

Development of Organizational and Management Competence of Future Physical Education Teachers in Organizational and Pedagogical Conditions

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Annotation: The article examines the analysis of necessary and sufficient conditions of a positive orientation, taking into account the requirements of appropriate methodological approaches and consideration of concepts at the intersection of pedagogical and organizational contexts, presents an analysis of the concept of "organizational and pedagogical conditions" and defines it in the context of the process of formation of organizational and managerial competence.

Keywords: training of future teachers of physical culture, organizational and pedagogical conditions, organizational and managerial competence.

The country is consistently implementing measures to create the necessary conditions and infrastructure to promote physical culture and sports, a healthy lifestyle among the population, especially young people, and ensure a worthy representation of the country in the international sports arena.

At the same time, the presence of a number of systemic problems and shortcomings in the organization of physical culture and sports hinders the effective implementation of state policy in this area and the full use of the existing sports potential of the country [1].

To date, the university in the preparation of bachelors must take into account two mandatory points:

- requirements of the state educational standard;
- Requirements of potential employers.

Practice shows that there are no fundamental differences between these two groups of requirements, and there are only minor accents caused by market conditions in a particular subject.

We are talking about the need to form the organizational and managerial competence of students.

The state standard does not directly mention organizational and managerial competence, although a provision is declared according to which a bachelor in physical education must be ready to carry out organizational and managerial activities. Structurally, this activity is represented by a list of seven different competencies.

The analysis of curricula for training bachelors in physical culture did not reveal a special discipline that forms readiness for this type of activity.

Thus, we can state the fact that the modern practice of higher physical education is accompanied by a number of contradictions:

- at the theoretical level - between the need of employers for qualified and competitive bachelors in physical education and the poor elaboration of the theoretical base, from the standpoint of a competency-based approach (sometimes employers do not consider what the university refers to as indicators of readiness for professional activity);

- at the pedagogical level - between the requirements imposed by the state for the professional training of bachelors in physical education, and the real state of the system of higher physical education;
- at the methodological level - between the possibilities of the system of higher physical education in relation to the formation of the organizational and managerial competence of bachelors in physical culture and the insufficient degree of their use directly in the pedagogical process.

These contradictions give rise to the problem of finding ways to form the organizational and managerial competence of bachelors in physical culture. The above problem determined the purpose of the study - to theoretically substantiate, experimentally test and evaluate the effectiveness of the model for the formation of organizational and managerial competence of bachelors in physical culture.

The object of the study was the process of formation of the organizational and managerial competence of bachelors in physical culture.

The model of formation of organizational and managerial competence of bachelors in physical culture acted as the subject of the study.

The analysis of any process should be carried out taking into account the conditions in which it proceeds; therefore, one of the objectives of the study was to determine the organizational and pedagogical conditions for the formation of the organizational and managerial competence of bachelors in physical culture.

In the Dictionary of the Russian Language S.I. Ozhegov, one can find the following definition of the concept of "condition" - "a circumstance on which something depends" [2].

From this point of view, under the "condition" are considered external to the subject, but directly influencing the process of its formation.

From the point of view of dialectics, not all circumstances (conditions) should be analyzed, but only necessary and sufficient ones. At the same time, the necessary conditions are understood to be those that take place every time an action occurs, and the sufficient conditions are those that certainly cause this action [3].

The next logical limitation that the researcher needs to implement when analyzing the concept of "pedagogical conditions" is to highlight their positive orientation.

This position is repeatedly emphasized in pedagogical research.

In the course of the analysis of scientific and methodological literature, we singled out the third logical limitation of the concept of "pedagogical conditions", which was the requirements of the relevant methodological approaches.

When determining pedagogical conditions, the following methodological requirements must be taken into account:

- from the standpoint of a systematic approach - the selected conditions should be a system, i.e. a certain set of interrelated elements;
- from the standpoint of the activity approach - the presence of systematic control at each stage of the formation of organizational and managerial competence;
- from the standpoint of a student-centered approach - taking into account the individual characteristics of students;

- from the standpoint of the competency-based approach – the identified conditions should ensure the formation of organizational and managerial competence as a whole, as well as its individual components;
- from the standpoint of the axiological approach - the value attitude of students to the acquired knowledge should be ensured through content profiling and modular-competence structuring of subjects;
- From the standpoint of the contextual approach – it is necessary that the conditions contribute to the creation of a creative learning environment and the growth of educational and cognitive activity of bachelors in physical education.

The fourth and final limitation of the concept of "organizational-pedagogical conditions" is its consideration at the intersection of the pedagogical and organizational context.

According to O.V. Galkina, one should consider only those pedagogical conditions that have organizational characteristics (prerequisite, environment, requirements), are created by the teacher and provide management of students and their activities to achieve pedagogical goals [3].

In accordance with his concept, the author proposes to distinguish three groups of organizational and pedagogical conditions:

- conditions-prerequisites - preliminary pedagogical conditions, suggesting the possibility of carrying out expedient activities;
- conditions-environment - pedagogical conditions in which the subject carries out purposeful activities;
- Conditions-requirements – normative and criteria conditions, which the results of the activity of the subject must comply with [3].

Summarizing the above, in our study, under "organizational and pedagogical conditions" we mean a set of interrelated, necessary and sufficient circumstances that have methodological and organizational characteristics, created by the teacher, contributing to the transition of students to a higher level of formation of organizational and managerial competence.

Studying the scientific and methodological literature on the problem of the formation of organizational and managerial competence among bachelors of physical culture, we could not ignore the work of M.V. Prokhorova, who not only laid the foundations for a competency-based approach in higher professional physical education, but also became the first to speak about the importance of organizational and managerial competence among specialists in the field of physical culture and sports [4].

From the point of view of M.V. Prokhorova, the conditions for the effectiveness of the formation of organizational and managerial competence are:

- unity of theoretical and practical training;
- implementation of interdisciplinary integration;
- a differentiated approach to students, taking into account the initial level of organizational and managerial competence and its dynamics;
- the continuity of the formation of organizational and managerial competence in the educational process of the university;
- methodological support of the educational process;

- Formation of a professional and pedagogical orientation [4].

These conditions are reflected in the typology of organizational and pedagogical conditions that we have created. The proposed typology is based on an organizational feature (according to O.V. Galkina).

The introduction of these organizational and pedagogical conditions into the educational practice of higher educational institutions of physical culture presupposes a more effective formation of organizational and managerial competence among students, and, consequently, an increase in the quality of higher physical education.

In our study, by "organizational and pedagogical conditions" we mean a set of interrelated, necessary and sufficient circumstances that have methodological and organizational characteristics, created by a teacher, contributing to the transition of students to a higher level of formation of organizational and managerial competence.

The organizational and pedagogical conditions for the formation of the organizational and managerial competence of bachelors in physical culture are:

- conditions-prerequisites - detailing the structure of organizational and managerial competence based on the requirements of employers and the SES HE; the formation of students' sustainable motivation for learning activities (students' awareness of the immediate and long-term goals of their learning, the theoretical and practical significance of organizational and managerial competence);
- conditions-environment - methodological and information support (both teachers and students) in the process of forming organizational and managerial competence; interdisciplinary organization of this process; organization of professional activities of students using active methods and non-traditional learning technologies;
- Conditions-requirements - determining the levels of formation of organizational and managerial competence and their content; development of diagnostic tools and funds of evaluation tools to assess the level of its formation; organization of preliminary, operational, current and final control of the level of formation of organizational and managerial competence.

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