

Projecting a Person-Oriented Content of Special Disciplines in the Process of Preparing a Physical Education Teacher

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This article presents the research results of an experiment to test the effectiveness of the person-oriented approach in teaching special subjects in the process of preparing physical education teachers. This experiment was conducted on 60 students at the Urgench State University who study at the Physical Culture faculty. The subjects of the experiment were chosen in the following order: 20 students from 1st-year students, 20 students from 2nd-year students, and 20 students from 3rd-year students. The experimental and control groups contained 30 students each. After the application of the person-oriented approach, the results showed that the students in the experimental group showed a visible decrease in their negative problems in the education system.

Keywords: physical culture, person-oriented approach, higher professional education, special disciplines, diagnostic tools, the competence of teachers, physical education, the effectiveness of the class

INTRODUCTION

The current stage of development of education is characterized by an appeal to general cultural values, humanization of content, a person-oriented approach to the pedagogical process, and an active scientific search for effective technologies aimed primarily at the formation of mobile, harmoniously developed, educated teachers. Today, physical culture is becoming one of the mechanisms of personality socialization by introducing a person to a common culture, actualizing the need for constant physical and spiritual improvement, and affirming the values of a healthy lifestyle. Therefore, higher (professional) physical education is of great importance in training specialists responsible for the formation of healthy and comprehensively developed teachers.

In the context of the increasing role of the value-humanistic aspects of physical culture, transformations are taking place in the system of physical education to develop specialists capable of successfully implementing humanistic attitudes in professional activities. From these positions, projecting person-oriented content is a means of transitioning to education, where the methodological basis is humanistic, axiological, synergistic, and creative.

In person-oriented education, the goals, content, and direction of the educational processes change, which actualizes the renewal of the content of academic disciplines in the context of the humanistic paradigm, and contributes to the spiritual, moral, and creative potential of future teachers' personality, and increases their cognitive activity. This is expected to create the motivational and value foundations of pedagogical activity and develop creatively self-organizing teachers.

There is a significant need for the establishment of person-oriented education in the current condition of higher institutions:

1. The state of modern higher physical education also does not fully meet the principles of a student-centered approach, which is expressed in insufficient educational, methodological, and informational support for the educational process, the prevalence of reproductive teaching methods, and an authoritarian teaching style, the lack of organization of the system of independent educational activities of students, and the insufficient level of scientific training.
2. Traditional forms and methods of teaching, rooted in the system of physical education of schoolchildren, are mainly associated with the development of motor abilities of the learners and do not reflect the requirements of person-oriented pedagogy, thereby impoverishing and limiting the possibilities of physical culture as a social phenomenon.

For this reason, there is a great need for projecting person-oriented content of special disciplines in the process of preparing a physical education teacher, which we aim to discuss in this article.

Training specialists in the field of physical culture and sports is not an easy task. The most important thing is the implementation of the acquired professional competencies in practice. The readiness of future teachers to effectively fulfill their professional duties should be formed, taking into account the basic principles and provisions of the person-centered approach, because their development is a crucial requirement in higher education. We consider a person-oriented approach as a way for a person to organize their activities and realize potential opportunities. The framework of this approach includes intellectually cognitive, value-semantic, and behavioral aspects based on a respectful attitude toward the individual and their individuality.

LITERATURE REVIEW

The ideas of the pedagogical activity, aimed at the formation of a free-thinking, spiritual, moral, and creatively self-expressing personality, take their origins in the works of classical teachers Jan Amos Comenius, J. J. Rousseau, P. F. Kaptereva, K. D. Ushinsky, and P. F. Lesgaft, who noted the uniqueness of the human personality and the need for its comprehensive development.

Many researchers have revealed the features of professional activity of future sports specialists in the field of physical culture and sports and have determined the qualities and properties of the personality that they must possess, the content of preparation for professional activity, etc. The works of such scientists as F. N. Barchukov, A. V. Voshchinin, K. G. Gabrielyan, N. L. Ilyina, Y. A. Kolomeytssev, A. Y. Korkh, A. B. Mishchenko, D. A. Momot, A. V. Neretin, A. N. Nikolaev, O. B. Trofimov, I. V. Trudnev, and many others are devoted to various aspects of the organization of the sports training process.

N. A. Alekseev notes that person-oriented education and upbringing are aimed at developing the skills of analyzing the phenomena of the surrounding reality and the personal experience of future specialists, taking into account their potential and understanding their role in society.

Many scientists, such as V. V. Serikov, L. S. Vygotsky, A. V. Khutorskoy, D. B. Elkonin, I. S. Yakimanskaya, O. Yakunina, and S. L. Rubinshtein write about the advantages of a person-centered approach.

METHODS

The following research methods were used to solve the set tasks and test the initial provisions of the hypothesis: comparative, system-structural, conceptual analysis of philosophical, social, psychological, pedagogical, and methodological literature; analysis of the features of the educational process in higher education; study of the state standard, curriculum; and design and modeling. Empirical methods employed included observation, questioning, testing, peer review, self-assessment; pedagogical experiment; analysis of the results of educational activities of students; and methods of statistical processing of quantitative research data. The experimental research base comprised 1st, 2nd, and 3rd-year students currently studying

at the Faculty of Physical Education, Urgench State University, Khorezm, Uzbekistan. The total number of participants was 60, with 20 students from each year group.

RESULTS

The study was conducted for two years (2021–2022) and included three stages. In the first stage, philosophical, psychological, pedagogical, methodological, and educational literature on the research problem was studied, and the experience of reforming the process of training teachers of physical culture in the system of higher professional education was analyzed and generalized. As a result, the initial parameters of the study, its subject, hypothesis, methodology, and main methods were determined. At the second (experimental) stage, the research hypothesis, conceptual foundations and mechanism for improving the content of special disciplines in the process of training a physical education teacher, and theoretical foundations for designing person-oriented content of special disciplines were specified. The analysis of the content of special disciplines was carried out from the standpoint of a person-oriented approach. The main components—criteria of pedagogical readiness of the future teacher of physical training for the implementation of the person-oriented approach—were determined and the development of diagnostic tools was carried out. Approbation of materials and studies with subsequent analysis of the results of diagnostic data was carried out, and experimental work was continued aimed at identifying the effectiveness of the developed technology for designing the content of special disciplines in the process of training a physical education teacher. In the third (final) stage, mathematical processing of the research results and methodological support of special disciplines (programs, teaching aids, recommendations, workshop on a special course) and literary presentation of the research results were carried out.

DISCUSSION

In our opinion, the focus of scientific knowledge on value, spiritual, and moral principles allow the reaching of a new level of personality development for future physical culture teachers. The development of this direction is also related to the fact that the training of a specialist in any field is proactive and aimed at the future; hence, the university must use a wide range of different methods, technologies, forms, etc. For this reason, the main goal of our study was to develop a method for designing person-oriented content for special disciplines. The method is designed to provide personal learning goals and to determine the value and significance of the subject being studied and the attitude of students toward its content. As a result of creating a predictive model of a creatively self-organizing personality, we have identified the main guidelines for the development of the person-oriented method. In addition to the formation of knowledge, skills, and abilities in the basics of special disciplines, this method should contribute to the formation of self-governing personality mechanisms and include also the development of creative abilities.

When designing the content of special disciplines for the faculties of physical culture and sports, based on the analysis of the work of leading experts in this field as well as state standards and programs, we identified the following guidelines in the training of specialists:

1. Foundations of professional activity, self-educational skills, and development of reflexive abilities;
2. Scientific and humanistic worldview based on knowledge of the basic patterns of development of man and society;
3. High level of professionalism based on integrated knowledge and involving the formation of professional competence;
4. A Scientifically oriented organization of pedagogical work, expressed in the design of student-oriented content and the transition from information-reproductive to problematic, partially exploratory, research teaching methods;
5. The ability to implement professional skills and abilities in the system of personality-oriented education based on the aesthetic, moral, and spiritual values of physical culture and sports.

The projecting process in pedagogy acts as a mechanism for overcoming contradictions between the theoretical and practical aspects of educational activities. The method of designing person-oriented content involves the following steps:

1. Diagnosis of the level of pedagogical readiness of students following the model of a creatively self-organizing personality and determination of directions for designing the content of special disciplines.
2. Content restructuring based on the compatibility of externally specified standard components (basic professional and pedagogical knowledge, skills; communicative, organizational, creative abilities) and qualities associated with the functional manifestations of the personality (criticality, motivation, reflection, etc.);
3. Appeal to the internal connections of the content of special disciplines (historical roots, the unity of teaching and upbringing methods, the structural integrity of the techniques and tactics of sports games, etc.) and the definition of principles, methods, means, and forms of pedagogical interaction;
4. Creation of special didactic (psychological) conditions:
 - a) actualization of the personal meanings of creative activity in the acquisition of knowledge and the formation of skills and abilities of practical activity;
 - b) ensuring the independent work of students in the study of special disciplines with teaching aids and recommendations;
 - c) creation of conditions for the formation of professional and creative self-organization in the form of a joint determination with students of barriers to creative self-development and ways to overcome them.

Along with the above, the technology of designing person-oriented content of special disciplines involves several operations and procedures of a procedural nature that provide analysis, synthesis, modeling, examination, formation, and refinement of the working plan. These include:

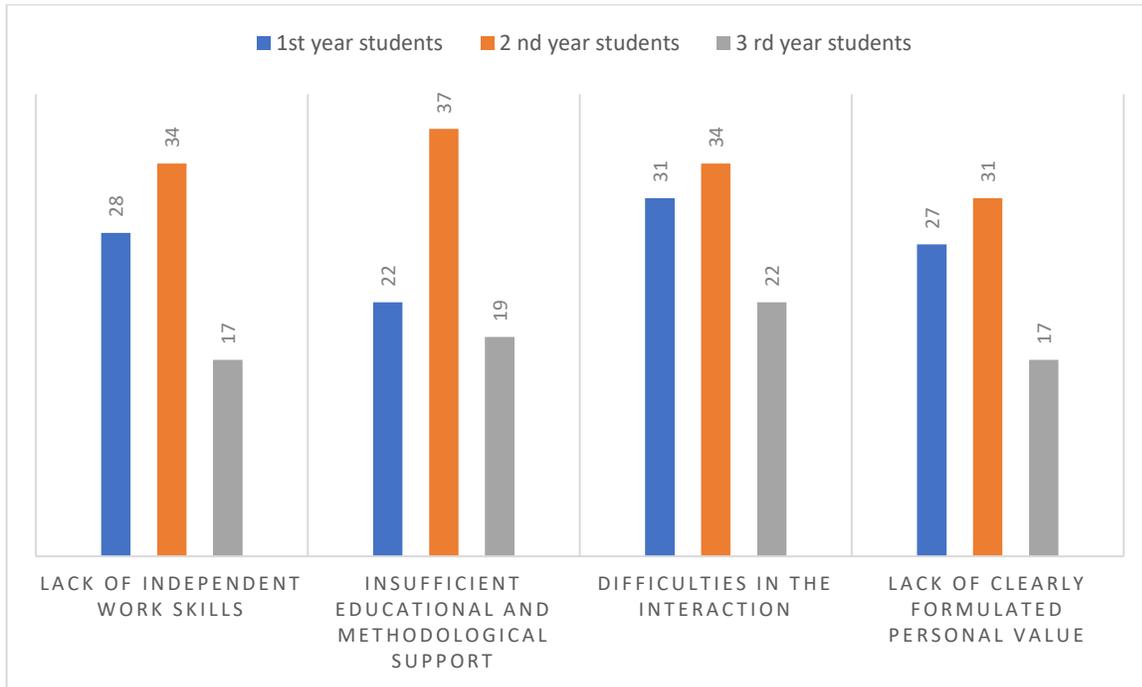
- forecasting the final results of training based on modeling the personality of a specialist in the field of physical culture;
- adaptation of the content of the subject to the material and technical capabilities and regional characteristics of the educational institution;
- conducting expert assessments;
- development of educational and methodological support.

Under the developed method, the content of the course of special disciplines was divided into modules: theoretical, practical, creative, and research.

As a result of the introduction of person-oriented content of special disciplines on the material of the course of disciplines “Sports and outdoor games” in the process of training future physical education teachers, the main problems of students’ educational and professional activities were identified (Table 1) based on special questionnaires. These include:

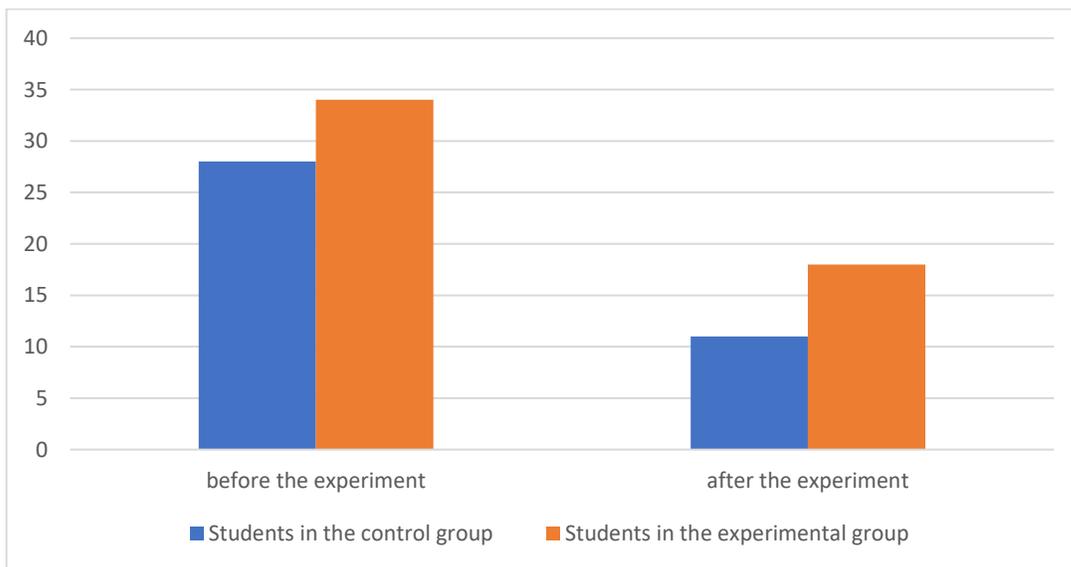
- students’ lack of independent work skills;
- insufficient educational and methodological support of educational activities in the disciplines of specialization;
- difficulties in the interaction of a teacher and a student associated with uncertainty in the future application of a particular professional skill or ability;
- lack of a formulated personal value of the acquired knowledge, professional skills, etc.

FIGURE 1
THE MAIN PROBLEMS OF STUDENTS IN THE DIRECTION OF PHYSICAL EDUCATION



At the final stage of the experiment, a generalization of the results of the introduction of personality-oriented content into the process of training a physical education teacher was established by comparing the results of questioning, testing, and expert evaluation on the main parameters of pedagogical readiness. We tracked the progress of the students during the context of the experiment. After the application of the person-oriented approach, the figures for “Lack of independent work skills” decreased as illustrated in Figure 2.

FIGURE 2
COMPARISON OF STUDENTS’ RESULTS DURING THE EXPERIMENT



CONCLUSION

A comparative analysis of the diagnostics of students' pedagogical readiness for the implementation of a person-oriented approach in professional activities at different stages of the experiment showed that at the final stage of the experiment there is a noticeable tendency toward a decrease in level indicators of both in the control and experimental groups. A more significant decrease in the high level of pedagogical readiness of students in the experimental group was observed in comparison to the control group. The generalized quantitative and qualitative results made it possible to identify the levels of the formed pedagogical readiness of future specialists for the implementation of a student-centered approach in professional activities. It is also necessary to note positive changes in students' attitudes to educational and professional activities, which, in our opinion, can serve as an indicator of the effectiveness of improving the system of training teachers of physical culture through the design of a person-oriented content of special disciplines.

In the indicators of the experimental group, there is a clear increase in dynamics from high negative attitudes to low levels (by 31.8%) while in the control group the decrease in a high level of negative indicators was 14.7% and the average was 2.6%. In both groups, there was a significant decrease in indicators of a high level of pedagogical readiness by 19.8% and 19.9%, respectively. The reliability of the data obtained proves the effectiveness of the implementation of the method for projecting person-oriented content, tested in the process of a formative experiment.

Summing up the results of the experimental work on the introduction of technology for designing the person-oriented content of special disciplines, it can be stated that the analysis of the results of the development of professional and personal qualities carried out during the study (following the model of a creatively self-organizing personality) showed the effectiveness of the developed method. The results of the analysis are reflected in the educational and didactic complex of special disciplines developed by us, the implementation of which in practice contributes to improving the quality of professional training of future teachers of physical culture.

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