

Introduction of Credit-Module Technology in the Process of Education of Students in the Discipline of “Physical Education”

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ABSTRACT

To date, the main problem in the system of physical education of students of the Republic of Uzbekistan is the practice of teaching the discipline “Physical Culture”. This is expressed in the unwillingness or inability of the majority of teachers at a high level of quality to solve the problems provided for in the standard curriculum of the discipline “Physical Education” and presenting certain requirements for technologies - ways to solve these problems in practice. This problem, in turn, led to a decrease in students' interest in physical education, and as a result, insufficient physical fitness of students.

KEY WORDS: *credit-module technologies of education, physical culture, functions of the management system, quality of education.*

Introduction: For universities of the Republic of Uzbekistan, the problem of improving the quality of education of students in the discipline "Physical Education" is relevant. Studies conducted at the Kokand State Pedagogical Institute in the period 2020-2021 testify to the effectiveness of the modular credit technology, which allows measuring the quality of education in the discipline in quantitative terms.

This article analyzes the structure of the teaching activity of the teacher and the results of the educational activities of 180 students for the 2020-2021 academic years. It was found that quality assurance of education in the discipline is achievable fewer than two conditions:

- introduction of modular-credit technology in the educational process;
- activation of the functions of the quality management system of the activity of the department of physical culture.

The purpose of the study: improving the quality of education of students in the discipline “Physical culture” on the basis of improving the functions of monitoring the quality management system of the department of physical culture, carrying out the educational process on a modular credit technology.

Research objectives:

- to study the structure of the teaching activity of the teacher of the discipline "Physical culture" according to the modular-credit technology, which guarantees the quality of the formation of the physical culture of the students' personality;
- substantiate the need to improve the functions of the quality management system of the Department of Physical Education, which will provide quality assurance for students' education in the discipline "Physical Education", in the case of the use of modular credit technology.

Research methods: analysis of literature and Internet tools; method of system analysis of the functions of the education quality management system in the implementation of modular credit technology; pedagogical experiment; pedagogical observations; questioning; expert evaluation of physical culture activity of students in the process of formation of physical culture of a person; mathematical methods.

For universities of Uzbekistan, the need to update the system of physical education of students, introduce innovations, with the aim of “technological renewal of the activities of physical education teachers and scientific laboratories, is indicated. Higher education institutions today are the subjects of the market. Factors of competitiveness of any university are:

- conditions of education;
- the quality of learning outcomes;
- the image of the educational institution;
- cooperation with potential employers.

The main factor in this list is the quality of learning outcomes. This, in turn, gives reason to believe that in the current situation, an "administrative resource" is in demand - the activation of the functions of the quality management system for teaching the discipline "Physical Education" and effective management decisions of the university management [2, 4].

In the technology for assessing progress in the discipline "Physical Education" there is no balance of "contributions" to the final mark of four types of current marks: "knowledge"; "technique of movements"; "physical qualities"; "Achievement" "Achievement" - these are personal qualities, manifested in physical activity, they must be assessed for all three years, if we pretend to manage the education process. The results of a three-year study of the discipline are 90 credits ($30 \times 3 = 90$), but there are no guarantees of quality. Entrance examinations do not contain requirements for applicants' knowledge in the field of theory of physical culture, sports and a healthy lifestyle. I believe that the university cannot guarantee the high quality of education for three reasons:

- firstly, in the professional training of a physical education teacher, practical classes are unproductive, in which the student's skills “to conduct games and parts of the lesson modeled by the teacher”, as well as the skills “to transform knowledge of theory into organizational and methodological skills” are formed;
- secondly, quantitative criteria for assessing the quality of students' physical culture are not approved as a standard of university requirements;
- thirdly, the quality management system of the department, when assessing the quality of the work of the teacher of the discipline "Physical Education", does not take into account the dynamics of the average group indicators of the educational achievements of his group.

The discipline at the university is financed stably: for 6 semesters. Teachers of the discipline "Physical Education" are confident that managing the quality of education in a university to preserve its fundamentality and the needs of students has been and will be the task of the state, despite changes in the economy, consciousness, and orientations of young people - external reasons for the modernization of education [15].

It has been established that in order to ensure the isolation and cyclicity of the educational process, the teacher uses science-based, in fact traditional, but adapted to module-credit technologies activities. This includes planning, organizing educational and cognitive activities, presenting information, developing skills and abilities, systematizing knowledge, skills and abilities, stimulating

and motivating the personality of the student in the learning process, pedagogical diagnostics, monitoring the progress of learning, checking and evaluating the assimilation of the content of educational material, adjustment of the educational process, analysis of training activities and their results.

The personal physical culture questionnaire "transfers" the student into the informational "self-service" mode, motivating them to study efforts, to interact with the teacher and self-monitoring - a complex system of observation, evaluation and forecasting of personal physical culture indicators. The credit condition in the modular credit technology: with 25 bonuses - a minimum attendance of 65%. Rating-benchmark: the sum of points equal to the number of hours according to the curriculum of the discipline. Failure to meet the requirements for credit in modular-credit technologies leads to paid classes [6].

In the course of the study, the results of solving the second task of the study were presented. "Lagging behind" indicators of students' physical culture: knowledge of theory, indicators of speed-strength abilities and general endurance; technology development and self-education.

When introducing modular-credit technologies selectively, not in all groups of the faculty, contradictions arose and they were expressed in the difference in the requirements for credit for some groups compared to others.

The study confirmed our opinion that the reason for the low quality of education in the discipline at the university may be the inefficient work of the quality management system. Quality management systems should contribute to: improving the content and technologies of education; improving the efficiency of management in the education system; development of the quality system of educational services.

Conclusions

It has been established that modular-credit technologies meet the unified requirements of the quality management system for the activities of the department:

- on the organization of the educational process;
- according to the structure of the teaching activity of the teacher and students;
- on keeping a journal of planning and accounting of educational work by the teacher;
- on the design of materials for the educational activities of students, confirming the dates of control of competencies and the degree of learning efforts;
- In terms of efficiency, energy intensity, didactic expediency of forms of control and registration by representatives of the quality management system of shortcomings in the work of a teacher.

The necessity of improving the functions of the quality management system of the department's activities in conjunction with the activities of a teacher using modular credit technologies is substantiated. The introduction of modular-credit technology contributes to the effective solution of the tasks of the department: the organization of the educational process, research work, and the improvement of the level of professional training of teachers.

The introduction of modular credit technologies optimizes the functions of the quality management system, since the teacher has information that is significant for the quality management system. The quality management system, in turn, controls and corrects the work of teachers; systematizes data on the quality of education in general. The total introduction of modular credit technology allows representatives of the quality management system and leading managers of the university to make technologically sound management decisions that are based on objective, legally significant and documented information, and not just on the oral conclusions of teachers or text reports for the meeting of the department.

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