure of professional skill of the future teacher of physical culture



The formation of professional skills in future teachers of physical education today is carried out in the following directions: 1) reconstitution in memory of the learned knowledge; 2) Application of the learned knowledge in practice, in particular, when designing personality-oriented educational process, the choice of creative tasks for the mental development of students; 3) the use of learned knowledge in non-standard situations.

Particular attention should be paid to the assimilation by future teachers of the experience of designing the educational process: 1) used formed and students knowledge, abilities, skills and competencies, as well as established perceptions; 2) equipping students with methods and ways of carrying out educational work, giving the opportunity to qualitatively and rationally learn the necessary knowledge; 3) knowledge of the classification and effectiveness of the methods used by students; 4) determining the need for students to learn knowledge according to their personal initiative.

For future pedagogical activity to the same extent it is necessary to master the skills of control and evaluation of students' learning activities, to know the ways to improve them.

The above-mentioned allows us to state that projects should necessarily reflect the forms and methods of control over students' mastering of the content of the educational material.

In turn, when presenting knowledge to students, the principle of continuity and continuity must be respected, the criteria for assessing students' knowledge should also define the techniques for working with the learning material. Each criterion should be clearly marked in the learning process design, and at the same time be presented in the general system of control of students' knowledge. At each lesson small forms of control are implemented, which provide in the end an overall assessment of knowledge. The final forms of control in the project should have clear boundaries and not be vague» nature; control of the results of assimilation is a task not only the teacher, but also the subjects of the educational process, there are control functions in the project should be distributed between the teacher and the students.[3]

The experience of designing the learning process is important for the development of the future teacher's professional skills. In developing a project, the future teacher selects learning tasks that stimulate students to creative activity in accordance with the intended goals and objectives of the lesson. In the process of completing learning tasks, students are continually developing, and as a result the teacher has the opportunity to effectively manage this process.

The developmental learning attitude in a person-centered educational process allows students to apply the learned knowledge to practical problem

solving. Future teachers gain valuable experience in properly reasoned evaluation of students' completed assignments when controlling students' knowledge, skills, and abilities.

In determining the learning objectives of a projected lesson, prospective physical education teachers should adhere to several requirements:

1. Comprehensively and deeply analyze the topic of the lesson, select and systematize educational material, based on the topic, to ensure the connection of previously learned and new knowledge.

2. Specifically and accessibly present the learning material to be assimilated by the students, specifically highlight and clearly show key knowledge, information, rules, determine on the basis of which learning materials will be formed tasks, abilities and skills of the students.

3. select learning materials that promote the development of students' cognitive abilities, systematize tasks and exercises on this basis, and introduce them into the project blocks.

4. Principles and directions of diagnostics of pedagogical activity in designing teaching and educational process on the basis of the acmeological approach has its own specificity, their theoretical justification plays an important role in improving the higher pedagogical educational process.

Conclusion. To master the experience of design, future teachers need first of all to have a concrete idea of the social order of the education system; to know the goals and objectives of education, achievements of science and technology, the needs of society, the laws of personal development. This requires creative, analytical thinking, aptitude for the teaching profession, humanistic qualities, mastering skills of working in cooperation, developing respect for public opinion.

Creating a scientific and pedagogical basis for the preparation of future teachers of physical education to design the educational process requires the solution of a number of problems, including: the definition of didactic features of the design of personally-oriented educational process; formation of future teachers valuable attitude to students in the learning and cognitive process; training future teachers to multivalent design educational and cognitive process, taking into account the individual characteristics of students; equipping future teachers.

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