

**PROFESSIONAL SKILLS IMPROVEMENT MEASURES IN ADDITIONAL
PHYSICAL EDUCATION SYSTEM**

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Abstract:

The process of physical education is multifaceted. In this process, both education and training are provided. In the process of physical education, education is aimed at forming and improving movement skills and competencies. At the same time, the physical development of the participants is affected. The unity of all types of education, their mutual influence is one of the basic pedagogical laws.

Currently, our transition to market relations requires a completely new approach to the organization and implementation of the process of professional development of specialists in all aspects of production. Also, in the National Program of Personnel Training, a lot of attention is paid to this issue.

Currently, the problem of developing the professional skills of specialists in the theory and practice of physical education is one of the main problems related to professional development.

Keywords: sports, physical education, professional skills, physical culture, healthy lifestyle.

INTRODUCTION

Additional physical education is a systematic approach aimed at determining the factors of professional skill development of specialists in the context of sports education - this is an attempt to understand the problem in terms of its sources, obtaining useful results, and the mechanism of increasing the level of professional skills in the field of physical education and sports.

Usually, the word "system" is used in an ontological sense. In other words, a system means any ordered phenomenon, a collection of all knowledge that does not contradict common sense. Such a concept of the system appeared as early as the time of Ancient Greece (Plato, Aristotle).

When we talk about the system and the systematic approach as a special scientific research methodology, we rely on the educational (epistemological) content of the system.

A necessary condition for a systematic review of any event, its subject, is the strict adherence to the principles of integrity, systematicity, gradation, the connection of initial conditions with the final result.

MAIN PART

The principle of integrity implies that the sum of the elements and events that make up the system will have new qualitative characteristics and properties. It is the result of the interrelationships between system elements. In other words, the whole is a set of interrelated elements that are integrally related to each other.

As a result, the system as a whole has the ability to respond to the influence of external and internal environmental factors.

The principle of structurality implies that the structural elements of the system have strong legal internal relations, which determines its reliability.

The principle of gradation assumes that each element of the system is only relatively independent, it is subordinate to the elements that make up the system. These elements themselves are lower-level systems, each of its components can be considered as a system in turn, and the system under investigation itself reflects one of the components of a wider system. External and internal connections make the system manageable and reliable. The level of development of internal and external relations can serve as a measure of a complex system and its internal stability.

The main features and tariffs of the system are as follows:

1. The whole system is not equal to the sum of its constituent parts. Each part of it acquires a new quality in the systemic unit, which is absent in the object existing outside the system.
2. A system is an internally organized whole, although the elements of its structure are clearly differentiated.
3. An open system can function only when it receives regular information from the outside.
4. Alternative communications provide information input to the system and allow to assess the state of the system (whether it is deteriorating or improving).
5. The functional management system of any level is part of other systems of a higher order (regional systems of physical education management are systems of the Republican management system).
6. Open systems tend to increase in complexity and deeper stratification of the elements included in it.

The increasing complexity of the management system does not allow it to fall apart if its constituent elements are improved.

7. Current systems tend to save power (reserve) as a result of improvements in structure and interactions of their elements. This feature ensures the stability and viability of the system in the changing conditions of the community (or the living environment in general).

8. The current system provides a useful (adjusting) result.

The final (useful) result of the additional physical education-sports education system is the preparation of a professional in the field of physical education who is able to achieve beneficial results in physical education in the conditions of market conditions.

"In contrast to the careful development of the methodical development of the lesson, which encourages the teacher to perform effectively, educational technology is oriented towards the activity of students, it serves to create the necessary conditions for the independent mastering of educational materials, taking into account the individual and joint activities of students" [1, 56].

The rapid development of science, technology, production and technology has opened up new prospects for the development of society in all spheres of life. Humanity's centuries-old experience of building a state and society led to the decision of advanced approaches to regulating social relations based on new approaches.

We consider the pedagogical process as a system in order to substantiate the possibilities of using a systematic approach to the development of professional skills in the educational boundaries of physical education.

"The task of physical education is successfully solved in such a way that if the participants consciously understand and perform physical exercises, or if they are interested in sports activities and take initiative, they need to rely on general special knowledge for the proper formation of movement skills in the body and the development of functional abilities" [2, 21].

The pedagogical process is part of the educational system. The first systematic feature of the pedagogical process is integrity. It is the sum of internal connections of many elements that make it up, external and internal (direct and reverse) connections between the structural units of its elements.

The structure of the pedagogical process is determined by the logical arrangement of elements in the system. Such elements of the pedagogical process are pedagogical conditions, the pedagogue himself, pupils (audiences, students), as well as forms and methods of interaction between pedagogues and pupils determined by educational goals.

The structural elements of the pedagogical process are in a subordinate position according to the level (step). The leading function of the pedagogical process of teaching is the teaching of skills, competencies, and new knowledge.

Teaching and training methods, methods and methods are subject to this priority function.

The system of additional physical education and sports education (as defined by G.N. Serikov) is a mixed system. It has complex objective relations and personal contents. The activity of the subjects of this system is relatively independent, as it is limited by regulatory documents and guidelines. The conditions and rules of the artificial part of the subject system are connected with the logic of its organization.

The artificial part of the mixed system is simple according to the logic of the step-by-step sequence of structural connections, constructions (plans, normative documents regulating its activity). But its natural part is very complicated.

Therefore, the functioning of the system of additional physical education and sports education is the result of realizing the unique, individual characteristics of its people. The system of additional education that we are studying includes:

- a) management, organizational-pedagogical structures and their subjects;
- b) managed units: together with their subjects (specialists in the field of physical education and sports) and artificial composition (state educational standards, charters, official guidelines expressing the social demand of society for the training of professionals with professional skills in the field of physical education and sports).

The goal of the educational process, the activities of its subjects and listeners, and the final result, in the system of physical education and sports management, specialists participate as system-creating elements of the educational system of professional skill improvement. Management tools, i.e. organizational-pedagogical conditions, forms of teaching, as well as pedagogical technology (creation of optimal teaching methods, foresight, designing the results of the educational process based on targeted instructions) participate as a variable part of this process.

The elements of the educational system of advanced training in courses, faculties of advanced training, and advanced training institutes are step-by-step dependent and interdependent.

Personal (subjective and objective) content and artificial content are connected with internal and external (direct and inverse) interrelationships in the presented table on the systematic

organization of professional skill level improvement. This is a fully functional (active) system of increasing the level of professional skills of specialists and has a positive (flexible-practical) result based on the methodology, methods, implemented organizational-pedagogical conditions. The unique feature of physical education as a social phenomenon is that it can serve as a means of developing human physical abilities in society, and at the same time it can have a strong influence on his spiritual maturity. This feature is a special feature of physical education that applies equally to everyone. But in the real life of society, there is no physical education outside of concrete historical conditions.

CONCLUSION

1. The uniqueness of the development of professional skills of personnel in the field of physical education management requires a new conceptual approach to the development of organizational pedagogical conditions for the effective development of the professional qualities of a specialist in the field of management and its theoretical and methodological justification.
2. It was determined that the main directions of work on the improvement of the qualifications of specialists in the field of physical education management and development of sports and the development of professional skills should be focused on meeting the need for highly qualified personnel who can successfully work in the conditions of the transition to the market economy of the society.
3. Specialists in the field of physical education and sports management were enriched with the necessary information to develop a model for the development of organizational and pedagogical conditions for improving professional skills.

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