

WAYS TO DETERMINE STUDENTS' INTEREST AND ABILITIES IN THE PROFESSION OF A PHYSICAL EDUCATION TEACHER

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Today, in our country, attention is paid at the state level to issues such as directing students to professions, carrying out specific purposeful work based on the meaning of professions according to their interests, realizing their professional identity and making independent decisions about professional choice.

Vocational orientation of schoolchildren is a joint work of the school team, neighborhood, parents, and the community. In the school, if science teachers connect the subject with professions, school psychologists and management will help students in choosing a profession only if they carry out educational work taking into account the individual abilities and interests of the students. At the same time, it is necessary to repeat that masters are aware of the socio-economic changes taking place in the Republic of Uzbekistan, the adoption of the "National Program of Personnel Training", the improvement of the system of vocational guidance of students and the population, the processes of job vacancies accelerating, and the quality requirements for the skills of workers are increasing. becomes more important in the market economy. The main role of directing the population to a profession in ensuring their rational and effective employment is that the conscious and scientifically based choice of the profession by young people and the population creates a basis for achieving high results in their work, rationally distributes labor resources, taking into account the current needs for the profession in the economic spheres, and helps to prevent people from stressing out about job search, education and career choices.

It is planned to organize experimental work on the interest of students of general secondary schools in the profession of physical education teacher in the following stages: clarifying, formative and final stages. Each of them was directed to solving specific tasks.

1. Organizational stage of experimental work. At this stage, which is the initial stage of experimental work, an action program and work plan reflecting the general content of pedagogical activities aimed at effectively guiding students of general secondary schools to the profession were developed, the general period and stages of practical activities were determined, and specific tasks that needed to be performed in them , the deadline for their execution was determined. Objects for experimental work were selected, information was collected about the identity and activity of teachers working in general secondary schools, pedagogical experiences, organization of dialogues with them, and information about expected

results. The number of respondents - teachers was determined, students involved in practical activities were assigned to experimental and control groups. The activities of general secondary schools and respondent students were studied directly and indirectly, preliminary questionnaires and social surveys were organized among them, the results were summarized, and conclusions were drawn based on them. Based on the conclusions, the activity program and the essence of the tasks defined in the plan were further clarified. Developments (visual aids, videos, various equipment, etc.) serving to guide students of general secondary schools to the profession of physical education teacher were prepared.

2. The stage of direct organization of experimental work. Conditions have been created that allow effective organization of pedagogical activity aimed at directing students of these general secondary schools to the profession of physical education teacher. In particular, a database explaining the essence of professions in the existing physical education and sports system, providing them to students, and serving to form the initial skills and qualifications for students to start certain professional activities, was organized.

3. The final stage of experimental work. At the last stage, activities such as summarization and analysis of practical performance indicators, re-analysis of the main results using the mathematical-statistical method and general conclusions were carried out. It is known that the selection of effective forms, methods and tools, which allow to achieve the intended goal and solve the tasks positively, is of great importance in ensuring the success of experimental work. Therefore, attention was paid to determining the forms, methods and tools used in the process of organizing practical activities and determining their effectiveness through direct experience. In particular, the questionnaire method served as the main factor of the research. When filling out the questionnaire aimed at clarifying the purpose of the research, the students wrote yes or no to the questions, in some cases the answer was as they knew it. When the students' parents were interviewed, they asked them what profession they would like their child to have, who they want their son (daughter) to be in the future, and the interviews were conducted to make students interested in the profession of a physical education teacher.

The analysis of the conducted scientific works shows that the preparation of general education school students for the profession, especially the work of orientation and interest in the profession of a physical education teacher, does not fully meet the regulatory and legal bases of the educational system. Due to this, a special program for extracurricular activities called "Choosing a profession" was developed in secondary schools for 8-9 graders.

The special program "Choosing a profession" on orientation to the profession of a physical education teacher envisages the provision of extended theoretical and practical information about the profession to students of the 8-9th grade. The venue for extracurricular activities should be important facilities such as school gymnasiums, exercise rooms, and sports fields. The program of this extracurricular activity can be carried out in cooperation with other activities conducted in general education schools. The extracurricular activity is designed for

68 hours, 8-9th graders enroll in this extracurricular activity voluntarily for 2 hours a week. This exercise is one of the components of the science of choosing a profession and serves to form students' interest in choosing a profession. In addition, the following special issues will be resolved in the training:

1. Forms students' understanding of various professions in social life, and makes them more aware of the information about the physical education teacher;
2. When choosing the profession of a physical education teacher, he forms a firm interest in the knowledge and skills of students, taking into account their abilities, inclinations, interest and health;
3. It is necessary to organize the choice of profession on a scientific basis, taking into account the necessity of this profession in places and the fact that attention is being paid at the national level.

The main content and purpose of the training will clarify the students' understanding of the profession. In particular, special attention is paid to the issue of formation of interest in the profession of a physical education teacher.

This training can be conducted by a physical education teacher, sports instructor, experienced coaches. Various methods are used to organize the training. In particular, conversations, meetings, visual aids, trips to sports complexes, various films and competitions have a great place.

"Choosing a profession" PROGRAM for organization of extracurricular activities and pedagogical experience Class VIII-IX (68 hours)

Table 1

No	Subject content	Form and methods	Type of occupation	A dedicated hour.
Enter. Theoretical				1st hour
1	I. Section Theoretical part. General concepts of professions in the national economy	Conversation	Various	3 h.
2	Excursions to exemplary sports fields, halls and sports complexes	Interviews, sports clips and sports equipment displays	Sports coaches and physical education teacher.	6 h.
3	Man and profession: necessary knowledge to choose the right profession	Circles, stories, meetings with athletes	Various	3 h.
4	Student interest and inclination	Story and conversation	-	1 h.
5	Correct implementation and ability to choose a profession	Story and conversation	-	1 h.
6	Choosing the profession of a physical education teacher depending on the student's health	Interview meeting with the school doctor	-	2 h.

№	Subject content	Form and methods	Type of occupation	A dedicated hour.
7	The attention paid by the state to the development of children's sports	Story, conversation, videos	-	2 h.
8	Interschool competitions "Seeds of Hope" will be held	Conversation, story, visual aids	Various	1 h.
9	"Barkamol Avlod" development guarantee	Story, dialogue and scenes	-	1 h.
10	Goals and objectives of Universiade competitions	A story, a conversation	-	1 h.
11	The role and importance of physical education teacher in society.	Story, conversation	-	2 h.
			Total:	24 hours

II. Department. Practical

№	Subject content	Form and methods	Type of occupation	A dedicated hour.
1	Profession of handball coach and its popularity	Travel, sports competitions	Handball coach	3 h.
2	Handball circle and its organization	Exercise elements and its execution	-	4 h.
3	Participation in handball competitions	Sports competitions	-	4 h.
4	The profession of a football player and his position in social life	Excursions, sports competitions, meetings	football player	3 h.
5	Football club and its organization	Soccer drills and their execution	-	4 h.
6	Participation in football competitions	Sports competitions	-	4 h.
7	Athletics and its appeal	Visual aids, sports fields	Athlete	3 h.
8	Participation in athletics competitions	Sports grounds, exhibitions	-	4 h.
9	Athletics training	Interviews, exercises, sports fields	-	4 h.
10	Physical education teacher and his role in society	Conversation, movies, sports fields	Physical education teacher	3 h.
11	Physical education teacher and club work at school	Circle table, chat, sports fields	-	4 c.

No	Subject content	Form and methods	Type of occupation	A dedicated hour.
12	Holding a physical education class.	Exhibitions, story, sports fields	-	2 c.
13	Specific requirements of the profession of a physical education teacher	Story, theoretical foundations	-	2 c.
Theoretical part: 24 hours. Practical part: 44 hours. TOTAL: 68 hours.				

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