

# Model of Competency Formation in Future Physical Education Teachers

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## **Anotation:**

In this article, the preparation of future educators for professional activities, comprehensive social life, including the issue of assessing the educational results of students and the assessment of the educational process in research on monitoring methods, was considered as an indispensable condition for improvement.

**Keywords:** Observation, repetition, execution and systematization, analysis and evaluation. Competence, acmeological, cluster.

The problem of teaching the formation of competencies related to the activities of future physical education teachers, from a scientific point of view and based on the requirements of the time, acquires new methodological content for this field of science. According to the analysis of the literature, the teaching and assessment methodology, based on the acmeological, cluster, competency-based approaches widely used in educational practice, aimed at assessing the knowledge, skills and abilities of the main essence of most of its research conducted over the past 10 years, is still relevant today.

The issue of assessing the educational results of students, including the preparation of future teachers for professional activities, comprehensive social life (G.A. Bordovsky, Sh. Abdullaeva, B.B. Murov, M.G. Davletshin, X.A. To Rakulov) and in research on methodologies is considered monitoring and evaluation of the educational process were considered as an indispensable condition for improvement.

Planning the educational process in a mixed educational environment, as a component of the educational process, aimed at fulfilling the main considerations for the systematic and step-by-step determination of educational stages, is carried out through an understanding of the traditional,

distance and independent (Internet) educational process, as well as the essence of the concepts of science-related activities.

Effectiveness of activity skills based on student needs:

the physical condition of students, the intensity of the combination of theoretical and practical skills when mastering physical education, the presence of mobility when mastering improved and updated classes, as well as the didactic pattern of the correct organization of the educational process;

Physical moderation is associated with the assessment of a number of functions (referent, demonstrative, educational, developmental, functional, organizational, diagnostic, informational, motorized) aimed at improving the quality of a healthy lifestyle and education.

An important role is played by the development of students' skills to compare, analyze, draw conclusions, develop and put into practice scientific and pedagogical approaches to physical rational activity. The following main functions of developing students' activity competence can be identified (Table 1).

**Functions for assessing student activity competence**

<b>№</b>	<b>Function</b>	<b>Contents of the activity (module)</b>
1	Educational	Observation, repetition, implementation (availability) and systematization, analysis and evaluation.
2	developing	Mastering methods of attention, memory, self-esteem and control.
3	guide	Theoretical and practical awareness, stimulation, systematic training, formation of discipline and motives.
4	organizational	Stages of training, forms, duration, construction of a systematic system for acquiring knowledge
5	diagnostic	Application of knowledge and skills in activities, diagnosis and assessment of individual and team work
6	control	Assessment of the results of physical activity and teaching competence

When developing student activity competence, knowledge acquired in school classes is considered as a set of skills, and several factors will need to be taken into account, including;

- the amount of scientific knowledge, endurance to physical activity, interest in any sport, accuracy of movements and answers, scientific ability, as well as creativity and independence in presentation;
- the degree of mastery of terms, concepts, laws, theories related to science, consistency in answering questions, creativity in revealing the essence of actions, an approach to mastering and teaching actions based on leading ideas and principles;
- Independent use of acquired knowledge and teaching methods in a non-standard situation, independent search, acquired experience and assessment of the implementation (activity) of tasks that acquire a practical nature in relation to the activity.

Based on the logic of our research, there is a need to move on to considering the essence of pedagogical modeling from the point of view of developing a model and software for developing student activity competence in an educational cluster. Pedagogical modeling is usually understood as the preliminary detailed development of the pedagogical system under consideration.

Today, with the constant development of forms, methods, techniques, means of teaching and education, pedagogical activity is becoming more complex. Modeling of the pedagogical system is considered by the teacher as a single whole of all components of the pedagogical process, aimed at overcoming certain difficulties in mastering certain competencies, educational goals in the context of our research and achieving these goals.

The socialization of students and the need to improve the status of teachers determine the main priorities of educational institutions in their life and professional activities.

At the same time, this is inextricably linked with the development of the system of lifelong education, the integration of preschool and primary education, general secondary education, vocational education and higher education in the education cluster system of our Republic.

In the conditions of the educational cluster, teaching staff are trained, they create a model for the development of personal, professional and activity competence; in the conditions of the educational cluster, students also have great opportunities in the formation of the educational process, its development and skills in teaching activities in mixed learning conditions.

In this sense, the development of one of the factors ensuring the competence of students, that is, future teachers - a model for the formation of activity competence - is considered one of the important pedagogical problems.

This model helps students imagine competence, that is, the formation of activity competencies, its structure, components and their relationships, as well as their influence. The main goal of the modeling is to create a general idea of how to effectively formulate the competencies of professional and physical activity among students of higher education institutions and implement this in practice.

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