

Development of Organizational Competence Bachelor Directions for Training "Physical Culture"

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Abstract: Organizational competence is the knowledge and skills to organize sports competitions of various scales, work with financial flows, documentation, conduct marketing activities, planning and much more. Nevertheless, in our opinion, the development of this competence can be continued by introducing new disciplines and teaching methods into the curriculum. For the successful assimilation of the material, a set of pedagogical measures was developed using interactive forms of learning. The approbation of the discipline took place in the form of an experiment, the results of which are reflected in the article.

Keywords: Organizational competence, Bachelor of Physical Education, Asian Games.

In order to develop a comprehensively mature and physically healthy person with a high culture in the country, setting priorities aimed at acquiring the skills and knowledge of the population in the field of physical education and sports serves as a leading program in developing the organizational competence of future physical education teachers. At the same time, special importance is attached to the issues of organizing physical education work on the basis of modern educational technologies, improving priorities for organizational competence, developing pedagogical and psychological opportunities for developing organizational competence of physical education teachers in the educational process.

The modern process of training bachelors of physical culture, based on a competency-based approach in education, requires the development and development of a number of competencies [1, pp. 125-139].

In accordance with the State Educational Standard of VO in the direction of training 60112200 - "Physical Culture", in the process of education, graduates of this specialty must have a number of professional competencies. These include organizational competence, namely, "the ability to organize and conduct mass physical culture and sports and entertainment events, develop operational work plans and ensure their implementation", "draw up individual financial documents for accounting and reporting in the field of physical culture and sports", "conduct professional activities taking into account the peculiarities of the functioning of various types of sports facilities", "organize physical culture and sports events taking into account the current safety standards and rules for participants, spectators and service personnel", "carry out marketing activities", etc. [2].

The development of organizational competence of bachelors of physical culture of the Chirchik State Pedagogical University during their studies at the university occurs in the process of mastering the following academic disciplines: economics of physical culture and sports, entrepreneurship in professional sports, sports facilities and equipment, organization of sports and entertainment events, management of sports competitions, pedagogical practice. However, in our opinion, the development of competence can be continued within other academic disciplines.

In order to continue the development of the organizational competence of bachelors of physical culture, we have developed the academic discipline "Organization of the Asian Games" as an optional subject and an experiment has been carried out within its framework.

As an experimental group, we chose 3rd year bachelors studying at the Faculty of Sports and Pre-Conscription Military Education of the Chirchik State Pedagogical University, in groups No. 20/1 and 20/2. The experiment was carried out in the 6th semester of full-time education. A total of 21 students took part in the experiment.

Education in the experimental group was carried out through the development and implementation of a new academic discipline and specially developed forms, methods and means of teaching, performance assessment, which are a technological resource of competence-oriented education. The pedagogical basis of the experiment was based on modern educational technologies, including modeling the content of future professional activity and the use of active teaching methods. In the learning process, we used passive and active (interactive) methods. Passive methods include lectures, tests, independent work and surveys. Active (interactive) methods include creative work in small groups, game-based learning, portfolio method, discussion and work with visual materials (slides and videos).

For the development of organizational competence, the following teaching aids were used: audiovisual (presentations, slides), printed (handouts, tests, questionnaires, training materials), visual (illustrations, boards).

The academic discipline was carried out in conjunction with other disciplines on organization in sports, which allowed developing organizational competence. The purpose of the discipline is to develop bachelors' understanding of the organizational process that takes place at all stages of preparation for the Asian Games.

During the experiment, we assessed the knowledge of bachelors on the problem of organizing the Asian Games. Knowledge was assessed by answering test questions. The test consisted of 20 questions divided into 4 categories: historical-terminological, marketing, functional-normative and organizational. Below are the results of comparing the answers of the group before and after the experiment, by category of questions, in percent.

Table 1. Comparison of test results before and after the experiment by category of questions

Question categories	Group before the experiment	Group after experiment
Historical and terminological	83%	97%
Marketing	32%	90%
Functional-normative	49%	81%
Organizational	58%	80%

The results of testing before the experiment allowed us to focus on a more detailed passage of topics for which the lowest results were observed and thereby balance the level of students' knowledge on all aspects of the problem of organizing the Asian Games upon completion of the academic discipline. In accordance with the test results, we devoted more time to studying issues related to the marketing of the Asian Games, game traffic management organizations, their functions and tasks. The questions of the historical-terminological group are of a more general nature and the answers to them are widely known not only in the professional environment. Accordingly, the highest results were obtained in this group of questions.

Comparison of the test results of the experimental group before and after the experiment showed a significant increase in the level of knowledge of bachelors on the problem of organizing the Asian

Games. Analysis of the results showed an increase in the percentage of correct answers for all groups of testing questions.

Knowledge of bachelors of the historical and terminological group increased by 14%. Knowledge of Asian Games marketing increased by 58% as a result of the training focusing on this issue. Knowledge of the functions of organizations of the gaming movement increased by 32%, and the management structures and organizations of the gaming movement - by 22%. At the same time, the overall percentage of correct answers increased by 28%, from 59% before the developmental experiment to 87% upon its completion.

The results obtained indicate the effectiveness of building an educational and methodological complex of the discipline "Organization of the Asian Games", as well as the need to introduce the discipline into the education program for bachelors of physical culture, as a subject of choice, which will increase the level of professional knowledge of students.

Diagnosis of the skills of the students of the group was carried out by self-assessment, by the method of questioning. To increase the reliability of the results of the survey, before conducting it, we explained to the bachelors its purpose and criteria for self-assessment. The survey was conducted anonymously.

The questionnaire consisted of 20 positions, each of which the bachelors had to evaluate on a 10-point scale. All positions for self-assessment were combined into 4 groups, each of which reflected the level of skills in one of the four components of organizational competence formulated in our model: analytical, communicative, organizational and constructive. The results of the survey were processed by calculating the average score for each question and component of the questionnaire.

When finalizing the results and determining the level of skills for each component of organizational competence, we were guided by the assessment categories we developed:

- average score from 1 to 2 - insufficient level of formation. Skills are manifested episodically and often unconsciously. There is no theoretical knowledge base, which makes it impossible to solve the tasks in practice.
- average score from 2 to 4 - low level of formation. There is superficial theoretical knowledge, but their content and degree of development do not allow them to be applied in practice. As a rule, skills are non-systemic, which makes it possible to solve only some aspects of the problem.
- average score from 4 to 6 - the average level of formation. Theoretical knowledge is sufficient and systematized. Skills are formed, but the lack of a diverse practice of their application limits the effectiveness of the activity.
- average score from 6 to 8 - a high level of formation. Theoretical knowledge is deep. Skills are formed, there is experience of practical application (not always in real conditions). Sometimes there are not enough skills for effective work in non-standard situations (creativity) and the ability to act in constantly changing conditions.
- average score from 8 to 10 - advanced level of formation. A professional with deep knowledge and practical experience in their application in various situations. High motivation, ability to self-educate, can act effectively and apply skills in constantly changing conditions.

The results of the survey of the experimental group before and after the experiment are presented in Table 2.

Table 2. Comparison of the results of the survey of the experimental group before and after the formative experiment

Component	Group before the experiment		Group after experiment	
	Average score	Level of formation	Average score	Level of formation
Analytical	5,3	Average	7,4	High
Communicative	4,3	Average	8,0	High
Organizational	3,0	Short	7,9	High
Constructive	3,6	Short	6,7	High

The analysis of table 2 showed that the study of the academic discipline "Organization of the Asian Games" using interactive forms of education contributed to the increase in the level of self-assessment of the students of the experimental group of their skills in organizational activities.

Students began to realize a greater potential for analytical work and the ability to build communications. The possibilities of organizational activity and the ability to make effective managerial decisions have also increased. At the same time, the largest increase in the average score was demonstrated within the organizational component, where the increase was 4.9 points. This indicates the effectiveness of the implementation of the interactive business game developed by us, which contributes to the development of organizational abilities.

According to the scale for assessing the level of students' skills developed by us, after the experiment, the self-assessment of bachelors in all four components fell into the category "High". This indicates that after the experiment, students are aware of their potential for organizational activities and can apply the knowledge gained in practice, i.e. the training course contributed to the development of organizational competence, which was the purpose of the experiment.

In order to confirm the results obtained, we carried out statistical data processing, the results of which are presented in tables 3 and 4.

Table 3. Group testing results before and after the experiment

Group	n	Stage	$\bar{x} \pm \sigma$	Me	p
experimental	20	before	0,59±0,06	0,65	p≤0,001
		After	0,87±0,03	0,90	

Table 3 shows the results of testing the group before and after the experiment. p≤0.001 means that the difference in test results after the experiment in the group is statistically significantly better than before the experiment, which means an improvement in the results of the group during the experiment.

Table 4. The results of the questionnaire survey of the group before and after the experiment

Group	n	Этап	$\bar{x} \pm \sigma$	Me	p
experimental	20	до	3,92±0,24	4,1	p≤0,001
		после	7,53±0,14	7,6	

Table 4 shows the results of the questionnaire survey of the group before and after the experiment. p≤0.001 means that the difference in the results of the questionnaire after the experiment in the group is statistically significantly better than before the experiment, which speaks in favor of the method used in the experiment.

Thus, it can be concluded that the development of organizational competence of bachelors of physical culture can be continued by introducing new disciplines into the educational process using modern forms and methods of teaching.

References

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