

ON THE QUESTION OF AESTHETIC EDUCATION OF FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract

The article interprets the level, content and criteria of a physical education teacher's preparation for independent knowledge in his profession. The conditions for the formation of this preparation in the process of training personnel in physical education are revealed.

Keywords: Teacher, physical education, aesthetics, education, independent education, pedagogy.

Introduction

Aesthetic education is an integral part of the complex, integrated process of educating students. The need to improve the aesthetic education of physical education personnel stems from the direct connection between the level of training of physical education teachers and coaches in various sports and the development of the spiritual world of their future students.

A physical education specialist must develop in their students the ability to perceive the beauty of the surrounding reality, develop the ability to analyze and evaluate beyond the demands of modernity, cultivate an aesthetic attitude toward people and phenomena, and teach them to act according to the laws of beauty while fulfilling their academic, work, and athletic duties. The success of solving these problems largely depends on the aesthetic culture of the teacher and is determined by the level of their aesthetic preparedness.

While recognizing the success of attempts to study the means and methods of aesthetic education of young men and women at the initial stage of sports activities, one cannot help but note that the content of aesthetic training of students of physical education departments and the ways of its implementation have not received sufficient reflection in the literature.

Based on the relevance and practical significance of solving these issues, we set ourselves the task of determining the essence, content and methods of aesthetic training carried out in various



sports classes and testing their effectiveness in achieving the general professional training of students of physical education faculties.

The article is based on material obtained through the generalization and analysis of best practices, pedagogical observations and questionnaires. The material was collected at the Faculty of Physical Education of Andijan University over several years; more than 500 lessons taught by student interns were analyzed. 150 specialists in the field of physical education were interviewed. The opinions of qualified teachers and coaches who are judges of various categories (more than 20 people) were collected.

The effectiveness of the method was tested experimentally over several years. The pedagogical experiment was conducted on the basis of 10 study groups and in various schools in the Andijan region.

A distinctive feature of the experimental methodology was that during each lesson, along with the implementation of health, educational, and general developmental objectives, the aesthetic training of the participants was addressed. We view aesthetic training as an integral part of the professional and pedagogical preparation of future teachers, as one of the facets of their qualifications most closely linked to the development of creative abilities. Aesthetic training should be understood as a pedagogical process aimed at mastering knowledge about the aesthetic aspects of physical education and sports, and at developing and improving these abilities. The correct perception and appreciation of the aesthetic vision of the world, the development of needs, skills, and the ability to fulfill professional duties according to the laws of beauty are the goals of the teacher-athlete. In the process of aesthetic training, a poetic attitude towards one's own physical appearance and the desire to improve it, towards the technique of exercises, towards the nature of their execution, is formed. This attitude presupposes the student's possession of stable skills of a high motor culture, i.e., it is objectively connected with special and, above all, technical training. At the same time, aesthetic training should also reflect the aesthetic aspects of pedagogical activity itself, associated with organization and conduct of classes, management of the students' activities, with the aesthetic expressiveness of the teacher, with the style of his work. behavior in the team. Aesthetic preparation The success of developing students' professional and pedagogical skills is associated with mastering the formal, functional and ethical aspects of the beauty of appearance, movements and behavior of those involved.

Formal aspects include slenderness, elegance, symmetry, proportionality, and a harmonious physique. Together, they indicate a strong body line and a general and versatile readiness for various types of physical activity, creating a significant basis for aesthetic expression in the educational process and in social life.

Functional aspects include precision, freedom, ease, coordination, and rhythm of movement. Characterizing the mechanical aspect of movement, they typically bear a distinct aesthetic imprint. Thanks to them, the practitioner's coordination abilities become tangible and visible, the richness of their motor experience is revealed, and the ability to demonstrate strength in a relatively relaxed manner is demonstrated. Furthermore, these aspects create conditions for the manifestation of appropriate emotions, greater meaningfulness of movement, the mobilization of imagination, and a joyful perception of the environment.



Aesthetic aspects are manifested in students' attitudes toward the educational process, the teacher, each other, and themselves. During the learning process, one can purposefully and consistently reveal the external and internal aspects of the connection between ethics and aesthetics, convince students that without morality there is no true human beauty, simultaneously influencing the development and refinement of moral convictions and aesthetic views, and monitoring their practical manifestation.

In aesthetic training, certain methods are used: aesthetically enriched words, artistic demonstration, practical training in aesthetic actions and various combinations of them.

A distinctive feature of the aesthetically enriched language method is the use of verbal appeals—knowledge of speech culture, aesthetic descriptions, explanations of beauty, aesthetic evaluations, and indications of paths to aesthetic improvement. The artistic demonstration is distinguished by technical perfection, precision, ease, freedom, coordination, and rhythmic movement, the use of decorative superstructures and expressive design techniques. The personal demonstration is complemented by viewing specially selected film loops reproducing the technically correct and expressive execution of the exercises being learned.

The method of practical training in aesthetic actions involves the repeated repetition of aesthetically significant motor actions and behavioral acts. This method requires the presentation of aesthetic requirements for appearance, movement, and behavior with constant monitoring of their implementation. The organization of mutual learning, the practice of mutual explanations, mutual assessments, creative tasks, and other activities play a significant role. These techniques stimulate students to apply all acquired knowledge in the field of aesthetics to practical activities, simultaneously deepening aesthetic and motor concepts, thereby ensuring the effective acquisition of relevant professional and pedagogical skills.

An experimental test of systematic and targeted aesthetic training in sports classes demonstrated its feasibility. It was found that aesthetic training has a positive impact on students' aesthetic development and simultaneously contributes to the development of elements of professional and pedagogical skill.

Aesthetic training resulted in an improvement in aesthetic perceptions among participants in the experimental groups (data are statistically significant— $p < 0.001$). Shifts in the level of knowledge in the control groups were insignificant and statistically insignificant ($p > 0.05$).

Aesthetic training plays a significant role in improving the students' moral character and promotes the adoption of norms of social conduct. Observations of student behavior revealed a tendency toward a decrease in the number of negative behaviors in the control and experimental groups. However, in the latter data, the trend is more pronounced. Students in the experimental groups demonstrated a more conscientious attitude toward their academic responsibilities, greater organization, proactivity, and diligence in completing assignments and meeting instructor requirements, and were distinguished by neatness, smartness, and discipline.

The positive influence of aesthetic training is evidenced by the change in a number of indicators of physical fitness (notable improvements were found in the performance of control exercises: holding an angle while hanging on a gymnastic wall ($p < 0.01$), performing a forward bend ($p < 0.001$)).



The positive impact of aesthetic training was also reflected in students' more successful mastery of the skill of expressively performing exercises on various gymnastics apparatus ($p < 0.01$). Based on observations and experiments, we made the following conclusions:

Aesthetic training should be considered as an essential part of the professional training of students at pedagogical universities.

The content of aesthetic training for students of physical education universities includes mastering the diversity of aesthetic aspects of the sport being studied in close connection with mastering the aesthetic aspects of the pedagogical process (its organization, equipment, guidance from the teacher, etc.)

Aesthetic training is carried out by methods of aesthetically enriched speech, artistic demonstration, various combinations of these, and the method of practical training in aesthetic actions (use of creative tasks, use of self- and mutual assessments of the aesthetic aspects of the educational process, etc.).

Aesthetic training has a positive influence on changing the level of special theoretical, moral, physical and technical skills of teachers of this discipline, coaches in various sports and the formation of the spiritual world of their future students.

A physical education specialist must develop in their students the ability to perceive the beauty of the surrounding reality, develop the ability to analyze and evaluate reality in accordance with modern demands, foster an aesthetic attitude toward people and phenomena, and teach them to act according to the laws of beauty while fulfilling their academic, work, and athletic responsibilities. Success in achieving these goals depends largely on the teacher's aesthetic culture and is determined by their level of aesthetic preparedness.

While recognizing the success of attempts to study the means and methods of aesthetic education of young men and women at the initial stage of sports activities, one cannot help but note that the content of aesthetic training of students of physical education departments and the ways of its implementation have not received sufficient reflection in the literature.

Based on the relevance and practical significance of solving these issues, we set ourselves the task of determining the essence, content and methods of aesthetic training carried out in various sports classes and testing their effectiveness in achieving the general professional training of students of physical education faculties.

The article is based on material obtained through the generalization and analysis of best practices, pedagogical observations and questionnaires. The material was collected at the Faculty of Physical Education of Andijan University over several years; more than 500 lessons taught by student interns were analyzed. 150 specialists in the field of physical education were interviewed. The opinions of qualified teacher-coaches who are judges of various categories (more than 20 people) were collected.

The effectiveness of the method was tested experimentally over several years. The pedagogical experiment was conducted on 10 study groups and in various schools in the Andijan region.

A distinctive feature of the experimental methodology was that during each lesson, along with the implementation of health, educational, and general developmental objectives, the aesthetic training of the participants was addressed. We view aesthetic training as an integral part of the professional and pedagogical preparation of future teachers, as one of the facets of their



qualifications most closely linked to the development of creative abilities. Aesthetic training should be understood as a pedagogical process aimed at mastering knowledge about the aesthetic aspects of physical education and sports, and at developing and improving abilities. The correct perception and appreciation of the aesthetic vision of the world, the development of needs, skills, and the ability to perform professional duties according to the laws of beauty are the goals of the athlete teacher. During aesthetic training, an aesthetic attitude toward one's own physical appearance and the desire to improve it, as well as toward exercise technique, the nature of their execution, and behavior in a group, are formed. Aesthetic preparedness presupposes the student's possession of stable skills of high motor culture, i.e., it is objectively linked to specialized and, above all, technical training. At the same time, aesthetic preparation should also reflect the aesthetic aspects of pedagogical activity itself, related to the organization and conduct of classes, the management of students' activities, the teacher's aesthetic expressiveness, and their style of work.

The success of developing students' professional and pedagogical skills is associated with mastering the formal, functional and ethical aspects of the beauty of appearance, movements and behavior of those involved.

Formal aspects include slenderness, elegance, symmetry, proportionality, and a harmonious physique. Together, they indicate a strong body line and a general and versatile readiness for various types of physical activity, creating a significant basis for aesthetic expression in the educational process and in social life.

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Conclusion

In conclusion, aesthetic education is an important part of training future physical education teachers. It helps develop not only physical abilities but also moral, cultural, and creative qualities.

The study shows that systematic aesthetic training improves students' professional skills, behavior, and aesthetic perception. It also supports better physical fitness and professional competence.

Therefore, aesthetic education should be considered an essential component of professional preparation for physical education teachers, helping them contribute to the harmonious development of future generations.

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