INCREASING PROFESSIONAL SKILLS OF PHYSICAL EDUCATION GRADUATES USING AN ELECTRONIC EDUCATIONAL BASE

Ravshanov Bexruz Xasanovich
Bukhara Engineering and Technology Institute

ABSTRACT

In the content of this article, the study of the goals and objectives of students' physical education activities, the processes of teaching students movement in physical cultural and sports activities, the professional skills of physical education graduates in higher educational institutions using e-education, the base pays special attention to the organization and conduct of experimental work to improve.

Keywords: ELR, creative, trend, reflex, rhythm, trainer, tactical skill, competence, skill, coordination, loading, cycle, functional, differential, intensification, diskette, CD-ROM, methodological support, ICT, didactic, technical, organizational, ergonomic, aesthetic, resource, individual, EEK, motivation.

Improving the professional skills of students using electronic learning resources through the individualization of education.

The composition of the technological processes of its preparation in order to reveal the functionality of electronic educational resources determines the differences in the editorial-publishing processing of printed and electronic versions. The most common direction of educational informatization is the use of electronic educational resources directly in the educational process itself.

Research conducted in the 60s of the 20th century is the principle possibility and pedagogical basis of this. Since then, various pedagogical possibilities for the individualization and differentiation of teaching, the intensification of the educational process, the activation of the educational activities of students, their creative learning Important conceptual rules for z-self-realization were formed.

Since the electronic educational resource is a concrete material product that creates ICT, which can consist of diskettes, CDs, methodological supplies, the main principles of didactic, technical, organizational, ergonomic, and aesthetic characteristics are taken into account. should be. We divide them into three main groups - groups of didactic, organizational and technical requirements. We highlight the main didactic requirements for creating and using an electronic educational resource that takes into account the concept of person-oriented education:

-pedagogical expediency of using information resources in education;

-scientific content of the resource, presentation of scientifically based information, objective scientific evidence, theories, laws;

-suitability of the provided educational resource for the use of ICT tools for students in the given contingent, compatibility with previously acquired experiences for the purpose of preventing intellectual and physical stress of the student;

-increasing the information volume of training due to the use of alternative sources, condensing and structuring of educational information, transferring it to an active resource;

-implementation of individualization of teaching in collective teaching conditions (possibility of choosing an individual route, pace, level of complexity, work procedure aimed at individual psychophysiological, intellectual, motivational peculiarities of the student);

-harmonizing group and individual forms depending on the tasks, content and methods of teaching;

-development of the student's communicative abilities as a result of the implementation of collaborative educational, research, and scientific activities.

The pedagogue must understand that the success of teaching results directly depends on the ability of students to choose the educational environment both at the stage of familiarization with a new subject and at the stage of brainstorming. For example, the study of students' inclinations and results of their work with electronic resources shows that for students of a clear verbal type, static images with textual descriptions are more convenient even for studying dynamic processes. At the same time, students with a dominant figurative type of thinking will have more suitable material when using animated illustrations, but this can only happen if they have sufficient preparation in advance.

In our research, we include objects such as vocational teachers and students in a higher education institution. Each subject of education will have the opportunity to acquire knowledge in accordance with the level of professional competence. The task before the science teacher is to effectively use information by providing scientific-pedagogical, educational-methodical, informational and other knowledge to each student based on the base of electronic educational resources. is to create conditions.

It is necessary to take into account the objective and subjective components of competence while considering the competence of teachers of higher education institutions in the field of creating the ELR base. The objective side consists of the requirements expressed by the society for the activity of the teacher. The subjective side is the opposite of the objective side, but it depends on the level of motivation of the teacher and the student to improve their information activities.

And finally, the special information available in electronic educational resources in the teaching of professional subjects is intended for only one specific person - the student.

Based on the above, we formulated the principles of selecting the content of educational materials for the preparation of teachers for the creation and use of ETR in the teaching of vocational subjects of physical education in the educational process of higher education institutions:

the principle of scientificity - the connection of the preparation content with the practice of creating and using the psychological and pedagogical science, informatization of education, ICT tools in education, in particular, the electronic educational resource as a component of the information-methodical support of the educational process suitability;

the principle of practical orientation - the appropriateness of information activities and mutual information exchange in solving practical tasks of creating ELR in order to reveal the author's methodologies and developments of the content of preparation; determining the level of intellectual development of the student in professional activity, as well as controlling his knowledge, including using computer tests and diagnostic methods to determine his progress in education;

the principle of compliance of the training content with the modern level of ICT development - ensuring the necessary level of knowledge, skills and experiences in the following areas: fulfilling pedagogical and ergonomic requirements for the developed ELR; filling the information networks of the educational institution with the content of certain academic subjects; independent use of distributed information resources of local and global networks; development of author's methods on the basis of modern tools;

the principle of integrity of training - ensuring the unity of the components of some parts of the training course, the connections with the field of general pedagogical theories and educational subjects and concrete special subjects revealed in the ETR;

the principle of level differentiation - providing opportunities for mastering the tools of ETR development at different levels of complexity, both for the basic components that are considered the mandatory minimum of training content, and for more complex interpretations in the formation of information and methodical support;

The principle of ensuring the pedagogical-ergonomic quality of ELR is to comply with psychological-pedagogical, content-methodical, design-ergonomic requirements for ELR developed as a component of the programmatic-methodical complex;

Selection of the basic invariant of training of pedagogues for the creation of the ELR base in the teaching of professional subjects in higher education institutions and development of its content and mutual information exchange between teachers of special subjects of these institutions in the form of a block-module structure The increase was built on the principles and graded features of the preparatory content described above.

By analyzing the peculiarities of ETRs, it can be concluded that it is appropriate to consider the following directions of their use in the educational process:

- in the conditions of the classroom-teaching system:
- conducting traditional classes;
- in the organization of students' independent cognitive activities.
-in the conditions of implementation of innovative pedagogical technologies;
- as a basis for transition to new non-traditional models of education.

In this case, the first direction can be considered as a direction within the framework of a traditional linear learning model, and the second and third directions can be considered as directions that are implemented in the conditions of a non-linear learning model.

We will consider the situation of using ETRs in the conditions of the class-lesson system.

In this case, the situation is considered ideal when the teacher has the opportunity to conduct the lesson in a computer class, where each student has the opportunity to work individually on a personal computer, but this is not considered realistic in practice.

That's why we considered it our task to show the wider possibilities of using ETRs in various situations, including situations where a personal computer is not available.

REFERENCES:

1. Xasanovich R. B., Saidovich M. O. JISMONIY TARBIYA DARSLARIDA INNOVATSION TEXNOLOGIYALAR ORQALI O'QITUVCHI VA TALABA FAOLIYATIGA YANGILIKLAR KIRITISH VA UNI AMALGA OSHIRISHDA INTERAKTIV METODLARDAN FOYDALANILISH //O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI. – 2023. – Т. 2. – №. 18. – С. 395-400.
2. Mirzayev O. S., Ravshanov B. X. SPORTNING VOLEYBOL TURI BO'YICHA MASHQLARNING KETMA-KETLIGINI TASHKIL ETISH //scientific impulse. – 2022. – Т. 1. – №. 4. – С. 163-166.
3. Бехруз Х. Р., Ахмедов М. Б. ОСОБЕННОСТИ ФОРМИРОВАНИЯ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У МОЛОДЕЖИ //GOLDEN BRAIN. – 2023. – Т. 1. – №. 10. – С. 322-328.
4. Тухтамурадова Н. А., Равшанов Б. Х. ЗНАЧЕНИЕ ГИМНАСТИКИ ДЛЯ ЗДОРОВЬЯ //INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION". – 2022. – Т. 1. – №. 3. – С. 122-126.