



A MODEL FOR FOSTERING A SOCIALLY ACTIVE STANCE IN FUTURE PHYSICAL EDUCATION TEACHERS IN HIGHER PEDAGOGICAL EDUCATION

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Abstract

Special programs specifically aimed at developing a socially active stance in students are not currently available in higher education institutions that prepare future physical education teachers. At the same time, the societal need for physical-education specialists who possess an active social position has long been recognized [68]. In response to this need, we have designed a model for fostering a socially active stance in students training to become physical education teachers within the context of Chirchik State Pedagogical University; the model is shown in Figure 2.

Keywords: Social-active position, future physical education teachers, sports-educational cluster, pedagogical modeling, higher education, pedagogical conditions.

Introduction

Before describing the model, we clarify the notion of “model” itself. This is a complex question, since until recently the term has often been interpreted narrowly within each individual field of knowledge. Modeling as a methodological approach, however, has been described and scientifically substantiated in the works of V.A. Shtoff, I.B. Novik, V.A. Venikov, B.A. Glinsky and others [70]. V.A. Shtoff defines a model as “a system imagined or materially implemented that represents or reworks the object of study in such a way that examining it yields new information about that object” [70, p.115]. Thus, any model provides the researcher with a distinctive object of investigation because



it embodies all the initial aspects of the subject of interest. Scholarly literature records various approaches to elucidating the essence of the term “model,” but despite some definitional differences, all accounts emphasize common functions of models: illustrative, translational, explanatory and prognostic (predictive).

It has been noted that contemporary science exhibits a tendency toward diverse interpretations of the notion of “model.” Each researcher, striving to introduce an original innovation, tends to enrich the concept with a new meaning. The essence of modeling is connected with studying phenomena that occur in reality by projecting them onto a model. “The advantage of modeling lies in the simplicity and demonstrability of the resulting product. That is precisely why it is widespread among researchers,” writes N.I. Vyunova [26].

Objective:

To foster an effective socially active stance among future physical education teachers.

Methodological Block

Methodological approaches: Systemic approach, Activity-based approach, Learner-centred approach, Acmeological approach, Cluster-based approach.	Principles: activity, reflexivity, individuality, subjectivity, creativity and success, trust and support, continuity and personal self-development, social partnership of sports, educational and social organizations
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CONTENT BLOCK Socially active position is a dynamic system of needs, beliefs, views, and attitudes of a future physical education teacher that determines the principled attitude to the surrounding world, other people, and oneself, and determines the direction of actions, activity, and behavior aimed at achieving specific socially significant goals.

TYPES OF ACTIVITIES	Education	Student learning activity
	Sports	Students' physical culture-sports, training-competition, physical education-health activities
	Social importance	Cultural-educational, organizational-management, prognostic, design, reflexive, social-pedagogical activities of students



TECHNOLOGICAL BLOCK

"Development of the social-active position of a student - a future physical education teacher" program	Sports-educational cluster
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Implementation steps:	Directional	Active	Social and practical
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Pedagogical interaction	<i>Forms:</i> jobs, games, projects, contests, tournaments, relays, quizzes, glee club, meetings, promotions, talks, excursions	<i>Methods:</i> daily communication, interaction, independent activity and pedagogical influence, independent activity of students, psychological influence, students' desire for self-regulation and self-education, methods and ways of peer education
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EVALUATION-RESULT BLOCK

COMPONENTS	CRITERIA	DEVELOPMENT LEVELS OF SOCIALLY ACTIVE POSITION
Active	Activity and productive interaction	Prospective Consciously, the presence of orientation in life, the presence of a system of social values and interests, stable motivation, independent implementation of work, acquisition of personal meanings, self-realization, self-presentation, etc.
Motivational	Motivation and self-improvement	Productive Possession of sufficient knowledge in the field of socio-professional orientation, stable and systematic knowledge of physical culture, episodic manifestation of initiative and independence, and.
Cognitive	Knowledge about physical culture and values orientation	Unproductive Possession of basic knowledge in the field of socio-professional orientation, patternedness in solving problems, episodic manifestation of initiative and independence, lack of self-development system, etc.



Pedagogical conditions

The development of positive motivation for the development of the social-active position of the student-future physical education teacher, the organization of a stimulating environment for the development of the social-active position of the future physical education teacher, the inclusion of the student-future physical education teacher in various social relationships and groups, the interaction of all subjects of the sports-health cluster based on the principles of self-management and social independence, the student's reflexivity that his personal situations (choice, critical evaluation, self-evaluation, free expression of his position, expression of personal views and meanings, independent creative initiatives and other situations) aimed at activating his processes, making a moral choice, and being ready to be responsible for his decision are included in the solution.

Result - requirements - the developed social-active position of the future physical education teacher

(Inscription next to the model: Interaction entities in the network)

Figure 1. A model for the development of the social-active position of a student - a future physical education teacher

V.A. Yasvin in his book "Educational Environment: From Modeling to Design" emphasizes that "...a model is understood as an artificially created phenomenon (object, process, situation, etc.) similar to it for the study of a phenomenon (object, process, situation, etc.) that is difficult or impossible to study" [182, p. 342]. A.N. Dakhin understands an educational model as "a logically consistent system of relevant elements, including educational goals, educational content, pedagogical technology and educational process management technologies, curriculum and programs" [37, p. 97].

Summarizing the above and the ideas presented, we believe that a scientific model represents a fictional or real construct that allows us to adequately imagine the subject of research in order to study and change it. A comprehensive representation of all information about the object of study opens up the possibility of obtaining new knowledge about it on the basis of a holistic image. This is the idea of modeling [67].



In the framework of this study, by model we mean a construction with a conceptual system, the analysis of which allows us to visualize the real pedagogical system of a higher educational institution, which includes several structural elements: structural (reflecting the interconnection of the model and the constituent parts of the object in the form of a diagram); functional (relating to the functionality of the main mechanisms of object development); informational (containing information about the object) [70]. Thus, in our study, we use modeling as the main method of predicting (predicting) and creating a theoretical model of the development of a socially active position of a student - a future physical education teacher in the conditions of Chirchik State Pedagogical University.

It should be emphasized that the theoretical model of the pedagogical system of higher education institutions must meet formal criteria. According to A.F. Zotov, these include: integrity, which indicates the unity of the model's structural elements and their interrelationships; stability, which expresses the preservation of the systematic features of the object in the model, regardless of changing external conditions and influencing factors; observability, which helps the researcher to visualize the imagined properties of the phenomenon or subject under study; and appearance, which limits the number of parameters that characterize the object included in it in order to prevent the model from being overloaded with information [54].

Scientific literature [31; 37; 62] analysis allows distinguishing the following different types of models: "structural", "structural-content", "structural-content-procedural", "theoretical", "ideal", "hypothetical", "structural-functional", "model of the development of given qualities", "preparatory model", "imaginary model", "criterion (criterion) model", etc. It is natural that every researcher who turns to the modeling method tries to find evidence in favor of using this method for his work. We are no exception. The scientific research carried out within the framework of this study envisages the development of the model as a visual representation of the set of goals, methods, tasks and conditions aimed at increasing the effectiveness of the sports-educational environment of Chirchik State Pedagogical University. Based on this understanding of the model, the modeling process itself is an activity to obtain new knowledge about the system



"Development of the social and active position of the future physical education teacher" using the artificially created system of the sports and educational cluster "Development of the social and active position of the future physical education teacher". The significance of the modeling method applied to our work lies in the informative nature of the information about the sports and educational environment of the Chirchik State Pedagogical University, which is summarized in the model "Development of the socially active position of a future physical education teacher", which is based on general scientific concepts.

The structure of the indicated model includes the necessary elements for the successful development of the socially active position of a student - a future physical education teacher, which are: goal, methodological approach and principles, components of the socially active position of a future physical education teacher, forms and methods of organizing activities, pedagogical conditions for the development of the socially active position of a student - a future physical education teacher, criteria and degrees of its development [70].

Let us proceed to the description of the content of the indicated elements of the model. Its basis is the goal - the development of a socially active position of the student - a future physical education teacher, which involves the development of the following elements of the individual, which are important for our research: activity, the desire for self-development, the ability to interact productively with society. All of them, in our opinion, are mandatory for the effective sports and pedagogical activities of physical education teachers [70]. The effective development of the socially active position of a student - a future physical education teacher is associated not only with the development of systematic knowledge in academic subjects, interest in various types of extracurricular and extracurricular activities, but also with the acquisition of skills, social and personal qualities of a future professional. This goal is the closest in the developed model. Ultimately, the result of applying the model should be the effective development of a person, which consists in independence, the ability to demonstrate activity within the framework of existing social norms and moral laws, and the desire to interact with other subjects and structural structures of society. The model developed by us includes the subjects of the educational process of a higher educational institution as one of its structural elements. In our



concept, they are formed by teachers of a higher educational institution and students. Depending on the characteristics of the subjects, their goals, tasks, forms of interaction are corrected, the final result of which is the achievement of a high level of development of the socially active position of a student - a future physical education teacher [70].

It should be emphasized that the process of developing the socially active position of a student - a future physical education teacher should be based on the following methodological approaches: systemic, functional, person-oriented, acmeological and cluster. Each of the ideas of these approaches may prevail at a certain stage of the development of the socially active position of a future physical education teacher, "... but their set, composing and integrating, can carry out this development together methodologically and theoretically [31]. The above-mentioned approaches constitute the methodological block of the planned model. We will consider each approach in the context of the development of the socially active position of a future physical education teacher.

Systemic approach. The systemic approach involves treating the object as a system, that is, as a set of well-structured and closely interconnected elements [4]. The founders of the systemic approach: A.A. Bogdanov, L. Bertalanfi, G. Simon, P. Druker, A. Chandler, S.A. Montenegro, A.N. Malyuta and others are considered. I.V. Blauberg, V.N. Sadovsky, E.G. Yudin, G.P. Shchedrovitskyi's works can be seen in his specific contributions to the study of this approach [15]. Based on the work of A.E. Voskoboynikov "Systematic research: basic concepts, principles and methodology" (2013), a number of principles of the systemic approach can be distinguished, which are: integrity, hierarchical structure, composition, multiplicity, systemicity [28]. Coming to the essence of the concept under consideration, a systemic approach is understood as a set of measures aimed at studying a phenomenon in science from the point of view of its constituent elements, that is, from the point of view of the system, and at the same time studying its individual components as parts with all the properties of this system [28]. Systemicity implies the presence of a large number of internal and external connections as a feature. Researchers such as I.V. Blauberg and E.G. Yudin talk about some of them, for example, connections based on the joint and mutually conditioned influence of objects; genetically conditioned by categories;



arising as a result of changing objects; being part of the system and uniting its structural elements; conditioned by the performance of certain functions by the objects included in the system; causing changes in the structure of the object and its way of life; based on the mutual control of elements within the system [28].

Active approach. The theoretical foundations of the active approach were created by the school of psychology of the country, founded by A.N. Leontiev and S.L. Rubinstein, and are based on the cultural-historical approach of L.S. Vygotsky. The supporters of developmental education - D.B. Elkonin, V.V. Davydov, L.V. Zankov and others - made a great contribution to the content of this approach. Without revealing the differences in the content of the active approaches of A.N. Leontiev and S.L. Rubinstein, we give a general description of them. According to a generalized interpretation of the content, the active approach is an approach within which a person understands himself as an active (performing) initial basis, and self-actualization as the result of the activity performed. In this case, the activity carried out by the individual becomes a source of self-development from the point of view of his interaction with the world, his understanding and creation of harmonious structures within himself. We consider the category of “activity” as the basis of the active approach. As the Psychological and Pedagogical Dictionary emphasizes, activity is “a living being in active interaction with the surrounding reality, in the process of which it is a subject that purposefully affects the object and satisfies its needs. The structure of activity includes such elements as motive, goal, means, result and the process itself” [136, p. 169]. In the context of the above, the essence of the active approach is determined by a number of theoretical circumstances in the development of the socially active position of the student - future physical education teacher.

The structure of the active approach to the development of the socially active position of the student - future physical education teacher is conditioned by the unity of the subjective-personal characteristics of the individual and his activity from the point of view of activity. In this case, the activity of the individual becomes the determining factor of the transformational processes in his consciousness, and, on the contrary, the individual himself becomes the subject of actively choosing the types and forms of activity to satisfy his needs. The essence of the development of the social and active position of a student - a future



physical education teacher is to implement the collective activity of educational objects within the framework of the educational process and sports within the framework of the application of an active approach.

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