



THE ROLE OF INNOVATIVE AND MOTIVATIONAL APPROACHES IN IMPROVING THE SYSTEM OF TRAINING FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract

This article examines the social necessity, pedagogical foundations, and psychological factors of creating a system of motivational approaches and attitudes for future physical education teachers and, on this basis, the formation of acmeological motivation.

Keywords: Physical education, sports, education, motivation, motive, innovation, pedagogy, psychology, axiology, acmeology.

BO‘LAJAK JISMONIY TARBIYA O‘QITUVCHILARNI TAYYORLASH TIZIMINI TAKOMILLASHTIRISHDA INNOVATSION- MOTIVATSION YONDASHUVLARNI O‘RNI

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Annotatsiya:

Mazkur maqolada bo‘lajak jismoniy tarbiya o‘qituvchilariga motivatsion yondashuvlar va munosabatlar tizimini yaratish va shu asosida akmeologik motivatsiyani shakllantirishning ijtimoiy zarurati, pedagogik asoslari va psixologik omillari tadqiq etilgan.



Kalit so‘zlar: Jismoniy tarbiya, sport, tarbiya, motivatsiya, motiv, innovatsiya, pedagogika, psixologiya, aksiologiya, akmeologiya

РОЛЬ ИННОВАЦИОННЫХ И МОТИВАЦИОННЫХ ПОДХОДОВ В СОВЕРШЕНСТВОВАНИИ СИСТЕМЫ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ

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Аннотация:

В данной статье рассматриваются социальная необходимость, педагогические основы и психологические факторы создания системы мотивационных подходов и установок для будущих учителей физической культуры и, на этой основе, формирование акмеологической мотивации.

Ключевые слова: физическое воспитание, спорт, образование, мотивация, мотив, инновации, педагогика, психология, аксиология, акмеология

Introduction

Today, the socio-pedagogical need to create a system of motivational approaches and relationships for future physical education teachers is increasing. This makes it an urgent task to improve the system of their training and training as personnel. In this sense, there is a need to train future physical education teachers on the basis of modern students, develop their professional knowledge and skills, and prepare them for innovative activities based on a creative approach.

Due to the decreasing share of physical activity in modern conditions, the training of highly qualified specialists in the field of physical education is becoming increasingly relevant as an important issue for all types of education. Modern physical education is, in a certain sense, represented by a problematic situation associated with the existing contradictions between the objective need of society



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for highly qualified physical education specialists and the practical and professional training of graduates.

Modern pedagogy aims to develop the professional knowledge and skills of future physical education teachers, to cultivate a new worldview and thinking in them, and to use a motivational approach to improve the quality and effectiveness of physical education, to create motivational activities and to achieve social changes on this basis.

Physical education is not only a process consisting of pure sports competitions, but also the formation of moral and volitional qualities and qualities in young people through this education. During physical exercises, young people develop strength, speed, agility, endurance and flexibility, their health is strengthened, working capacity, mental activity are increased, moral standards such as courage, honesty, determination, independence are formed, and a step is taken towards maturity.

One of the urgent tasks is to form motivation in future physical education teachers to become skilled masters of their profession, to establish professional activities, to direct their internal motives for the effectiveness of professional activity.

Motivation is the process of movement of motives, a set of motives that encourage a person to the main activity. Motive, when translated from French, means a motivating force, a reason. As noted by pedagogical scientists E. Goziev and R. Asomova, the system of motives and motivation performs the function of internal regulation of a person's activity, behavior, and is the main factor in the realization of needs, desires, good intentions, wishes, inclinations, feelings, ideals, beliefs, conscience, goal-setting, etc. in practice. According to the Russian scientist A.N. Leontiev, the motivational environment of a person is a holistic system that develops throughout his life. It is considered a moving object with its own hierarchy, reflecting the subject of needs and the state of the individual. Therefore, there are various needs in the human mind, and these needs turn into motivation that shapes human behavior and external activity.

Motive is a factor that causes a person to achieve a certain goal in human activity, a reason. Motive is an internal impulse that encourages a person to action and activity, appearing as a higher form of need. It includes needs and instincts, inclinations and feelings, ideals and other motives. In modern psychology, the



term motive is used to express various phenomena and situations that activate the subject. The complex of motives for behavior and activity is called motivation. Therefore, in improving the system of training future physical education teachers, it is necessary to pay attention to the formation of motives for their professional development, to develop innovative methodologies.

Motive arises and is formed on the basis of need. The stabilization of the need ensures the effective formation of motivation. Since the movement is the structure of the activity, it is guided by the purpose and motive of the activity. Sometimes there are cases when the concept of "motive" is replaced by the terms "emotion", "goal", "setting". Sometimes it is specified with the concepts of impulse, instigator, and instigator. Therefore, future teachers of physical education are required to correctly organize their professional activities, to form an internal motivation and need for success from it, and to direct them on this basis.

In Western psychology, two types of motivation and their specific characteristics have been studied in depth. These are extrinsic (dependent on external conditions and circumstances) and intrinsic (arising in connection with the dispositions of the individual - needs, attitudes, interests, inclinations, desires). Discussions in this direction are reflected in the book by H. Heckhausen "Motivation and Activity".

Scientist H. Heckhausen created 6 principles of motivation. According to the first principle, intrinsically motivated behavior is not aimed at satisfying physical needs such as hunger, thirst, and avoidance of pain. According to scientists working in this direction, these needs do not serve to restore homeostasis disturbed by the organism. However, they can be corrected in extrinsic behavior. Motivated behavior according to the first principle is interpreted as aimless activity. The scientist who studied game activity, Ye. Klinger, calls game activity a goalless directed movement based on intensional motivation. According to R. White, the greatest activity of an individual in the process of interaction with the environment is called mobility motivation. The American scientist Mark Ruznes agrees with this idea and considers the initial stages of activity to be intensional, and the stages close to the result to be extensional.

1. The motivation of an activity consists of both intensional and extensional motivated behavior.



2. This or that behavior is considered a motivation aimed at maintaining some optimal level of activity or keeping it in a ready state.

In the formation of acmeological motivation in future physical education teachers, the importance of the motivation factor for achieving success in professional activity is considered high. At the beginning of the last century, scientist D.S. McClelland developed the Thematic Apperceptive Test (TAT) methodology, aimed at identifying differences in the occurrence of individual qualitative changes in achievement motivation. He identified two types of achievement motivation: motivation to achieve success and motivation to avoid defeat. Later, this methodology was modified by H. Heckhausen, W. Mayer, L. Kemmler. H. Heckhausen identified the nature of the interrelationship of active activity and achievement motivation at the most important level, indicating three important motivational vectors:

1. Individual subjective perception of the probability of success and difficulty of the task facing the individual;
2. The degree of significance of the task for the subject, as well as the strength of the desire to support and increase self-esteem;
3. The tendency of the individual to adequately attribute responsibility for success and failure to himself, other people and the situation. Therefore, the role of these vectors in the formation of acmeological motivation in future teachers is considered high. In this regard, identifying psychological factors and developing pedagogical foundations for their solution are urgent tasks for today's higher education.

When directing future physical education teachers to acmeological motivational activities based on innovative approaches, it is necessary to take into account their activity and educational tension. According to other scientists P. Fress and J. Piaget, in order to carry out the activity, there must be a sufficient level of motivation. However, if the motivation is too high, the level of activity and tension increases, and this in turn leads to a deterioration in the effectiveness of activity and behavior. From this point of view, an excessively high level of motivation can cause negative emotional effects that can lead to negative situations in the activity: stress, excitement, tension. It can be seen that an extremely high level of motivation is not always the best aspect. Another scientist



D. McClelland explains that achievement motivation can develop even in adulthood as a result of acquiring knowledge. He indicates the following features that characterize achievement motivation in people:

- the priority of activity in conditions of maximum achievement motivation, that is, the performance of tasks of an average level;
- achievement motivation does not always lead to high results. Also, high indicators are not always the result of the activation of achievement motivation;
- the responsibility to take personal responsibility for oneself in the implementation of any activity. There are situations and conditions with a clear or moderate level of risk, when coincidences do not play a role in achieving success.
- prefers to adequately express his opinion about the results achieved in his activities;
- a person is eager for innovations, so he tries to find new, effective ways to complete tasks. Therefore, one of the urgent tasks is to form the desire, need and skills to correctly balance personal responsibility in future physical education teachers when directing them to innovative motivational activities.

Researcher Ye.M.Rozhkov explains that motivation is overcoming a difficulty. This is overcoming difficulties through control and organization with people or ideas. It is an independent execution with great speed, regardless of how it can be implemented. Overcoming obstacles and achieving high results leads to an increase in self-esteem by a person expressing himself, competing with others, and successfully using his abilities. So, motivation for future physical education teachers is based on the desire to achieve good results in their professional activities, social demand and need.

In short, the current lack of timely use of reserve personnel, the "freezing" of personnel for years, and the lack of motivation are causing personnel dissatisfaction in departments and organizations. It is extremely important that personnel have experience, skills and qualifications, as well as a reliable "motivator" supporting them, that is, a "partner" who shares his experience with the public. The dominance of the motivation to avoid failure in a person leads to a decrease in self-esteem. Repeated failure can lead to a decrease in self-confidence, depression, and chronic fear. In such people, the level of development



of the motivation for success is mainly much lower. Therefore, future teachers also need to be guided through motivational education to achieve success in their professional activities, to show high results based on personal development, and to show diligence in the formation of physical culture in students.

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