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DEVELOPMENT OF VALEOLOGICAL COMPETENCIES OF FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract: This article discusses the mechanisms for the development of valeological competencies of future physical education teachers, reflecting issues related to the level of mastery by students of methods for solving problems related to valeological thinking, finding optimal means and methods for solving problems, systematizing the results of observations and experiments, planning independent work on oneself, the ability to control and analyze the results of one's work, and the level of formation of skills in using new information technologies.

Keywords: physical education teachers, valeology, healthy thinking, mechanism, educational research process, systematization, control, new information, highly qualified personnel.

Introduction. Currently, extensive scientific research aimed at the valeological development of young people is being conducted in continuing education institutions of countries such as the USA, England, Russia, and South Korea. Additionally, studies are being carried out on the training of highly capable, competitive, and well-rounded personnel through the valeological organization of future specialists' activities.

The valeological competence of a teacher serves to implement the global goals of the educational process: teaching, healthy upbringing, and most importantly, developing the knowledge and skills acquired by students. Valeological competence, which enhances a teacher's professional potential, contributes to increasing students' intellectual capacity. The concept under study defines not only the teacher's general worldview, professional activity, and scientific potential but also their broader cultural competence. The issue of improving teachers' valeological competence lays the groundwork for effectively organizing the future work of pedagogical personnel and requires research as a need in the following areas:

- a) assessing the process of education and upbringing not only as a pedagogical category but also as a sociocultural process (A. Disterweg, K. D. Ushinsky, V. L. Benin, I. V. Bestuzhev-Lada, A. P. Valitskaya, L. S. Vygotsky, V. P. Zinchenko, A. N. Leontiev, A. R. Luria, N. D. Nikandrov, et al.);
- b) the genesis of fundamental sciences as an integral part of universal human culture (M. V. Volkenstein, A. Jordan, V. P. Zinchenko, P. L. Kapitsa, D. Pidou, Ch. Snow, J. Fourier, E. Schrödinger, I. M. Yaglom, et al.);
- c) mass education's inability to keep pace with and reflect rapidly developing scientific research and its impact on socio-cultural aspects (D. S. Danin, V. P. Zinchenko, R. Feynman, E. L. Feinberg, et al.).

Literature review. Although certain aspects of the teacher's valeological competence (without the use of this term) were theoretically studied in the works of 20th-century pedagogues A. Disterweg, V. A. Sukhomlinsky, K. D. Ushinsky, S. I. Hessen, in the 21st century there was a need for research related to its assessment as a social phenomenon.

In the scientific research of Uzbek scientists J.G. Yuldashev, M.A. Yuldashev, M.T. Mirsoliyeva, D.J. Sharipova, it was emphasized that the problems of improving the qualifications of public

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education workers should be solved through a systematic approach. According to this approach, the surrounding world consists of many processes, phenomena, and objects that are in a certain connection and interaction.

General cultural competence of pedagogical personnel of public education is the level of training associated with the acquisition of knowledge, skills, and abilities necessary for managerial, guiding activities in the educational, research, and pedagogical process, personal and socially significant qualities, the ability to make independent decisions in specific and non-standard situations, self-management, and a sense of responsibility for each action. In this regard, the development of valeological competence of future physical education teachers is considered as an integrated process based on modern approaches, innovative technologies, and the acquisition of new knowledge, skills, and competencies in the field, aimed at improving the level and quality of professional skills based on individual needs and qualification requirements.

Scientific substantiation of the problem under study will help to find a solution to the following contradictions in the pedagogical process:

- contradictions between the expansion of the needs of students - participants in education and the current state of pedagogical practice;
- differences between the valeological educational needs of educational subjects and the teacher's readiness to teach the subject based on a general cultural context; differences in the interpretation of scientific concepts based on their interpretation based on scientific integration in different subjects;
- the current state of the need to illuminate scientific cognitive processes based on relative models in the school educational process, etc.

A review of theoretical sources revealed that the issue of valeological competence and its development has been studied in various directions by numerous researchers. However, the valeological competence of physical education teachers has not been specifically examined as a measure of their suitability and aptitude for pedagogical activities, formed on the basis of their socio-pedagogical orientation, which serves to ensure effective solutions to professional tasks. This is reflected in the modern labor market's requirements for specialists, a set of integrative professional and personal qualities, and the content of professional activities oriented towards competencies. Accordingly, valeological competence should be evaluated not as a dogmatic category, but as a systemic process requiring continuous development throughout a specialist's professional career and life. In our opinion, this defines the goal of improving the content and structure of valeological competence development for public education pedagogical staff, based on innovative requirements in the context of education modernization.

On a global scale, higher education institutions are tasked with enhancing students' acquisition of knowledge and skills, developing their intellectual and physical capabilities, improving education quality, humanizing it, introducing health-promoting technologies into academic subjects, ensuring continuity and consistency, meeting developmental and socializing objectives, and increasing the valeological knowledge and creativity of specialists, including physical education teachers.

Since the early days of our independence, reforms in the continuous education system have enabled the improvement of innovative organization and management mechanisms for educational processes. This has facilitated the establishment of modernized education management based on democratic principles, aligned with socio-economic developments and contemporary requirements for enhancing education quality and effectiveness. Currently,

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scientific research is being conducted on teaching the content of physical education to future physical education teachers on a scientific basis, designing its organizational and technological foundations, and developing future trends. Simultaneously, there is a growing need to conduct targeted research on improving the valeological competencies of future physical education teachers.

In this regard, based on the tasks defined in the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. UP-4947 "On the Action Strategy for the Further Development of the Republic of Uzbekistan" [1], the training of highly qualified personnel, the creation of effective mechanisms for the implementation of scientific and practical results into practice, the further improvement and development of the continuous education system, the possession by each physical education teacher of healthy thinking, professional potential based on creative ideas and human qualities, the innovative organization of pedagogical activity, the search for a solution to the problems of improving the technologies for the formation of a high spiritual culture along with physical qualities in the youth they educate, acquires urgent significance.

Based on this, the stages of development of valeological competencies in future physical education teachers can be described as follows (Fig. 1).

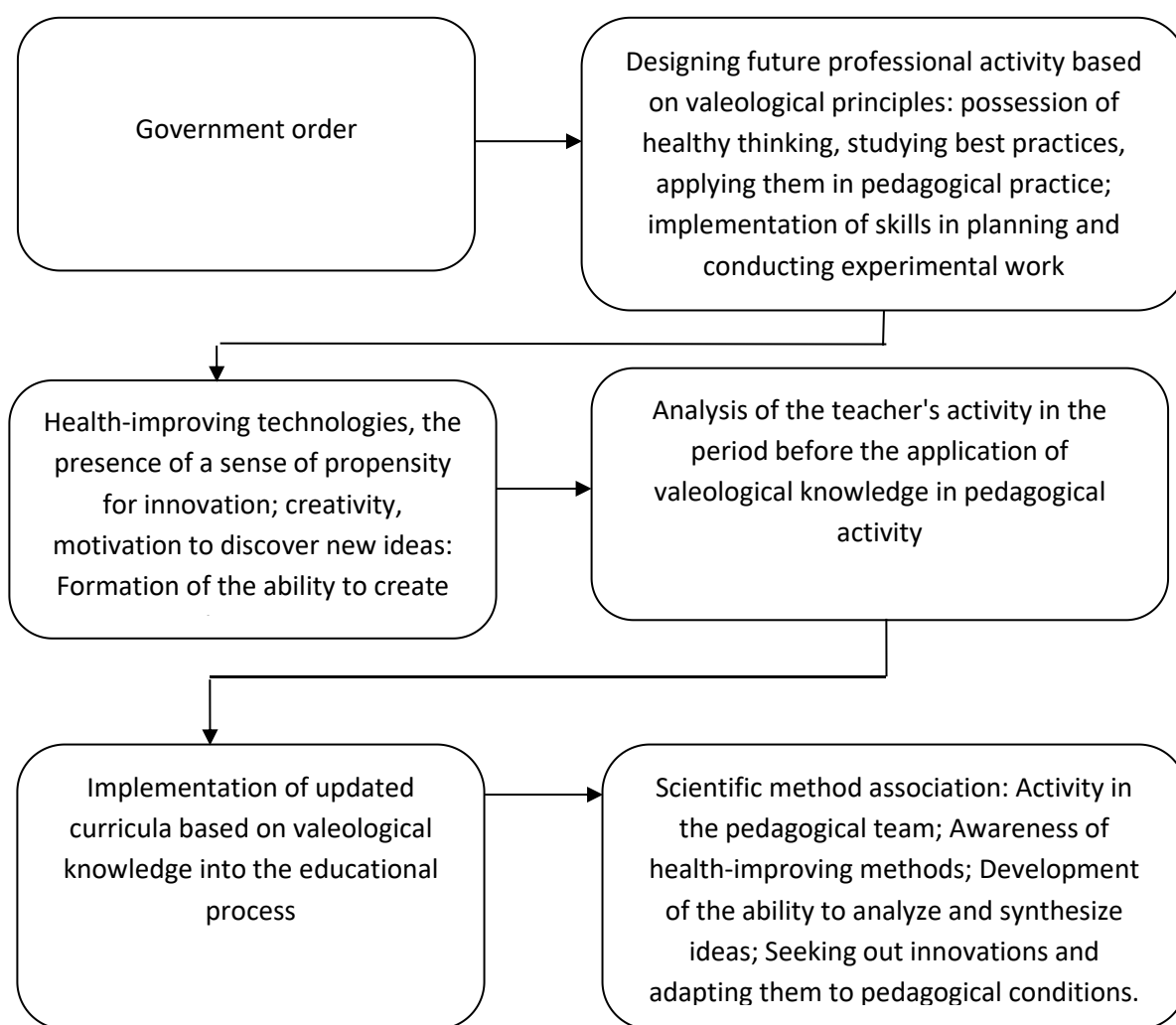


Figure 1. Mechanism for the development of valeological competencies in future physical education teachers

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Conclusion. As shown in the figure, the valeological competence of future physical education teachers should be: knowledge of health-improving technologies; valeological culture; possession of universal human values; possession of national culture; participation in the social life of the country with activities based on the ideas of healthy thinking.

References

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