



## Diagnostic Characteristics of Pedagogical Experience on Development of Professional Competence of Physical Education Teachers

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**Abstract:** The article presents the results of pedagogical research confirmed the validity of the proposed working task that the development of professional competence of teachers of physical education on the basis of the pedagogical model improves the quality of organizational training of professional activity in a secondary school. To study the level of development of the professional competence of physical education teachers at advanced training courses, we used such diagnostic methods as testing, questionnaires and experiment polls. In this case, a significant role was played by test B socio-psychological methods designed to identify and diagnose indicators of professional competence of physical culture teachers. These include methods that allowed to assess objectively the dominant motives of the teacher's pedagogical activity, readiness for self-education and also the level of formation of professional competence.

**Keywords:** *development of professional competence, diagnostic characteristics of pedagogical experience, physical education teachers, pedagogical research, students of secondary schools, system of advanced training*

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The professionalism of teachers, as we know, is one of the factors of the effectiveness of the system of public education, which determines the quality of their implementation of their basic pedagogical functions. With all this, the scientific and methodological substantiation of attestation diagnostic procedures and methods of studying the professional competence of physical education teachers is designed to ensure the efficiency and dynamism of management of the public education system of the Republic of Uzbekistan, timely detection of possible professional deformations and their correction in professional development, as well as professional self-development.

Experimental work was carried out during the 2020 -2021 academic years, and took place on the basis of secondary schools No. 12, 16, 274, 286, 308 of Tashkent city with the involvement of students in the 10th and 11th grades (a total of 160 people), and also 24 physical education teachers of these schools, who underwent advanced training at special courses. The experimental work consisted of three stages: ascertaining, forming and controlling.

It is important to note that the process of monitoring of the development and improvement of the professional competence of school physical education teachers during their professional

development trainings was done by the adequately selected and developed diagnostic methods that we prepared:

- psychological testing, which determines the teacher's readiness and ability for self-development and the development of an individual pedagogical communicational style, testing the definition professional competencies;
- survey and questionnaire of motivation and difficulties in formation level of professional and creative competencies.

Application diagnostic tools made it possible to determine the initial level of professional competence of physical education teachers before undergoing advanced training, as well as the degree of influence of the educational process formed on the basis of a structural organizational and pedagogical model with the aim of developing and improving the professional competence of teachers in the public education system.

On the basis of results of our research, diagnosing the professional competence of physical education teachers, is one of the managerial key teacher's pedagogical diagnostics, focused on assessing and self-assessing the professional competence of public education teachers, the real state of problems and difficulties of teachers. At the same time, the diagnosis of the professional competence of a physical education teacher is dominantly aimed at identifying the degree of development of his mental properties and professional qualities necessary for the implementation of these competencies in the process of personal and professional self-development. Thus, the concept of "professional competence" is significantly improved by us in comparison with the previously known models.

The primary task of the ascertaining experiment, carried out in accordance with the purpose of the study, was to establish the initial motives of physical education teachers, who determined their decision to enroll in advanced training courses (24 people in total). Revealing of motives was carried out according to the same method for the control ( 12 people) and experimental groups (12 people). Participants were asked to answer questions that clarify the reasons of their decision on self-development courses (tab. 1).

The greatest interest at this stage of the research were paid by teachers who determined the goal of additional training. 75% of the students came to the courses (18 out of 24) with the intention to increase the level of theoretical and methodological skills, improving their qualifications. So the need to learn innovative approaches to solving professional problems was the main motive for about 67% of teachers (16teachers out of 24).

Table 1 Motives that determined the admission of physical education teachers to advanced training courses

Motives	Number of people (in%)
Change in specifics vocational pedagogical activities	5 people (21%)
Expiration of the previously received certificate of professional development	18 people (75%)
Awareness of Growth competitive relations in the teaching environment	6 people (25%)
The need to increase the number of points the day before forthcoming certification	20 people (83%)
The need to master innovative approaches in solving existing problems	16 people (67%)
Awareness of the need for improving theoretical and methodological training	18 people (75%)

In addition, we also conducted a special survey. The questionnaire included particular indicators of pedagogical work associated with professional and pedagogical activity, with the social and pedagogical conditions of the subjects of pedagogical activity and with the personal qualities of a physical education teacher in a secondary school.

Analysis of the survey results obtained for each block of questions separately revealed the following:

1) among the personal qualities of a teacher, more than 20% of respondents note the inability to regulate their emotional state; slightly less than 20% - high physical fatigue; about 18% tense emotional state of self-confidence; also about 18% unwillingness to communicate with children; 15% was noted -, low level of the formation of pedagogical irritability; and 9% of the respondents noted other matters;

2) among the difficulties associated with professional pedagogical activity, in the first place is ignorance (insufficient knowledge) of the age and psychological and pedagogical characteristics of students (approximately 28%). Further, the teacher's lack of knowledge on the subject of "Physical education" (18%), the inability to practically solve pedagogical problems in the process of physical education of students (16%), difficulties associated with conducting practical exercises in physical education (14%), difficulties, related to the explanation of the studied material in physical education classes (10%), the organization of extracurricular activities in physical education (8%), other - (6%);

3) among the social and pedagogical conditions, according to the respondents, the greatest difficulties are created by the lack of a proper material and technical base for physical education (22%) and the low social status of a teacher (20%). Low society's need for a professional teacher, a master of their craft, is mentioned by 18% of respondents, teacher overload - 16%, low interest of students in physical education - 11%, low teacher salaries - 10%, outdated content of the subject "Physical education" - 3%.

We also conducted a survey that showed that in the disciplines of the professional cycle, physical education teachers would like to deepen their knowledge (48%), improve communication skills and improve pedagogical skills (22%), improve their physical fitness and health (20%), deepen knowledge in the disciplines of the mathematical and natural science cycle (4%), as well as the humanitarian, social and economic cycle (4%), other - (2%).

The analysis of the results of the questionnaire survey of physical education teachers at schools No. 12, 16, 274, 286 and 308 made it possible to form an idea not only of the difficulties in the work of a physical education teacher, but also to outline ways to improve the training of physical education teachers:

- 1) an increase in the volume of practice at school;
- 2) deepening of knowledge on the subject "Physical education" and instilling in teachers a love of their subject;
- 3) deepening and expanding knowledge of safety in physical education lessons, about providing students with first aid with injuries, loss of consciousness, fractures, etc.;
- 4) mastering knowledge about the basics of physiology, anatomy, psychology;
- 5) gaining experience in judging competitions;
- 6) obtaining knowledge about the extracurricular work of a physical education teacher and about preparing students for school sports days in various sports;

7) skill development of maintaining documentation related to the activities of the school teacher of physical education;

8) motivating teachers to raise children by personal examples of sportsmanship.

At the first stage, as a diagnostic study, we took the opportunity to consider the formation of the professional and personal qualities of a physical education teacher in the process of teaching students in grades 10-11. For the purpose of the above, the students were provided with a questionnaire. In this regard, it is important to note that on the basis of the analysis of literature, scientific methodological documentation, archival materials and our own pedagogical experience, we formulated 20 characteristics of the professional and pedagogical activity of a physical education teacher (included in the questionnaire indicated by us), which passed expert assessment by Physical education teachers in accordance with the State educational standard of public education in the direction of "Physical education" in a secondary school. And as a result of the conducted ascertaining questionnaire survey of students in relation to the teachers EG and CG, even before they undergo advanced training courses, we give Table 2. in percent. And as a result of assessment by students on a five-point scale, the level of formation of the professional qualities of the personality of a physical education teacher was obtained, which was determined by the sum of points scored during the assessment.

Table 2 Diagnostics of the level of formation of professional and personal qualities of a physical education Teacher at the ascertaining stage

Level score	Experimental group	Control group
High	11%	12%
Above middle	17%	19%
middle	42%	41%
Lower middle	20%	17%
Low	10%	11%

And, as we can see, the results when assessing the level of formation of professional and personal qualities of a physical education teacher at the ascertaining stage by school students do not differ much in the experimental and control groups. At the same time, the high level is only 11% -EG, and 12% - CG.

In this regard, I would like to add that the effectiveness of the professional activity of a physical culture teacher is determined precisely with the help of the assessing system. The qualitative criteria we have designated and the level characterizing them contribute to the qualitative assessment of the professional and pedagogical activity of a teacher in the field of physical education in a secondary school.

We consider qualitative criteria as specific signs, on the basis of which the results of the professional and pedagogical activity of a physical education teacher are assessed, which meet certain requirements. The system of qualitative criteria and indicators was developed by us taking into account the interrelated and interdependent stages of the formation of educational activities in a secondary school.

And to provide a system of self-assessment of the results of professional competence of physical education teachers as an indicator of development, we have developed a special diagnostic assessment complex aimed at identifying the abilities of teachers. Designated Complex of assessment was tested on a group of teachers from the EG and CG at the beginning of self-development courses (Table 3). With all this, the diagnosis of the main indicators of the self-assessment of the professional competence of physical education teachers in a secondary school,

allowed us to distinguish three levels of its formation: high, medium and low. Naturally, the definition of the levels is made with some degree of convention. Let's characterize the levels we have identified:

**a high level** of manifestation of stable professional competence of a physical education teacher, is determined by self-improvement, the ability to plan and regulate the process of self-development on the basis of highly developed self-awareness, the availability of knowledge, skills and professional and personal self-improvement, the presence of experience of self-development in the field of physical culture;

- **medium level** of approbation of various options for development and self-improvement, characterized by an awareness of the importance of self-development for a modern teacher of physical education, knowledge of the basic techniques and methods of self-improvement, possession of self-development skills in the professional and personal sphere at the theoretical level, insufficient experience of self-improvement in the field of physical education;

- **low level** of orientation in the professional sphere, characterized by the teacher's knowledge of the characteristics of professional physical education, unstable motivation for self-development, inability to plan and direct the activities in the field of professional and personal self-improvement.

Table 3. Self-assessment levels of professional results competence of teachers of physical education of secondary schools through diagnostic complex assessment (at the initial stage of training courses)

Level	Experimental group (EG)	Control group(CG)
High	28%	30%
Avarage	48%	47%
Low	24%	23%

And, as we can see, the data in the table does not differ much. Consequently, the EG and CG at the initial, ascertaining stage experiment are almost identical. The ascertaining stage of the experimental work hadaim to identify the following:

- Real level of formation of basic professional competence of teachers of physical education of secondary education school;
- the level of readiness of teachers for self-education activity (motivational, organizational, procedural component);
- level formation of basic indicators, characterizing the effectiveness of the pedagogical process in discipline "Physical education " (academic level academic performance, development of physical qualities of activeness and skills, as well as the level of formation of a person's physical education according to the main indicators).

So, analysis degree achievements goals the ascertaining experiment allowed us to identify difficulties in the existence of which, to a certain extent, could affect the quality of solving the problems of formative experimental research :

- different levels of development of professional competencies listeners groups enhancements

Qualifications and absence sufficient time for optimal recruitment of groups;

- difficulty in the selection of teachers who are able to fully cope with the methodology of organizing classes, corresponding to the concept of experimental work;

- the short-term nature of self-development courses, which does not allow to achieve the desired immersion of students in an innovative experimental environment.

Thus, the ascertaining stage of the experiment is characterized by a complex technique. It is understood as a set of various techniques and methods of research, the development of the order of their application and the interpretation of the results obtained. At the same time, the methodology included both traditional methods widely used in psychological, pedagogical, sociological and other sciences, and special tools adapted to achieve the goals of this study.

In the course of the ascertaining experiment, questionnaires, analysis of the results of activities and independent characteristics, polls, study of documents, test socio-psychological were used in the following varieties: methods. pedagogical continuous In the number of empirical observation, selective, in many methods, it is included and not included, uncontrolled and controlled. And through all of the above, the presented research methods were revealed; there was the level of formation of professional competence of those participating in the experimental study the competence of those involved in experimental research physical education teachers of secondary schools.

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