

IMPROVING THE SYSTEM OF PREPARING FUTURE PHYSICAL EDUCATION TEACHERS FOR DEONTOLOGICAL ACTIVITY

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Abstract: This article analyzes the preparation of future physical education teachers for deontological activity and its role in improving the quality of physical education and the effectiveness of teaching. The study substantiates the importance of forming professional ethics, pedagogical culture, and communicative competencies among physical education teachers. The research methodology includes empirical and theoretical methods such as pedagogical analysis, surveys, interviews, and observations to assess the level of deontological preparedness of future teachers.

Key words: Physical education, deontological competence, professional ethics, pedagogical process, moral values, communicative skills, teacher preparation, pedagogical technologies, psychological approach, methodological preparation, professional mastery, educational approach, sports pedagogy, practical training, ethics, and responsibility.

Introduction

Physical education teachers are not only responsible for organizing sports activities but also for adhering to professional ethics and improving their educational approach. Physical education encompasses not only physical exercises but also plays a significant role in providing students with moral and ethical education. A physical education teacher must set an example for students through personal qualities, professional skills, and adherence to moral and ethical standards. Therefore, improving the system of preparing future physical education teachers for deontological activity is a crucial issue. Their professional responsibility in the pedagogical process, adherence to ethical standards concerning students, and their role in shaping students' personal values are also key factors. In modern education, special attention must be given to the formation of deontological competence among physical education teachers. Contemporary pedagogical technologies, psychological preparation, professional competencies, and strict adherence to ethical norms ensure the effective performance of physical education teachers. Moreover, during sports activities, teachers must develop pedagogical mastery, communication skills, and the ability to interact effectively with students. These competencies are crucial in instilling discipline, teamwork, determination, and ethical values in young learners through sports. The study results indicate that physical education teachers lack sufficient knowledge of professional ethics, deontological training sessions are insufficient, and there is a need to improve communication skills within the pedagogical process.

Methodology

The research employed empirical and theoretical methods, including pedagogical analysis, surveys, interviews, and observations to study the deontological preparedness of future physical education teachers. Additionally, foreign and local experiences were compared.

Results

The research findings highlight the following issues in preparing future physical education teachers for deontological activity:

- Insufficient knowledge of pedagogical ethics;
- Inadequate coverage of deontological competencies in the curriculum;
- Lack of sufficient professional ethics training in practical lessons;
- Limited pedagogical psychology and communication skills among physical education teachers;
- Weak application of ethical and individual approaches to students;
- Lack of sufficient scientific and methodological resources on deontological training;
- Limited opportunities to test ethical and professional behavior in practice.

The study also identified the necessity of systematically organizing specialized training sessions, seminars, and practical activities to enhance the deontological competence of physical education teachers. These training sessions should focus on:

- Enhancing theoretical knowledge of professional ethics and moral standards;
- Developing communication culture in teacher-student interactions;
- Applying socio-psychological approaches in mentoring activities;
- Improving methods for instilling moral values in students during physical education lessons;
- Conducting special training on managing pedagogical conflicts in practical sessions.

Discussion

Based on the obtained results, the following measures are recommended for improvement:

- Integrating deontological subjects into the physical education curriculum;
- Organizing specialized training sessions on ethics and professional responsibility for teachers;
- Increasing the number of real-case-based practical lessons in the educational process;
- Encouraging students to develop deontological values during pedagogical practice;
- Introducing special courses aimed at developing teachers' communication, psychological, and pedagogical competencies;
- Incorporating modern technologies and innovative pedagogical approaches in deontological training.

Preparing future physical education teachers for deontological activity is a crucial factor in improving the quality of physical education. The study results demonstrate the necessity of developing deontological competencies in the pedagogical process. Therefore, it is essential to enhance the educational process, increase practical lessons, and provide in-depth knowledge of pedagogical ethics. Additionally, improving the professional skills of future teachers and strengthening their pedagogical readiness is necessary. To achieve effective results in physical education classes, teachers must possess not only theoretical and methodological knowledge but also well-developed deontological approaches. This, in turn, requires teachers to have a strong foundation in professional ethics, pedagogical culture, and communication skills. Moreover, in the educational process, the teacher's behavior, understanding of professional duty, and responsible approach to pedagogical activities are of utmost importance. A high level of deontological preparedness enhances the quality and effectiveness of physical education lessons. Therefore, a teacher must adhere to pedagogical ethics in their professional activities, motivate students, increase their interest, and approach their profession with dedication.

Conclusion

In conclusion, preparing future physical education teachers for deontological activity positively impacts not only the quality and effectiveness of physical education but also the overall development of the education system. Physical education teachers must not only have a strong command of their subject but also strictly follow the principles of pedagogical ethics, adhere to moral norms, and serve as positive role models for students.

Therefore, it is essential to further improve the training process for educators who meet the modern educational demands and possess high professional competencies. Enhancing the pedagogical skills of physical education teachers, strengthening their professional readiness, and preparing specialists who can motivate students and guide them correctly are crucial.

Integrating deontological approaches into the educational process, increasing the number of practical lessons, and providing in-depth knowledge of pedagogical ethics contribute to improving education quality. Thus, special attention must be given not only to the theoretical knowledge of future physical education teachers but also to their ethical and pedagogical competencies.

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