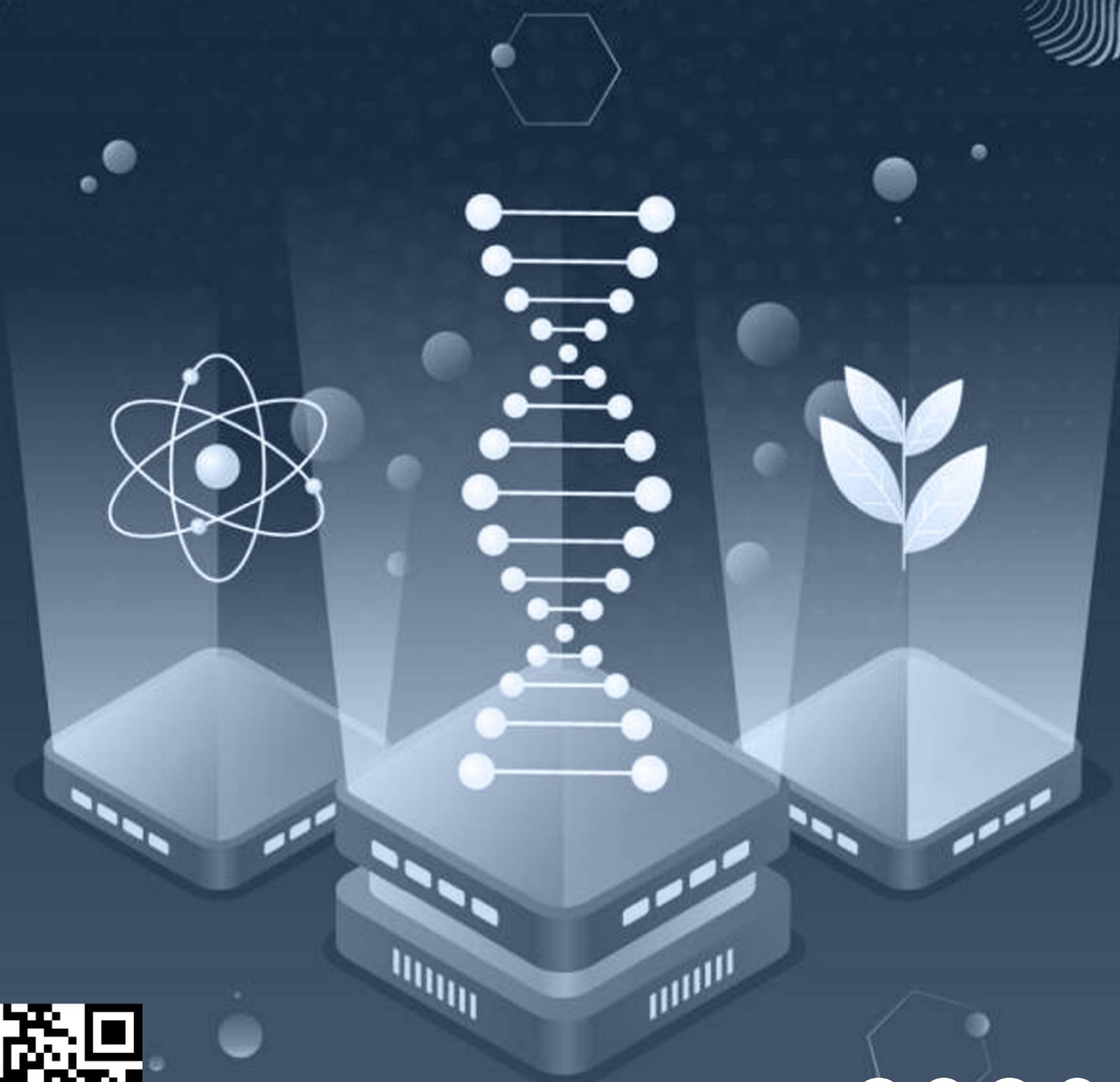


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FORMATION OF PROFESSIONAL SKILLS OF FACULTY STUDENTS OF PHYSICAL CULTURE WITH SPORTS GAMES



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Annotation. The article presents the results of a questionnaire survey conducted among specialists in the field of physical culture and sports to identify the influence of practicing various sports, including volleyball, on the formation of professional skills and personal qualities among students of the Faculty of Physical Culture of pedagogical universities

Key words: Higher educational institutions, means, skills, lesson, physical culture, formation, knowledge, professional skills

Relevance. In the concept of the program for the development of physical culture and sports in the Republic of Uzbekistan, improving the quality of training of highly qualified specialists in relation to the main types of future professional activities is identified as a priority [1].

Implementation of this task determines the need to find concrete ways of theoretical and methodological-technological support in the system of training physical education specialists in higher education institutions and to improve the educational process.

The level of sports-pedagogical skills is one of the main criteria of pedagogical professional skills [2,9,10]. The acquisition of professional skills by future physical education teachers prepares them for the effective solution of practice-oriented tasks in the real conditions of physical education and sports professional activities [2, 8].

Therefore, in the design and implementation of the educational process, it emphasizes not only the formation of knowledge and skills, but also the need to create a future subject of professional activity. The educational process should be aimed at forming a positive motivation for teaching, stimulating cognitive activity and activating the needs of learners in self-improvement.

As one of the directions of such training it is necessary to consider the use of the means and peculiarities of martial arts, which are characterized by a highly effective effect on the body and psyche of trainees in the process of professional training of a future sports teacher.

The purpose of the research: to determine the impact of engaging in different sports on the formation of pedagogical skills, qualities and abilities.

The following methods were used to solve the identified tasks: theoretical analysis and generalization of data from the scientific and methodological literature, question-answer and questionnaire, methods of mathematical statistics.

The analysis of the literary sources made it possible to define the scope of professional skills of the teacher, and in particular the physical education teacher, and to identify and define the ways of their formation.

With the help of a survey of experts, the impact of various sports on the formation of professional skills of a physical education teacher was identified. The impact level was rated on a number of points from 1 to 3. Specialists in the field of volleyball (56) took part in the survey to determine the means of shaping the personal qualities of a physical education teacher.

To study and diagnose the motivation to believe in failure or victory, a survey was conducted among first-year students on the methods of A.A. Rean's "Motivation to win" and T. Elers's "Motivation to avoid failure" [5]. was completed. Also, the adaptive method "Diagnosis of needs in the search for emotions" developed by M. Zuckerman (5) was used, according to which a high level of demand for emotions is uncontrolled, new, "nerves tickling" means an interest in impressions, which can often motivate the subject to engage in risky activities and adventures.

In order to determine the extent to which the phenomenon of the exchange of sports qualities for other qualities manifested in the activities of other sports, the method "Self-assessment of the volitional qualities of student-athletes" developed by N.Y.Sambulova [5] The qualities of self-control and endurance were determined using the self-assessment method.

To assess the effort, Y.P. Ilin and Y.K. Feshenko's "Questionnaire to Assess Your Perseverance" and "Questionnaire to Assess Your Perseverance" were used [5].

The results of the research. In order to determine the professional skills of the teacher that can be developed through physical education and sports, we analyzed the sources of scientific and methodological literature of several authors [2, 5, 8, 9].

The selection of professional skills divided into groups is the result of the analysis. Based on this, a questionnaire was developed, which included 55 professional qualities divided into seven groups: ethical, personal, attitude to work, willpower, team behavior, mental, physiological. The eighth group included seven pedagogical skills. 37 pedagogical skills were divided into five groups: communicative, gnostic, dynamic, constructive, organizational.

This classification, proposed by N. V. Kuzmina [6], was used in conjunction with a group of motor skills.

To determine the level of influence of sports specialization on the formation of professional skills of a physical education teacher, we surveyed 110 specialists in the field of physical education and sports, of whom 25 are masters of sports and 36 are candidates for master of sports. 29.6% of respondents - speed and strength sports (athletics and weightlifting, swimming, etc.), 27.9% - sports, 24.4% - martial arts, 18.2% - gymnastics representatives of the species.

The survey participants rated 55 professional qualities and 37 pedagogical skills on a scale of 1 to 3, then calculated the average score ($\bar{x}$) for each quality. In order to achieve high accuracy, 40 questionnaires were selected from each group in the processing of the results. Surveys containing maximum and minimum estimates were not processed. Professional qualities and pedagogical skills were each assessed on a scale of 1 to 3 points, followed by an average score.

The most formed professional qualities and abilities in the specialty of sports games are: will to win, perseverance, self-control, stress tolerance, endurance, initiative and activity, diligence and single-mindedness. the imaging reaction was isolated. Participants of the survey, representatives of martial arts: self-control, will to win, qualities of initiative and activity, representatives of speed-strength sports: diligence, will to win, perseverance and noted tolerance qualities.

The 1st Table shows the level of influence of sports specialization on the formation of professional qualities and abilities divided into groups. When engaging in sports, pedagogical abilities, willpower, mental and psychophysiological qualities are formed at the highest level compared to other sports.

Table 1

The degree of influence of sports specialization on the formation of professional qualities and abilities (score)

№	Professional quality and skills (groups)	Sport games		Combat		Speed - strenth sports		Gymnastic	
		$\bar{X}$	Place	$\bar{X}$	Place	$\bar{X}$	Place	$\bar{X}$	Place
1.	Willpower	2,84	1	2,52	2	2,38	3	2,32	4
2.	Psychophysiological	2,80	1	2,17	3	2,40	2	2,11	4
3.	Attitude to work	2,46	2	2,75	1	2,31	4	2,40	3
4.	Pedagogical	2,65	1	2,14	3	2,13	4	2,21	2
5.	Intellectual	2,55	1	2,32	2	2,25	4	2,30	3
6.	Etiquette	2,44	2	2,79	1	2,39	4	2,44	3
7.	Behavior in the team	2,40	3	2,42	2	2,44	1	2,36	4
8.	Personal	2,27	4	2,32	3	2,44	2	2,65	1

The reliability of the difference in points between the first place in sports games and the second place in the same pedagogical qualities and abilities occupied by other sports was determined by the Student t-criterion and they are as follows: willpower - communicative - $t = 2.8$; psychophysiological - $t = 3,1$; pedagogical - $t = 3,4$; intellectual - $t = 2,1$. at $t = 2.0$, for $r = 0.95$.

Thus, by analyzing the results of the survey in the table, in particular, the high impact of sports games on the formation of volitional (p. 2.84), psychophysiological (p. 2.80), pedagogical (p. 2.65) and intellectual (p. 2.55) qualities. , we consider it necessary to note the following:

1. The opinion expressed by the majority of coaches, experts and researchers about the high impact of sports games on the development of willpower qualities was confirmed [4].

2. The first place of psychophysiological qualities is probably determined by the compatibility of these qualities (noise resistance, attention distribution, attentional stability, rapid visual reaction, attention shifting) with the qualities that are inevitably developed during training with sports games and therefore does not require the development of new methods in addition to existing ones.

3. The first place of pedagogical ability can be explained by the close cooperation of the coach (teacher) and each athlete (student).

4. Intellectual qualities such as accuracy of thinking, critical thinking, imagination, intuition, ingenuity, curiosity, flexibility of thinking were found to be necessary for combat. The validity of this conclusion is confirmed by almost all volleyball experts, who argue that the basis of a volleyball player's tactical skills lies in the thinking and mental capabilities that the volleyball player himself begins with [3]. The most important component of tactical thinking is intuition and imagination [7].

Based on the results obtained, we have identified the following to study the development and formation of professional qualities and abilities using volleyball instruments:

1. We have distinguished among pedagogical abilities as foresight and forecasting, which require their development in the process of teaching volleyball and are based on the ability of each participant to succeed in this sport.

2. Intellectual qualities that are directly related to foresight and prediction, focusing on intuition and imagination.

3. Among the qualities of willpower, we distinguished perseverance, self-control, which scored the most points (Table 2).

Table 2

**The willpower to engage in sports
Influence on the formation of qualities (score)**

№	Qualities of willpower	$\bar{X}$	Place
1.	Bravery Courage	2,89	1
2.	Bravery	2,76	2
3.	The willpower to win	2,73	3
4.	Perseverance	2,43	4
5.	Self-control	2,36	5
6.	Activity	2,35	6
7.	Independence	2,30	7-8
8.	Tolerance	2,30	7-8
9.	Behavior	2,21	9-10
10.	Entrepreneurship	2,21	9-10
11.	Boldness	2,14	11

The reliability of the score difference between the third- and fourth-ranked qualities was determined by the Student's t-criterion: $-1 = 3.2$, $P = 0$, for $.95$.

As noted above, psychophysiological qualities are mainly developed automatically in the process of improving technical skills, so they are not included in the study in our case.

The assessment of the level of influence of different sports on the formation of pedagogical skills is given in (Table 3).

Table 3

Influence of sports specialization on formation of pedagogical skills (score)

№	Pedagogical skills	Sport games		Combat		Speed - strenth sports		Gymnastic	
		$\bar{X}$	Place	$\bar{X}$	Place	$\bar{X}$	Place	$\bar{X}$	Place
1.	Communicative	2,70	1	2,44	3	2,45	2	2,41	4
2.	Gnostic	2,58	1	2,17	4	2,30	3	2,31	2
3.	Moving	2,82	1	2,55	2	2,25	4	2,45	3
4.	Constructive	2,71	1	2,40	3	2,35	4	2,41	2
5.	Organizational	2,61	1	2,37	2-3	2,14	4	2,37	2-3

The reliability of the difference in points between the first place in sports games and the second place in the same pedagogical skills in other sports was determined by the Student t-criterion, and they are as follows: communicative - $t = 2$, 1; gnostic - $t = 2.3$; mobile - $t = 2.4$; constructive - $t = 3.0$; organizational - $t = 1$, 8. at t theorem. = 2.0 , for $r = 0.95$.

Thus, the first place of organizational skills is not considered reliable.

The results obtained in the future study of the impact of different sports on the personality of the athlete can be fully and comprehensively assessed. Since this task is beyond the scope of our research, we are limited to expressing this fact and defining the pedagogical skills whose formation we will study. Based on the data presented in Tables 4,5,6,7, the study of the process of formation of the following pedagogical skills is promising: critical analysis of their activities; formation of independent work skills in athletes; correct choice of methods of conducting training sessions; perform the exercise demonstration correctly.

Table 4

**The communicative nature of engaging in sports
Influence on skill formation (score)**

№	Communicative skills	$\bar{X}$	Place
1.	Formation of independent work skills in athletes	2,94	1
2.	Communicating with students	2,78	2
3.	Nurture and improve the physical and mental qualities required in the chosen sport	2,74	3
4.	Explain the activity of the movement by analyzing it	2,52	4
5.	Be demanding and respectful of your students	2,43	5

The reliability of the first place was determined by the Student's t-criterion: at $t = 2.2$, $r = 0.95$.

Table 5

**The gnostic nature of playing sports
Influence on skill formation (score)**

№	Gnostic skills	$\bar{X}$	Place
1.	Critical analysis of personal performance	3,00	1
2.	Regulation of physical activity of athletes	2,82	2
3.	Orientation to unexpected situations by making substantial changes to the training process	2,70	3
4.	Controlling exercise techniques by correcting errors in a timely manner	2,66	4
5.	Draw conclusions about the future development of sports results, techniques and tactics	2,56	5
6.	To determine the mental endurance of athletes to special and training loads	2,51	6

The reliability of the first place was determined by the Student's t-criterion: at $t = 2.5$, $r = 0.95$.

Table 6

**Constructive engagement in sports
Influence on skill formation (score)**

№	Constructive skills	$\bar{X}$	Place
1.	Choosing the right methods of training	2,51	1
2.	Planning the process of sports training	2,47	2
3.	Determination of training loads by time, frequency, volume	2,41	3

The reliability of the first place was determined by the Student's t-criterion: at $t = 2.5$, $r = 0.95$.

Table 7

**Trying to play sports
Influence on the formation of skills (score)**

№	Movement skills	$\bar{X}$	Place
1.	Perform the exercise demonstration correctly.	2,94	1
2.	Improving their physical qualities by following the rules of community and personal hygiene	2,63	2
3.	Provide practical assistance	2,55	3

The reliability of the first place was determined by the t-criterion of the student: at $t = 2.4$, $r = 0.95$.

We believe that another important conclusion can be drawn from the fact that many experts do not doubt that the question of whether there is a difference in the impact of different sports on the process of formation of the necessary professional skills is correctly asked.

Conclusions

The results of questionnaire of highly qualified specialists in the process of improving pedagogical physical education and sports, pedagogical higher education institutions in the formation of professional skills and abilities of students of physical education faculties, emphasize the great potential for using the specifics of different sports. The analysis and generalization of the question and answer data helped to systematize and classify each sport by direction and share in the methodology of forming a set of necessary professional characteristics of future professionals.

The peculiarities of the impact of volleyball on the body and psyche of trainees, its ability to form a number of pedagogical skills and abilities, can be successfully applied in the process of professional training of physical education specialists. Such skills and abilities include: the ability to act in extreme situations; seeking the right solution in a constantly changing environment; the ability to critically analyze their own activities and manage their mood.

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Maqolani tayorlashda qo'yiladigan talablar:

1. Maqola o'zbek, ingliz va rus tillarida minimal 6 sahifadan iborat bo'lib, Microsoft Word dasturida Times New Roman shriftida 12 kegl, 1 satr oralig'ida, sahifalar barcha tomondan 2 sm qoldirilgan holda bo'lishi shart.
2. Satr boshi - 1,25 sm bo'lib, satrlarni eniga to'g'irlash, so'zlarni boshqa qatarga ko'chirish avtomatik tarzda bo'lishi lozim.
3. Birinchi qator o'ng tomondan muallifning familiyasi, ismi va otasining ismi, ikkinchi qatorda muallifning ish joyi, lavozimi, ilmiy darajasi va unvoni, e-mail va telefon raqami, uchinchi qatorda sahifaning o'rtasida bosh va qalin harflar bilan maqolaning nomi yoziladi. Ushbu ma'lumotlar o'zbek, ingliz va rus tillarda berilishi lozim.
4. Keyingi qatordan o'zbek, ingliz va rus tillarida 60 so'zdan iborat annotatsiya beriladi.
5. Keyingi qatordan 7-10 ta o'zbek, ingliz va rus tillarida kalit so'zlar beriladi.
6. Keyingi qatordan asosiy matn boshlanadi va maqola 4 qismdan iborat bo'ladi: Mavzuning dolzarbligi. Metodlar va o'rganilganlik darajasi. Tadqiqot natijalari. Xulosa.
7. Maqolalar ilmiy ahamiyatga ega bo'lib, ulardagi fakt va fikrlar asoslangan hamda mustaqil ma'no kasb etishi lozim, plagiat holati taqiqlanadi. Muallif foydalanilgan adabiyotlarni aniq ko'rsatishi, olingan iqtiboslarning aniq manbalarini keltirishi lozim.
8. Web of science hamda Scopus tizimidagi jurnallardan iqtiboslar olish maqsadga muvofiqdir.
9. Iqtiboslar matn ichida [1, 25] beriladi. Adabiyotlarning to'liq ro'yxati asosiy matndan so'ng alifbo tartibida ko'rsatilishi lozim.

Требования к оформлению научной статьи:

1. Статьи должны содержать 6 страниц, в формате Times New Roman на Microsoft Word, 12 кегль, 1 см, со всех сторон 2 см.
2. Начала абзаца - 1,25 см, формировать строки по ширине, перенос слов в другой ряд должен быть в автоматическом порядке.
3. В первой строке от правой стороны Ф.И.О. автора, во второй строке место работы, должность, ученая степень и ученое звание, e-mail и номер телефона, в третьей строке по центру страницы прописными буквами жирным шрифтом название статьи. Эта информация должна быть предоставлена на узбекском, английском и русском языках.
4. В следующей строке аннотация из 60 слов на трех языках: узбекский, английский и русский.
5. Со следующей строки ключевые слова 7-10.
6. Далее начинается основной текст. новой текст начинается со следующей строки, и статья состоит из 4 частей: актуальность темы, методы и уровень исследования, результаты исследования, заключение.
7. Статьи должны иметь научное значение, факты и идеи должны быть обоснованными и избежать плагиатства. Автор должен точно указать использованную литературу и ссылку на источники, при помощи которых он выразил свое мнение.
8. Сноски или ссылки должен быть взяты из Web of science, а также системы журналов Scopus.
9. Цитирование приводится в тексте [1, 25] Полный список литературы должен быть указан после основного текста, а алфавитном порядке.

Requirements of the articles submitted:

1. Articles should be at least 6 pages, in Times New Roman, 12 pt., 1 inter.
2. The line head should be 1,25 cm, line spacing, and the words should be automatically moved.
3. The author's full name should be on the first line from the right; the author's place of work, position, academic degree, and academic rank, email address, and phone number should be on the second line; the article title should be centered in bold, capital letters, on the third line. This information should be provided in Uzbek, English, and Russian.
4. An annotation of 60 words in the next line in three languages.
5. Key words from the next row in three languages 7-10.
6. The next line begins with the main text. The main text begins on the next line, and the article consists of four parts: the relevance of the topic, the methods and level of research, the results, and the conclusion.
7. Articles must be of scientific importance and facts and opinions in the article should be well-grounded and have an independent meaning, and they must be free of plagiarism. The author must clearly demonstrate the literature used in his or her opinion, and provide the exact sources of the extracts.
8. Quotes should be from "Web of science" and "Scopus" journals.
9. A complete list of publications should be followed in alphabetical order after the main text. Seals and references should be in the main text [1, 25].