

CURRICULUM OF THE ELECTRONIC TEACHING MANUAL OF THEORY AND METHODOLOGY OF PHYSICAL CULTURE

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Abstract

The article presents the curriculum of the electronic textbook on the subject "Theory and Methodology of Physical Education". The goals, structure, content and methodological features of the introduction of the electronic format of teaching this subject are revealed. The relevance of introducing digital educational resources into the educational process for students of higher educational institutions of physical education and pedagogy is proven.

Keywords: Physical education, teaching methodology, electronic education, curriculum, digital textbook.

Introduction

Modern trends in education require the active introduction of digital technologies into the educational process. One of the priority areas is the development and implementation of electronic textbooks on the subject of "Theory and Methodology of Physical Education". This subject is the basis for training specialists in the field of physical education and sports, and the electronic form of educational materials increases the convenience, interactivity and efficiency of mastering knowledge.

The presence of professional pedagogical competence in the field of physical culture in a teacher allows him to qualitatively apply an individual method of activity based on individual-sample descriptions (client, abilities, etc.). In the context of the above, an individual method consists of communication (methods, thinking style, system of communication methods, methods of setting requirements and resolving conflicts) and means and methods of pedagogical activity, its independence and uniqueness of self-expression. The emergence of an individual method of pedagogical activity is facilitated by the teacher's orientation to the development and formation of students, which, in turn, contributes to the improvement of pedagogical skills, the manifestation of the leading factor of the teacher's individuality. The teacher's pedagogical competence contributes to the development of the creative individuality of children and adolescents, their independence, and spiritual enrichment.

LITERATURE ANALYSIS

Thus, individualization in education is a task that cannot be postponed, because the more individual the approach, the higher the likelihood that each student will achieve the desired





results in education and more successfully master all subject programs, acquire the necessary knowledge and skills in a large volume. It was found that individualization brings education to the age characteristics, abilities, interests and needs of students at all stages of continuous education. In turn, students acquire competence, self-esteem and a desire to solve more complex problems. Knowing the individual characteristics of students, the teacher tries to plan deep, interesting and creative types of activities, to change types of activities in a timely and scientifically justified manner, and to adapt materials and tasks. In the educational process, the teacher receives information about the strengths and weaknesses of students and the interests of each student, which allows teachers to develop a pedagogical strategy that embodies a specific set of methods that they use to help students achieve the goals set at each age stage of development. The pedagogical competence of teachers guides them in implementing pedagogical strategies based on their interests, strengths and weaknesses, learning style, age characteristics and personal qualities. For physical education teachers, their pedagogical competence (see N.N. Malyarchuk's methodology), which allows them to analyze the qualities characterizing a pleasant and unpleasant psychological climate and, as a result, to reflect on the individuality, creativity, mood, health-promoting activities, and other qualities of students, is of no less importance (Appendix 1).

CONCLUSION AND DISCUSSION

The modern system of physical culture, determined by the tasks of practical physical training to the detriment of an integrated approach to the implementation of all the values of physical culture, does not provide adaptation to the complex modern conditions of life activity [1; pp. 78-87]. As a result, a contradiction arose between the understanding of the need to form the valuable potential of physical culture and the insufficient development of the technology for implementing this process. This largely predetermined the crisis situation inherent in the modern system of youth physical culture.

One of the ways to solve the emerging problems is seen in the development of a fundamentally new approach to the use of physical culture and sports facilities in the interests of training an energetic and active young generation. The implementation of research and experiments conducted in this direction indicates the huge reserves of reorganization of modern physical culture, which will allow radically changing its content and effectiveness, and, most importantly, changing the attitude of young people to sports and physical education. The essence of innovation is to reorient new aspects of physical culture to the highest possible level of satisfaction of the interests of each participant, to the fullest possible consideration of his individual morphofunctional and psychological characteristics, to the mandatory compliance of the content of physical activity with the age-related rhythm of human development and to a purposeful radical change in accordance with the fundamental laws of his physical development and physical fitness.

The valuable potential of physical culture can be conditionally divided into intellectual, mobile, technological and mobilization values, which are its components. The content of intellectual values reflects knowledge about the methods and means of developing a person's physical potential as the basis for his physical activation, training and organizing a healthy lifestyle. The



values of a mobile nature include the best examples of motor activity achieved in the process of physical culture and sports training, personal achievements of a person in mobile training. Under the values of the technology of formation of physical culture, methodological guidelines, practical recommendations, various complexes of health-improving and sports exercises are considered everything that is developed by specialists to ensure the process of physical and sports training. The value potential of physical culture reflects the formation of public opinion, the prestige of physical culture in this society, its popularity among various categories of people, and most importantly, their desire and readiness to systematically develop and improve their physical culture potential, as well as socio-psychological skills, which are determined by the character, structures and needs of people, motivations and the direction of their value orientations in physical exercises and sports training [2; p. 58]. The assimilation of the mobilization values of physical culture by young people is of particular importance for the preparation of a viable and active young generation [3; p. 31]. The ability to rationally organize one's time budget, internal discipline, quickness of assessment of the situation and decision-making, determination in achieving the set goal, calmly experiencing failure and even defeat, brought up by physical culture and sports activities, are among them [4; p. 22].

In human life, not only well-balanced optimal conditions of physical and spiritual manifestations are necessary, but also the ability to move with a high level of mobilization of one's own body's capabilities in extreme situations, the body's readiness to "experience" a sharp challenge (illness, injury, emergency situations, natural disasters, socially conditioned unexpected or long-term loads on the psyche, physical loads, etc.) The probability of such critical situations occurring is not so small as not to pay attention to them, therefore, the mobilization of the organism in such conditions, like other physical, psychological and functional manifestations, must be formed through training. There is no doubt that the physical culture and sports activities of students facilitate such formation, directly affecting the increase in the functional reserves of the organism. In this, independent work of students plays an important role as an effective path to a professional career [5; p. 37-39].

Nowadays, in the education and culture system, the priority importance of universal human values, the beginning of humanism in the development of the individual, and the orientation of social development to human interests is increasing. The human personality, with its integrity and multidimensionality, is considered the highest value of education and culture. Among the many factors affecting the development of society and each individual, physical culture occupies a special place [6; p. 116].

In our opinion, the hypothesis of the expediency of abandoning the current system, which provides for the justification of students' choice of a particular type of sport and the need for each person to choose a type of sports activity in accordance with his motor and psychological individuality, is relevant. This determines the possibilities of the modern reserve of physical culture and sports, which limits us to a certain range of individual human motor abilities and thus allows each person to find a type of physical culture-sports activity that corresponds to his morphofunctional, psychological status and personal motivation. The purposeful orientation of education in the field of ideal-task physical culture (comprehensive and harmonious development of the individual) is clearly pedagogically oriented - the formation of the physical



culture of the student's personality. Physical culture appears as a component of the general and professional culture of the student, as a qualitative dynamic characteristic of his personal development, as fundamental values that determine the beginning of his socio-cultural existence, the methods and level of realization of essential strengths and abilities.

Individual physical culture is the result of personal perception, imagination, attitudes, beliefs, "moral programs".

The development of new technologies for the formation of physical culture of the younger generation is considered with a fundamental approach to the values of physical culture. Under the upbringing of physical culture in a person, not only the physical abilities of a person are considered, but also, first of all, stable socio-psychological manifestations: It is intended to actively influence his feelings and consciousness, psyche and intellect, ensuring the formation of positive motivations, value orientations, interests and needs in the field of physical activity and a healthy lifestyle [7; p. 25].

V.Ya. Lyaudis distinguishes the following ways of individualization of the person, the development of his abilities:

1. Each student studies and works "for science and with science" using only the method acceptable to him, while actualizing his individual experience and reconstructing it at the level of participation in the cooperative activities of groups solving common tasks. The law of the development of individuality in cooperative activities is generally expressed in L.S. Vygotsky's idea of the stages of formation of the psyche, in which the stable initial form of the student's joint activity with the teacher is considered [8; p. 108-112].
2. The decisive factor for the individualization of the student's personality is his participation in solving creative, productive tasks, which is a source of new knowledge, new worldview and norms, a deeper penetration into the essence of the subject. Only in this case does learning serve as the development and improvement of the ability to achieve the goal.
3. The individuality of the person and the independence of the student in his educational activities develop in a higher educational institution mainly in the process of formation of physical culture due to independent task setting [9; p. 240].

Currently, the adaptation of educational programs and the search for opportunities for timely updating of the skills obtained as a result of their implementation in accordance with the requirements of the world labor market, as well as taking into account the modern state of science and scientific ideas about the world.

The peculiarity of higher educational institutions that train competent specialists in physical culture is that the most important component of the content of professional training of teachers is the knowledge and active application in practice of the importance of intensive mobile activity, that is, the organization of the educational process by means of and through various physical exercises.

The main control over the quality of professional educational activities in higher educational institutions of Uzbekistan is the state educational standards in the areas and specialties of training specialists. On their basis, curricula, standard programs of academic disciplines, educational programs that include study and production practice programs are developed.

“Curriculum of the electronic textbook on the theory and methodology of physical culture” The purpose of teaching the subject is to provide students with information about the history of physical education and sports of the peoples of the world and the results achieved in this area, to provide knowledge about the development of physical education in our country and the ways of its development and management of sports, to understand the role of social and state agencies in the movement of mass physical education. By training self-government institutions and state agencies to work with management documents, it is possible to provide in-depth knowledge in their specialties in the future and to provide future personnel with comprehensive and deep professional knowledge in the theory and methodology of physical culture. It provides for the arming of students with professional knowledge, skills and qualifications in physical culture, which are of professional and practical importance in future work activities, as well as the ability to use new pedagogical technologies.

The task of the subject is to teach students the role of physical education and sports in the general culture of the peoples of the world. The emergence of physical exercises in the primitive community system. Periods of development of physical culture and sports. Physical culture and sports in the Middle Ages. The teachings of the great humanists, the introduction of physical education to Central Asia. Physical education in the times of our ancestors Abu Ali ibn Sino, A. Temur. The principles of sports management, the organization of competitions on traditional and national holidays, the implementation of decisions on physical education and sports, orders in sports organizations, will help future physical education teachers to study the formation of knowledge in the use of general-development exercises, general and special exercises in physical education classes for students of educational institutions, preschool educational institutions, general education schools, academic lyceums and vocational colleges, as well as the organization and holding of sports competitions, sports holidays, and extracurricular clubs [10; 150-b].

The central trend in the development of professional education in the training of physical culture and sports specialists, according to Andrey Aleksandrovich Verbisky, is the creation of psychological and didactic conditions for the development of creative individuality of specialists, computerization and integration of education, science. These directions are implemented through model forms of the educational process: firstly, in the forms of joint activity and communication of teachers and students, physical culture teachers, trainers and researchers; secondly, in forms that ensure the perception of professional knowledge, qualifications and skills, general and professional abilities, social qualities of the personality of future specialists, their experience of creative activity. The importance of integration processes in the development of the higher education system in Uzbekistan was considered by [11; p. 34]. This fills the learning process with personal content, creates opportunities for the implementation of educational goals and objectives, for the movement of activity from the past through the present to the future, from training to work. Undoubtedly, it is necessary to optimize the learning process on the basis of a personally oriented model of pedagogical interaction. In it, the teacher and the student cooperate as equal partners. In personally oriented learning, the student develops tasks that determine the strategy and tactics of his own learning, such as setting goals together with the teacher and working together with the teacher.



CONCLUSION

The development of the curriculum of the electronic manual on the theory and methodology of physical education meets the modern requirements of digitalization of education and serves to form professional knowledge and skills in students. The results of the program testing show the high efficiency of this learning format. In the future, it is planned to supplement the electronic manual with feedback tools, forums, as well as expand the number of interactive tasks and practical cases adapted to different target audiences.

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