



The Mechanism of Development of Professional and Pedagogical Creativity of Future Physical Education Teachers Based on A Competent Approach

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ABSTRACTS

This article covers issues such as the organization of scientific and pedagogical activities of future physical education teachers, increasing their professional competence, and the formation of creativity. One of the priorities of the policy of our country is the development of a generation that is both physically and spiritually healthy. Indeed, in the context of intensifying globalization processes in the world today, the upbringing of a highly spiritual and physically harmoniously developed generation is one of the most important factors determining the future of our country and the realization of the noble goals of our nation. In the implementation of this noble deed, its legal basis has been created, and extensive work is being done.

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1. INTRODUCTION

Equipping the minds of our youth with modern knowledge, as well as inculcating such qualities as moral maturity, patriotism, humanity, thirst for knowledge, education, creativity, and diligence, which are important in the national spirituality of our people, depends on the knowledge and skills of future physical education teachers. In this regard, today's teachers of the younger generation are required to fully master modern innovative technologies, use information and communication technologies wisely, and be aware of all the secrets of education. Also, the most important components in improving the professional competence of a future physical education teacher are loyalty to the teaching profession, excellent knowledge of teaching methods, the ability to demonstrate pedagogical skills, and the ability to apply pedagogical techniques in their place. One of the main tasks that increase the professional competence of future physical education teachers is that the level of professional skills and training is properly formed. Issues related to improving the professional competence of teachers can be seen directly in the research of N.V. Kuzmina, A. Milerian, Yu.A. Golikov, L.I. Umansky, and other scientists. Scientists such as B.A. Ashmarin, I.G. Berdnikov, M.Ya. Vilensky, R.S. Safin has focused on some aspects of improving the professional competence of physical education teachers in their research work. Among the scientists working in Uzbekistan in this regard are D.D. Sharipova, F.A. Kerimov, R.E. Nurimov, O.O. Pulatov, R.S. Salomov ([Salomov, 2015](#)), M.N. Umarov, R.D. Kholmukhamedov, K.T.Shakirjanova. This study believed that future physical education teachers should pay special attention to the following as they increase their professional competence: (i) Perfect knowledge of the system of knowledge of physical education; (ii) Have the skills and abilities to fully deliver physical exercises to students; (iii) Knowledge of the basics of general methodological sciences, in particular, current issues of public policy, along with the study of their subject; (iv) Be able to independently analyze social problems and processes in the environment from their point of view; (v) To gain knowledge about the spiritual image of students during the learning process; (vi) To be able to apply modern pedagogical and psychological knowledge based on the age characteristics of students; (vii) Be able to independently assimilate, improve and use new knowledge in their work on a scientific basis; (viii) Be able to individually use regulatory legal documents in their scientific and pedagogical activities; (ix) Adhere to the culture of communication; (x) Be able to analyze the acquired knowledge based on a critical approach; (xi) Be able to communicate their knowledge to students; (xii) The formation of a sense of responsibility for their profession to have mastered one of the foreign languages during their pedagogical activity as a means of exchanging professional skills or scientific communication; (xiii) Be able to effectively use modern information technologies; and (xiv) To be able to use modern pedagogical technologies in pedagogical activity, etc.

It is also important that future physical education teachers have a thorough knowledge of the terms used in the physical education process to enhance their professional competence. Of course, the teacher's clear and appropriate use of terms has a direct impact on the quality of students' physical fitness. It should be noted that, as H.T. Rafiev ([Bakhodirovna, 2021](#)) noted, today there are more than 15,000 concepts and terms specific to about 800 sports around the world. In studying the professional competence of future physical education teachers, it is expedient, first of all, to analyze the content of the concepts related to this phenomenon. In particular, the concept of "physical education" itself has several definitions. According to researchers - Physical education is a goal-oriented pedagogical process, the movement is aimed at the formation of skills and abilities and the development of physical qualities. According to the explanatory dictionary of the Uzbek language - Physical training is

aimed at the comprehensive strengthening of the body, and education is aimed at strengthening health, exercise, etc.

2. METHODS

This scientific work clarifies the mechanism of pedagogical physical education teachers based on the competent approach. The available data was collected, gathered, analyzed, and ultimately drew the final picture of the research paper. Due to Miles & Huberman, the collected data was analyzed and reduced accordingly, and finally verified the conclusion on data. According to Anthony, an approach is a set of principles or concepts about language, its learning, and teaching, which is adapted to a method or theoretically based on it. That is, the term approach refers to the theory of language and language learning that serves as the source of English language teaching practices and principles.

3. RESULTS AND DISCUSSION

The approach is a fundamental component at the core of the language teaching system, embodied as the general methodological basis of teaching and the existing educational content about the purpose, and tasks of the (language) subject, as well as the possibility of their implementation in the educational process. It is characterized by points of view. According to methodologists, the approach summarizes views on the content of educational science ([Sayfour, 2014](#)), is used as a general methodological basis for research in the field of concrete knowledge, determines the direction of the researcher's activity in the study of one or another phenomenon.

3.1. Literature review

Prospective physical education teachers with professional competence should be able to speak deeply, effectively, logically, beautifully in their pedagogical work with students, that is, to use expressive words that have communicative competence and educational value. It is important to keep in mind that a teacher's speech should be a source of example for every student, even with a positive approach to the situation, rather than a rude, insulting, discriminatory, personal touch to a student who is indiscriminately annoying and violating discipline. When a professionally competent physical education teacher conducts a lesson, his or her voice should be a tool to control the audience. When explaining physical education-related exercises, she should be able to express what students need to emphasize by raising and lowering her voice where needed.

Today it is necessary to take into account the following specific approaches that play an important role in the professional development of future physical education teachers: creativity, innovation, and technology. Every future physical education teacher should be able to find ways to engage their students in the lesson based on a creative approach in the classroom. In this regard, it is no coincidence that the famous psychologist Dale Carnegie noted that, "there is only one way to motivate and motivate a person to do something. It is a genuine desire to do work in that person's heart. Coercion and torture do not work...".

Here it is expedient to explain the concept of creativity. As noted by scientists NA Muslimov, and MH Usmonbaeva, "Creativity" is a new high-level creative approach to the rapid decision-making and solution of problems encountered by the future teacher in the classroom. In the dictionary of pedagogical terms, "Creativity" is defined as follows: creativity - a mental process that leads to the creation of something new, unique, thinking, ideas and solutions.

Creativity refers to the teacher's readiness to create new ideas and positively address existing problems to ensure the effectiveness of the lesson, in contrast to the traditional

approach and thinking in the learning process, the ability to find solutions to existing problems and helps to solve accidental problems rationally and quickly. Creativity in the scientific and pedagogical activity of future physical education teachers can be seen in the following cases: (i) fluency of thought and speech; (ii) be able to direct their thoughts following a clearly defined goal; (iii) originality in the creativity of the teacher; (iv) curiosity, creativity of new ideas, breadth of imagination, ability to make assumptions; (v) to study the abilities and potential of the student and to accurately assess it; (vi) have mastered the methods of science and apply them in the educational process; (vii) creative exchange of ideas with colleagues on new information on scientific achievements; (viii) be able to independently study and apply in practice the best foreign experience in the field; (ix) continuous improvement of their knowledge, skills, and abilities; (x) be able to gain the trust of the student, find a way to his heart, and communicate with him.

As a result of our research, the training of future physical education teachers in a special course "Increasing the motivation to develop the professional competence of future physical education teachers" has led to the training of highly qualified professionals. And the students have achieved the qualities that a physical education teacher should have in the special program "Student - Ambassador of Health and Sports", prepared in this study. In conclusion, it can be said that now the physical education specialist not only organizes a quality teaching process in school life but also performs organizational tasks such as organizing and conducting various sports competitions, and celebrations, widely promoting the motivation of students to engage in physical education and sports. The training of highly qualified personnel in the implementation of these processes shows the need to develop the professional competence of future physical education teachers to develop a new approach to improving the efficiency of the educational process and their introduction into practice. Because the development of the professional competence of the teacher is a priority in the theory and practice of modern education and upbringing.

3.2. Theoretical framework

Teaching Physical Education Creatively provides knowledge and understanding to engage creatively with the primary Physical Education curriculum for both trainee teachers and qualified teachers. It is full of ideas for developing the teaching of dance, games, gymnastics, and outdoor and adventurous activities innovatively and engagingly. With an emphasis on developing creative teaching processes by building from children's curiosity, imagination, and need to explore and move, it forges clear links between research and practice and offers suggestions for developing exciting, engaging new approaches to teaching physical education. Key topics explored include Physical Competence and Physical Literacy Creative ways to develop the teaching of dance, games, gymnastics, and outdoor and adventurous activities Developing an understanding of space, speed, and dynamics Creative lesson planning Inclusive approaches, and aspects of differentiation Teaching Physical Education Creatively presents the theory and background necessary to develop a comprehensive understanding of creative teaching and children's learning. Packed with practical guidance and inspiration for lively, enjoyable physical education, it is an invaluable resource for undergraduate and postgraduate students in initial teacher training, practicing teachers, and undergraduate students of physical education.

3.3. Discussion

The life, works, views, spiritual and moral world, and culture of the scholar are reflected in his students. Accordingly, there is a saying among our people, "Teacher does not die." During the development of society, its educational system has accumulated a wealth of experience

and methods related to the theory and practice of professional educators for the education and training of members of society, their progressiveness has taken its place, and the profession of physical education pedagogue has matured. As a result, the culture of the pedagogue of the field emerged and led to the formation of his skills ([Xalmuxamedov et al., 2021](#)). The structure and content of the Bachelor of Physical Culture. The word culture is derived from Latin and means to produce, cultivate, nurture, educate, develop, value, inform, and is defined as "the sum of all the material and spiritual wealth created by the efforts of members of society". Each profession has proof that it is distinguished by its own culture. Science, technology, art, literature, the structure of society, and much other material and spiritual riches allow an assessment of the general culture of a member of society and the carriers of culture have always been people living in this society, and their founders, activists, educators, and teachers. Such an environment (condition) imposed on them the responsibility to have a certain level of pedagogical culture, and in the course of their practical activities, they were forced to achieve individual maturity, cultural perfection, and live, because it was required by professional culture ([Mansur, 2019](#)).

Pedagogical culture is logical information (set of knowledge), a broad and specific category in terms of its content. After clarifying its structure, on the one hand, scientific pedagogy generates great interest and achieves a perfect combination of the theoretical worldview, on the other hand, it serves as a solid basis for the formation of the pedagogical profession of future specialists. From a logical-etymological (word origin) point of view, the concepts of "pedagogical culture", "pedagogical profession" and "pedagogical skill" have a significantly more fundamental and relatively broader meaning ([Mansur, 2022](#)).

Based on "pedagogical culture" through traditions, experiences, aspiration for newness, and understanding, pedagogical professionalism is formed, followed by a relatively high level of pedagogical skills. Through a comprehensive study of the literature, different views on the subject, and the resulting debate, it can be concluded that there are four blocks within the 'pedagogical culture'. Through these features, it has been observed in practice that all educators, whether they are educators or science teachers, should form the most ancient profession. This study can focus on the perfection of the human body, the engineer of harmony, "Sports pedagogue", "Sports coach", and "Physical education teacher". The analysis of the literature, the basis of the structure of pedagogical culture is divided into four blocks.

The first point is the special abilities and peculiarities of the pedagogue: (i) Qualities related to business (conscientiousness, activity, ability to communicate, to keep his word); (ii) Qualities of reflexivity (orderliness, quickness, ability to self-criticism, breadth of worldview, ability); (iii) Quality of communication (attentiveness, honesty, professionalism, calmness, exactingness, humaneness); (iv) Empathetic qualities (humanity, mutual understanding, open-heartedness, ability to hunt, perseverance, compassion, and mastery of subtleties).

The second point is ideological, moral qualities - reliability, principle, patriotism, love for the team, outspokenness, and intelligence.

The third point is the professional ethics of the teacher to follow: (i) The owner's worldview and opinion in the field of individual education and upbringing; (ii) personality traits, focus, and aspiration to constantly improve the system of relationships; (iii) characterized by a distinctive, distinctive lifestyle, and so on.

The fourth point is the indicators of pedagogical skills: (i) Knowledge of the subject (professional suitability, special-tactical readiness, experience in education and upbringing, scientific qualification); (ii) Pedagogical technologies: speech technique and expressiveness, clarity and logic of thought, reliability of reasoning, facial expressions and expressiveness of facial expressions, actions, exercises at the level of proximity (or similarity) as well as the

ability to choose the necessary teaching tools, methods, and forms of training; (iii) Pedagogical creativity (creative imagination, ability to imagine, the level of non-standard thinking, the need to seek new information, the desire to experiment); (iv) Pedagogical style (pedagogical confidence, ability to accept and evaluate the activities of oneself and others, the direction of pedagogical communication, behavior, pedagogical tactics, ethics, ability to hear, listen, and enter, as well as understand the inner world of students).

4. CONCLUSION

Human society has emerged that physical training began to be done first naturally and then consciously near the wound. As a result, pedagogical activity has taken the stage, and this profession is constantly reaching its peak.

A teacher of physical culture is a professional profession. Respected in all social systems, the ultra-responsible yacht was considered difficult, and complex. There are reports that even during the primitive community system, members of the tribe who were unable to "hunt" - the elderly - were used as educators in teaching tribal children to hunt. In this field, especially from ancient times, the teachers of the Eastern school (riders, swordsmen, javelin throwers, wrestlers (wrestlers, stone-lifters, drummers, etc.) were honored, and their experiences were studied.

It is no coincidence that the great teacher Zamakhshari said, "The wealth of a merchant is the money in his pocket, the wealth of a scientist is the works he writes, the disciples he educates. When a merchant's wealth ends, his life is ruined.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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