

**ISSUES OF THE FORMATION OF THE PROFESSIONAL COMPONENT OF  
FUTURE TEACHERS (ON THE EXAMPLE OF THE SCIENCE OF PHYSICAL  
CULTURE)**

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**Annotation:** this article will reveal about the development of professional training of future teachers of Physical Culture, the technology for the formation of their educational activities, ways to form pedagogic competence, forming knowledge, skills, skills in them.

**Keywords:** teacher of physical education, educational activity, formation of educational activities, systematic approach, technology for the formation of educational activities.

The problem of the formation of the educational activity of the future teacher traditionally attracts the attention of specialists in the field of psychology and pedagogy of Higher Education. It is studied not only as a subject of independent consideration, but to one degree or another, problems are solved within the framework of the study: continuity of higher and secondary schools, adaptation of high school graduates to the conditions of Higher Education, continuation of education of students of secondary schools in educational institutions in secondary educational institutions, adaptation of graduates of secondary the formation of the components of the educational work of students, the organization of independent work of students and the formation of their readiness for self-education, the individualization of education in higher educational institutions, etc. Such a broad field of research, on the one hand, speaks of an in-depth study of the problem under discussion, and on the other hand, testifies to its inexhaustible relevance. This is natural at the junction of two qualitatively different educational systems, each of which has its own specific form and methods of educational work. Analysis shows that the secondary school is not preparing its graduates enough to continue their studies at the University, the general level of training of schoolchildren is low, and there is no tendency to increase it in the next five years. The school does not give, and according to the existing educational system, it cannot give a "ready-made" student into slavery. The educational activity of first-year students is formed mainly spontaneously, randomly and is accompanied by a significant decrease in learning efficiency and serious difficulties of a general educational nature. In the process of further education at the University, most of the students, of course, adapt to the organizational and pedagogical characteristics of Higher Education. An analysis of the examination experiment and scientific research literature shows that special, targeted unemployed students become a full-fledged subject of educational activity only by the 3rd-4th year. At the same time, a large part of future teachers feel the consequences of gaps and deformations that occurred at the initial stage of education at the University. Their educational activities are formed mainly "trial and error", that is, in the most ineffective way. The culture of educational activities of such students is usually low, mainly irrational techniques and methods of teaching are used, the prospects for the creative development of a professional activity specialist are questionable.

According to our observations, most first-year teachers do not take into account the peculiarities of the initial stage of education in higher educational institutions in their methodological research. Nevertheless, teachers who teach in subsequent courses believe that they are absolutely ready to prepare students and teach their subjects, without giving sufficient explanations on the methods of mastering the educational material. As a result of the surveys carried out, we found that even graduate students are not well versed in the concept of "educational activity" and do not fully understand the need for self-development in this regard. At the Faculty of physical education, the situation is aggravated by the peculiarities of the educational process, which is based on a number of features of future professional activity:

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- wider study area compared to classroom;
- variety and complexity of the environment during classes;
- many equipment that poses a risk to life in improper use;
- high physical activity of students, fraught with the possibility of injury;
- work with different age groups on one school day;
- different levels of physical development and health status of students;
- simultaneous conduct of classes with boys and girls, differences in assignments;
- significant expenditure of not only mental, but also physical energy;
- increased requirements for the educational and material base;
- the difference of clothing from teachers of other disciplines, etc.

The above reasons, as well as the combination of educational activities with active sports, constantly maintaining good physical shape and not attending classes associated with this often, deliberately put students of the Faculty of physical education in an unfavorable learning environment. Thus, having completed this stage of research, we can emphasize the relevance of the problem of the formation of the educational activity of the future teacher of Physical Culture and the timeliness of the search for ways to solve it. There is an objective need to correct the educational process from the point of view of the real readiness of school graduates to continue education at a new, more complex level. An important place in the scientific study of educational activities and practical actions for its formation is occupied by methodological support. First of all, it is necessary to consider the main category of research - educational activities. It must be said that its analysis, of course, can be carried out on various grounds. At the same time, it is also clear that it is impossible not to dwell on one of the most influential directions in domestic and World psychological and pedagogical science-the general theory of activity. According to this theory, activity is a practical transformation of the objective world by a social person, and therefore, in the active subject himself, change occurs in a specific process of activity, which differs according to the criterion of motives that motivate them.

Actions - processes and operations subject to goals - methods of performing actions related to the conditions of their implementation are distinguished within the scope of activity. As a constitutive characteristic of activity, its objectivity is considered, which is reflected in the features of mental reflection. Thus, educational activity is one of the main types of human activity that arises due to a special need to change the active subject, to change oneself in the educational process. While conducting a structural analysis of students' educational activity, we rely on the general structure of human activity and the form developed in the general psychological theory of that activity. D. B. Elkonin, V. V. Davydov, A. K. Markova and others believe that educational activity repeats and repeats the structure of all human activities within its structure. In the most general examination of the structure of human activity, they distinguish three main links: motivational-indicative, central (executive) and control-evaluative. This basic model, V. V. Davydov, in each specific case, research should be correctly oriented based on the characteristic features of the type of activity being studied. Interpreting this scheme in connection with the future teacher's educational activities, we distinguish the following components in it: motivational-valuable, meaningful, activity-practical and control-evaluation. The analysis of dissertations and monographs on relevant topics shows that most authors rely on the above structural model in their scientific research. At the same time, many works, as a rule, are devoted to the development of any component of educational activity. Undoubtedly, the raised aspects of the problem are relevant and require in-depth development. But the fact is that in their disintegration, the integrity that was originally characteristic of educational activity, according to its status, is lost. In our opinion, educational activity should be studied and formed not in the one-sidedness of certain components, but in their structural unity. Orientation to include various aspects of the analysis of educational activity into its holistic view is determined by a systematic approach, the main rules of which are aimed at integrative processes and synthesis of the whole.

It is impossible to reduce educational activities to one of the identified components: full-fledged educational activities are always their unity and interaction. They can become one - these changes are the dynamics of educational activity and its property as a systemic object. It is easy to understand that such an interpretation differs from a comprehensive understanding of educational activities, like any process of acquiring knowledge, skills and abilities that are still common in practice. The specificity, specificity of educational activity is that it is constantly associated with the student's entry into a new reality, mastering every aspect of it. Therefore, in our practical actions, we tried to develop not individual components of educational activity, but a complex of their interrelation and interaction. Analysis of the existing directions for the development of the raised problem revealed a fairly wide arsenal of ways to solve it. The main areas are as follows: strengthening the preparedness of schoolchildren to higher educational institutions; activities of preparatory courses for applicants; cultivation of special courses at the University aimed at adapting newcomers to teaching in the university environment; formation of general educational skills within the framework of certain disciplines. Each of these areas has its own advantages and disadvantages. Together they give a bright pedagogical picture. However, at the stage of theoretical analysis, it becomes clear that the advantage over any of the paths under consideration is doomed to a previously limited effect. The fact is that events held separately (even if carefully prepared) remain scattered fragments, and not a single, holistic system of targeted actions. In our opinion, here again it is worthwhile to resort to a systematic approach, to apply it as a methodology at a certain scientific level. Educational activity is considered as a systemic object, and it is known that the study of the system is inseparable from the study of the conditions of its existence. And since educational activities are not formed at the same time, but go through several stages in their development with their specific conditions, the technology of its formation should consist of several stages with the appropriate goals and objectives. As the main means of achieving them, given the dynamism and versatility of the phenomenon under study, there is a logical and consistent combination of practically reliably proven methods of forming the educational activity of the future teacher. Such an approach to solving the problem allows not only to more fully take into account the specificity of each stage of work, but also to make the most effective use of the accumulated scientific and practical experience.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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