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Educational Activities of Universities in The Field of Physical Education of The Republic of Uzbekistan

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Abstract
The article examines the educational activities of universities in the field of physical education of the Republic of Uzbekistan.

Keywords: qualimetry, educational activities, management, qualities, components, criteria, indicators.

INTRODUCTION

Relevance

In accordance with global trends and government policy, in the near future we should expect serious changes in the field of education management, in which a special place will be occupied by the process of assessing the quality (qualimetry) of the activities of any educational institution and the educational services provided, including in the field of physical education and sports.

Measuring the quality of educational and educational activities in the process of teaching the discipline “Physical Education”, which ensures the stability of learning and predetermines the subsequent chain of targeted actions in management according to the Deming cycle:

analysis -> planning -> finding resources -> implementing proposals.

Assessing the quality of individual areas of a university’s educational activities or its structure, for example, a separate department, requires the creation of special methods. The latter circumstance becomes especially important when assessing the effectiveness of using one or another innovative educational technology at a university.

To measure any phenomena, relationships, processes, criteria and indicators (their measures) are needed. Criteria represent the sides, facets, composition of phenomena, relationships and processes that reflect the nature of their qualities, properties, features that distinguish them from each other. For example, the length and weight of a person’s body, his blood pressure and heart rate and other indicators of physical development and functional state are recorded in physical education as a system of criteria and indicators (norms). And in order to assess the quality of education and upbringing of students, a criterion measure is needed, i.e. an indicator of a given quality, property with a clear, uniform and unified gradation for everyone.

Physical education, along with some other academic disciplines, ensures the implementation of a number of interrelated provisions of educational activity, which to a certain extent characterize future specialists, let's call them components. These are: state of health and physical development; physical and psychophysical readiness for professional activities; valeological education of the graduate. It goes without saying that the educational activities of

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a university and its effectiveness depend on the subjects - teaching and learning, therefore they should be classified as another, fourth, component of the educational activities of a university in the field of physical education. The problem of assessing the quality of educational activities is solved using a systematic method. Its stages are: analysis of the educational activities of the university in the field of physical education (ODPE), optimization of procedures for obtaining results and, finally, synthesis - step-by-step integration of measurement information. Each of these stages is designed to provide a consistent solution to the problem of obtaining the numerical value of one single (generalized) indicator characterizing the state of educational activities in higher education in physical education. In this formulation the problem is solved for the first time.

At the first stage of solving the problem, the subject grounds, components and criteria of the ODPC were subject to consistent analysis, reflecting its ability to provide the necessary level of physical education for students in accordance with the four components formulated above. The result of the analysis was the compilation of a hierarchical-criteria structure of the ODFC, decomposition (decomposition) of the ODFC into smaller components (4 in total); their components (12) and criteria and indicators (29) with determination of their significance (importance) in the overall assessment of the ODFC in the form of weighting coefficients.

The decomposition of the ODFC is carried out to a depth of 4 levels.

Level 1 consists of ODFC components. There are four of them (in our opinion); they are all equivalent, i.e. are equally important, equally significant for the educational activities of the university in the field of physical education in the preparation of graduates of various specialties. In the future, as an example, we will consider the assessment of the training of a customs service specialist in the following specialties: customs, economics and enterprise management, jurisprudence.

The 2nd level is formed by the components of the ODFC components. There are 12 of them proposed. It is no longer possible to consider them equivalent, especially for different specialists. Weighting coefficients! components can be established prescriptively or determined by other methods, for example, by expert methods.

At the 3rd level of decomposition, the weighting coefficients of the criteria are determined, and there are 29 of them. Disputes about their numerical values and determination methods are still ongoing. Under these conditions, it is impossible to talk about the full practical significance of the results obtained even by processing a large array of experimental data. However, they allow us to get an idea of the importance of each indicator for the specialty and the results of processing public opinion.

The 4th level represents indicators (norms) that are established either prescriptively, for example, to assess the quality of a student's physical fitness - in the form of standards for one or another type of physical exercise, or in the form of tests, or a norm formed in the opinion of experts. It should be especially emphasized that the standards do not exist everywhere and do not fully satisfy the requirements for a specialist. Here it is necessary to take into account the fact that total regulation and rationing of everything without exception is a dead-end direction

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for improving any type of activity, which is opposed by intellectualization and democratization (involving collective intelligence).

The determination of weight coefficients at this stage of work is only illustrative. This is explained by the existence of many ways to determine them, as well as the non-acceptance of some of them in the assessment of educational activities due to the apparent complexity in solving a seemingly simple question, etc. Thus, the most common methods for determining weight coefficients are ranking the weighted indicators and their pairwise comparison, which leads to good results, since it allows you to clarify the values of the weight coefficients using the method of successive approximation, until the accuracy of determining the weight coefficients is not will reach the target. In the case of applying this iterative procedure, the weighting coefficients tend to certain constant values that quite strictly reflect the relationship between the objects of examination with the initial data established by the experts, which to a certain extent ensures their "identity" for everyone. The last circumstance is important to meet the requirements of the Law of the Republic of Uzbekistan "On Physical Culture and Sports". Thus, over time, when the weighting coefficients are determined, they should be legislated or normatively established,

The second stage of solving the experimental problem was the optimization of procedures for obtaining measurement results. From the fact that there are no norms in a number of criteria, and on many issues the range of opinions is extremely wide, it follows that in this case we are dealing with an unformalized measurement task. The only way to solve such problems is the expert method. The procedure for complying with certain requirements and rules for it is discussed in detail in the works. But, since some of the indicators characterizing the state of the ODFC are still normatively established and, to a certain extent, subject to instrumental control, in our case it is more advisable to use a combined measurement method (instrumental and expert). We used it, for example, to assess the level of physical qualities, the corresponding physiological status, the functional state of the cardiovascular and respiratory systems using functional tests, and some psychological and psychophysiological characteristics.

Measuring information coming from experts can be objective and subjective.

Objective - when compliance with the norm is checked. In this case, the measurement result can be of three types: above the norm, corresponds to the norm and below the norm. All this requires selection, optimization of a measuring scale for experts, and installation of reference points on it.

Subjective measurement information comes from experts when they form their opinion based on their own experience, qualifications and competence. However, in order to meet the requirements of the Law of the Republic of Uzbekistan "On Physical Culture and Sports", the results of objective and subjective measurements must be presented on the same scale with a common (preferably a single) reference point.

To control the physical condition, knowledge, abilities and skills of students, the expert receives a statement, which includes individual students to be tested, the entire course or the topics and indicators being tested. The meeting of an expert with students can be both group

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(for example, during testing) and individual (for an interview) in nature. The finally formed expert opinion is expressed in the form of a three-level measuring scale of order as follows: B - above average; C - average level; N - below average.

Particular attention should be paid to developing an idea of the average level. This issue is studied in detail during the preparation of the expert commission, and from a comparison of scales it is clear that the average level is between 3 and 4 points on a five-point scale. The expert must realize that he does not need to grade students, much less grasp the subtle difference between a “two” and a “three”, a “three” and a “four”, a “four” and a “five”. He only needs to form his opinion on each of the ODFC criteria and submit his opinions for computer processing in the only possible way - through letter designations: B, C, N. Experts can be greatly assisted by methodological recommendations for assessing each of the ODFC criteria, compiled on the basis of this study.

Table 1. State and stability of the physiological systems of the body

ODFC criteria	Opinion ерта
Anthropometric indicators	B
Functional status of the cardiovascular, respiratory and nervous systems of the body	C

As an example, the format for an expert to present his opinion on one of the components and corresponding quality criteria of the ODPC, such as, for example, “The state and stability of the physiological systems of the body,” may look as shown in Table. 1.

The presentation of measurement information in non-numeric form, in addition, eliminates the temptation to use numerical notations to calculate, for example, the average score, which goes beyond the applicability of the order scale and is unacceptable for making an objective decision, The third stage of solving experimental problems is the synthesis (integration) of measurement information at each of the levels of decomposition of the ODFC. Integration of measurement information on the quality of training of each student or other object included in the sample, presented and reflecting the opinions of experts at the lower level (criteria level), is carried out according to the convolution formula:

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Study group economics" in 3rd and 4th years Table 2.

№ component	ODFC criteria	1- expert	2- expert	3- expert	Collective opinion
1	Endurance	H/C	H/C	C/C	H/C
2	Rapidity	H/C	C/C	C/C	H/C
3	Power	H/C	H/C	C/C	C/C
4	Dexterity	H/C	c/c	C/B	C/C
5	Theoretical knowledge	H/C	c/c	в/в	c/c
	Practical skills, skills, results	H/C	c/в	c/c	c/c
6	Theoretical knowledge	-/C	-/в	-/в	-/в
7	Practical skills, skills, results	-/C	-/c	-/c	-/c

Integration can be performed in the form of a weighted arithmetic mean:

Thus, the solution to the problem of obtaining the numerical value of one single (generalized) indicator characterizing the state of educational activities in higher education in physical education has been completed.

Below we give an example of calculating the generalized ODFC indicator based on the results of an experiment conducted in Tashkent universities. For simplicity, we will limit ourselves to assessing only two components: “Valeological education of students” and “State of physical development and health of students.”

We controlled the same group of students, after a year of the educational process, the pedagogical technology provided for the use of some progressive methods during this period: problem-modular, rating and advanced learning. The expert commission did not change.

The opinions of 3 experts on the educational activities of the physical training department of the institute are summarized. They are represented by a fraction (the numerator of which is the opinion at the beginning of the experiment, and the denominator - after a year), with the exception of the components of valeology education, which were controlled in individual modules as they were studied.

The last column of the table presents the opinion of the expert commission, agreed upon at each of its final meetings on the basis of consensus. It should be noted that all of the above calculations are performed using an application program compiled for Windows, with the results stored in a database, including their graphics.

Thus, in the course of the experiment, ways of using qualimetry in a single academic discipline were explored.

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The possibilities and organization of using expert and combined measurement methods in the specified class of measurement tasks are determined. The results of this specific quality measurement are presented.

The implementation of the proposed methodology and the results obtained made it possible to reasonably evaluate the result (effect) of using innovative technologies and progressive methods in educational activities in physical education.

Socially significant qualities

1. Tolerance, local qualities: friendliness, internationalism, willingness to cooperate, ability to work together.
2. Activity (intellectual, social, activity-behavioral), local qualities: initiative, responsibility, independence, efficiency, energy.
3. Flexibility (intellectual, emotional, behavioral), local qualities: readiness to compete, stress resistance, adaptability, mobility, creativity.
4. Self-presentation skills - associated with a positive image, self-confidence, public speaking abilities, friendliness, emotional stability.
5. Decency: honesty, reliability and responsibility, integrity, adherence to moral standards.
6. Citizenship: patriotism, social activity, responsibility.
7. Sociability: sociability, contact, friendliness, flexibility.
8. Creativity: imagination, curiosity, innovation, search activity, irrelevance, originality, etc.

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