

**MODEL OF WORK OF A PHYSICAL EDUCATION TEACHER**

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The article examines the pedagogical culture of a modern physical education teacher, which is part of universal human culture, integrating historical and cultural pedagogical experience and the regulating environment of pedagogical interaction.

**Keywords:** teacher, physical education teacher, teaching experience, human culture, physical education teacher culture.

**INTRODUCTION**

The interaction between teacher and students creates the best conditions for the process of physical education in didactic and spiritual terms. The personality of a teacher is characterized by many social characteristics, one of which is his general culture. Human culture is the level of development expressed in the structure of his needs, activity and temperament of social qualities. It reflects a certain level of development of abilities and creative forces, expressed in the forms and types of organization of human life and activity. Culture covers indicators of the results of activities carried out at the levels of knowledge, skills, experience, worldview, moral, aesthetic physical development. From these positions, a model of a physical education teacher emerges: knowledge-experience-worldview-culture. Pedagogical culture is part of a universal culture that embodies cultural pedagogical experience and regulates the atmosphere of pedagogical interaction. The subject of pedagogical culture is the Pedagogical Community, which determines the purpose and content of education, including teachers, parents and pedagogical communities as “agents” of pedagogical interaction. The process of training a physical education teacher in educational institutions is carried out in conjunction with general culture (itself political, scientific, pedagogical, moral, aesthetic, physical) and directing it towards the development of relevant knowledge, skills, abilities, and creativity. V. Belorusova, N. G. Kolsova, N. I. Ponomarev, A. Frenkin studied the relationship between physical culture and aesthetic education. They emphasize that physical education, aesthetics and culture should be carried out differently at all ages of a person. They believe that an aesthetic taste for physical culture can be cultivated through the following exercises:

1. Basic types of movements (walking, running, jumping, throwing, climbing, balance exercises).
2. General developmental exercises (formation of the correct position with and without objects).
3. Games (creative, with songs, folk).
4. Types of art (music, dance elements, folk patterns).
5. Aesthetic environment of classes.
6. Communication with nature.

7. An exemplary teacher who shows the exercises.

It follows from this that in the culture of activity of a physical education teacher there are three main forms: creative culture, assimilation of real culture, personal culture. If they are carried out together with the activities of the teacher, then everything will be clearly expressed in the activities. The creativity of a cultural teacher is focused on the formation of the teacher's personality. It is impossible to imagine, without the help of a teacher, the assimilation of the cultural wealth that he overthrew his student. The teacher's activity in mastering real culture - the personal manifestation of the mastered culture is reflected in his professional activities, his exploits, manners, manners, manifestations in everyday life. \_\_ The teacher's personality culture is the level of development expressed in his professional needs, activities, social qualities and the structure of his personality. Thus, in the culture of the teacher's personality all the ways of structuring the general culture are manifested, the level of cultural development is realized, the ways of achieving this level, the achieved cultural level in pedagogical activity.

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