

USE OF INDEPENDENT LEARNING TASKS BY FUTURE PHYSICAL EDUCATION TEACHERS

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Annotation. The article discusses the essence, main goals, and objectives of independent learning for future physical education teachers, the necessity of independent learning to improve the quality of the educational process, and the types of independent work. It also provides thoughts and reflections on the current demands for both thematic and methodological approaches to independent learning, alongside the creation of innovative teaching methods.

Keywords: didactics, competition, independent learning, knowledge, skill, qualification, educator, motivation, expert, criterion, abstract, physical culture.

Introduction. In our country, within the concept of the program for the development of physical education and sports, improving the quality of training highly qualified specialists for the main types of their future professional activities is defined as a priority task. The implementation of this task requires finding clear ways to provide theoretical, methodological, and technological support in the system of training physical education specialists at higher education institutions, as well as the necessity to improve the educational process. Future physical education teachers must acquire professional skills that prepare them to effectively solve practice-oriented tasks in real conditions of physical education and sports professional activities. Both students and educators must understand that independent learning is conducted for their benefit. The student should realize that the independent work they perform is not for the educator, but for themselves, and it is a key factor in ensuring their future success. It is essential for the student to take responsibility for the results of the knowledge they acquire.

Purpose of the work. The topic of independent learning consists of lecture, seminar, and practical session topics that students study independently. These include: the national model of personnel training and its components, the formation and development of the discipline, its goals and objectives, subject matter, scientific research methods, personal development and influencing factors, the unified pedagogical process and its essence, didactics (theory of education), laws and principles of the educational process, educational content, methods and tools of education, forms of organizing education, diagnosing students' knowledge, skills, and qualifications, the content, essence, laws, and principles of the educational process, general methods of education, the content, essence, goals and objectives, forms, methods, and tools of education types. Independent learning helps students strengthen their theoretical knowledge, maximize their ability to understand topics, and broaden their overall worldview.

Forms of conducting independent learning:

Note-taking – is a specific form of independent work. Taking notes is a serious process that develops the student's logical abilities and teaches them to express their thoughts clearly and concisely.

Preparing an abstract. The student is assigned to prepare an abstract on a topic whose difficulty level corresponds to their personal capabilities, abilities, and level of knowledge. In this process, the student collects, analyzes, and organizes materials using not only the main

literature but also additional sources (monographs, scientific and methodological articles, information from the internet, electronic library materials, etc.), and tries to provide comprehensive and detailed information on the topic as much as possible. If necessary, the student seeks advice and guidance from the teacher.

Independent work in the form of writing abstracts requires a significant amount of time from both the student and the teacher. Therefore, before assigning an abstract, it is necessary to have positive answers to questions such as: What is achieved by having the student write an abstract? How does it help in mastering the subject? Are the independent work hours sufficient? If these conditions are met, the assignment can be accepted. If some topics in the curriculum are covered during classroom sessions and the rest are mastered independently, additional abstract writing may not be necessary.

According to experience, the length of an abstract is usually set at 15-20 pages. Considering that a student may need to read and analyze about 5 pages of literature to write one page of text and organize the material, preparing a complete abstract can take up to 10-20 hours. This amount of time corresponds to a significant portion of the independent study hours allocated to the subject.

The completed abstract is defended in the presence of teachers.

Types of independent work include:

Performing practical and laboratory tasks, working with educational literature, learning to read and create drawings and diagrams, preparing lectures, using distance learning technologies, completing homework assignments, preparing for tests, and working with video clips and audiobooks.

Research Methodology. Independent work in the form of preparation for classes depends on the type of session and may not require much time from the student. This primarily depends on the methodological support of the subject and the use of advanced pedagogical technologies and technical tools.

Practical sessions often focus on solving subject-related problems and exercises, studying data, laws and regulations, events, and phenomena.

In such sessions, theoretical knowledge about the "object" to be studied or the problem to be solved is provided to the student during the lecture. Therefore, when preparing for practical sessions, it is effective for students to prepare forms, tables, drawings, sketches, and graphs in the specified format and complete them during the session. If these graphs or tables are distributed to students as handout materials during the session, the preparation process is shortened.

Preparing tests, discussion questions, and assignments on the topic.

The student is assigned to prepare tests, problems and tasks of varying difficulty levels, and questions that serve as the basis for discussion on a specific topic.

The teacher provides guidance on the requirements for the test, the rules and principles of test construction, the intended goals, how to identify controversial aspects of the topic when formulating problematic questions, and methods for creating assignments. During consultations, the work completed by the student is reviewed to ensure it meets the assigned tasks and requirements (resubmission, clarification, or additions may be suggested).

Completing independent work focused on such tasks mainly helps specialists engaged in pedagogical activities and students studying in professional education fields not only to master the subject but also to develop skills necessary for their pedagogical practice.

Analysis and Results. For a topic or section, non-standard, specially approached tasks of theoretical significance may be assigned, including scientific and creative tasks requiring original thinking, as well as the creation of models, mock-ups, and video samples. Practical tasks should focus on searching for and finding optimal solutions to problems.

Depending on the student's interest and ability, scientific assignments may be given, and, in collaboration with the teacher, scientific articles can be prepared and published.

When assigning independent work, it is advisable to create task variations as much as possible and design them according to the goal of teaching the subject and its specialization. It is not recommended to assign the same topic to multiple students or to require identical results.

Independent study of topics is considered a complex task for the student because it involves deeply engaging with the essence of the subject for the first time.

Therefore, it is important to properly guide the student to ensure good mastery of the topic. In the methodological guidelines prepared for this purpose, the following should be highlighted first and foremost:

1. Full title of the topic;
2. Key terms and terminology;
3. The role of the topic in the subject;
4. Concepts or explanatory section revealing the essence of the topic;
5. Recommendations aimed at achieving the goals of the topic;
6. List of educational and scientific literature;
7. Internet resources;
8. Deadlines for completion and assessment;
9. Questions for control.

When preparing for lessons on topics taught in the classroom, assignments and instructions for their completion align with methodological guidelines developed for practical sessions. Therefore, such assignments can be communicated to students by teachers at the end of a classroom session or during consultations outside the classroom. Nevertheless, the recommended methodological guidelines should also be prepared in written form. Currently, to increase the effectiveness of organizing independent work for students, it is beneficial to develop a set of independent work assignments along with methodological guidelines for their completion and provide these to students at the beginning of the academic semester. A sample structure of such a set is provided in the appendix.

Methodological Recommendations on Topics of Independent Learning and Their Organization in Physical Education

T/r	Independent Learning Topics	Forms of Independent Learning
1	Athletics and its types	Preparing an abstract
2	Sprinting (short-distance running)	Creating a video clip
3	Technique of middle-distance running	Preparing notes
4	Runnning and long jump	Preparing a presentation
5	Sports games: basketball rules.	Preparing theses
6	Sports games:volleyball rules	Preparing a video lesson
7	Sports games: handball rules.	Creating a video clip

8	Sports games: football rules and refereeing	Preparing a presentation
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Note: Independent learning assignments are completed by each student and submitted to the teacher at the end of the semester. Credits are awarded according to the established procedure based on the quality of the completed work and the knowledge, skills, and competencies acquired by the students.

Conclusion and Recommendations: In conclusion, using independent learning assignments in teaching students of the physical education program improves their ability to work independently, encourages scientific research, fosters independent thinking, and lays the foundation for training well-rounded specialists with a broad worldview.

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