



Axiological Approach to Improving the System of Professional Development of Physical Education Instructors

Ilkhomjon Akhmedovich Tursunaliyev

Rector, Professor, Institute for Retraining and Advanced Training of Specialists in Physical Culture and Sports,
Uzbekistan

E-mail: tursunaliyev1971@gmail.com

<http://dx.doi.org/10.47814/ijssrr.v6i4.1196>

Abstract

This article reveals the importance of the axiological approach to improving the system of professional development instructors in physical education of Preschool educational organizations.

Keywords: *Physical Education; Professional Development; Advanced Training; Axiological Approach; Personality Values; Outdoor Games*

Introduction

According to statistics provided by the agency for preschool education [1], as of March 1, 2023, the total number of preschool educational institutions operating in our country (hereinafter–PEI) is 29,420, the number of students is 2,103,752, the number of educators working in them–101 012.

In 2020–2024, it is planned to attract 5,832 physical education instructors of PEI to the Institute for retraining and advanced training of specialists in physical culture and sports and its branches. The total number of specialists in physical culture and sports to be qualified in 2023 is 12,179 people, of which 1,019 are physical education instructors of PEI.

According to the order of the Minister of Physical Culture and Sports of the Republic of Uzbekistan dated December 23, 2019 No. 2244 “On approval of the schedule and list of students of advanced training courses conducted in 2020 by the Center for scientific and methodological support, retraining and advanced training of specialists in physical culture and sports”, a plan for professional development of 1052 instructors of physical culture of PEI. In practice, 913 participants were admitted to the courses, and only 594 of them successfully completed the course. The remaining 319 students failed to pass the final certification. The volume of advanced training amounted to 86.8 percent, and the quality indicator–56.5 percent.

Also, according to the Order of the Ministry of Physical Culture and Sports of the Republic of Uzbekistan dated December 25, 2020 No. 1647, in 2021 it was planned to attract 1193 physical education instructors from the total number of PEI for professional development, in practice 1,001 of them were involved in courses of professional development. 567 of them successfully completed the course, while 434 failed to complete the course due to objective and/or subjective reasons. The coverage of professional development was 83.9 percent, and the quality indicator was 47.5 percent. Based on the foregoing, the issue of advanced training of instructors in physical culture of PEI has been transformed into the object of our study as a problem area within the areas of professional development.

Main Part

After the scientific and methodological council recognized as unsatisfactory the work on advanced training organized in the direction of “Instructors in physical culture” of preschool educational institutions, the system of professional development of instructors in physical culture developed by us, completely based on the axiological approach, radically improved this direction.

In this, first of all, the educational programs and the curriculum of this direction were revised by the professors and teachers of the institute with the study of international experience and approved by the Ministry of Tourism and Sports in agreement with the Ministry of Preschool Education.

Then, for the convenience of students (most of them work in a PEI on a part –time basis or on a half–time basis), distance learning courses were organized. At the same time, the components of the educational and methodological complex in three languages (Uzbek, Karakalpak, Russian) were placed on the distance learning platform as content and the experts conducted an independent examination of the material. When creating each content, the scientific views and proposals of scientists in this field were taken into account.

R.M. Abdullayeva notes that (2018) “... according to the essence of distance education, it is very convenient to use it in the training and retraining of personnel. Indeed, at the same time, the effectiveness of remote retraining and advanced training of teachers who act as age students, such motives and factors as feeling themselves as a person capable of self–control, possession of life and professional experience, the desire to solve their important life problems through study and achieve certain goals, readiness for the immediate application of knowledge, skills and qualifications acquired during study” [2; 53].

We evaluated and applied the axiological approach as one of the fundamental values in the formation of fundamental knowledge of students who improve their qualifications in the direction of “Physical education instructors” within the framework of the “Theory and methods of physical education” module.

According to experts (for example, R.S. Salomov, 2014), “one of the main tasks of the Theory and Methods of Physical Education subject is to equip the future teacher with forms and methods that allow integrating the knowledge gained in mixed courses and private methods and introducing knowledge into practical work ... it is necessary to help students understand the importance of work which they perform, and instill in them a professional duty” [3; 5].

In the literature on pedagogy (D.Kh. Umarov, 2021 and R.S. Salomov, 2014), the following are distinguished as the basic concepts of the subject “Theory and methods of physical education”:

- Physical culture;
- Non–Specific (non–professional) physical education;
- Physical education;

- Sport is a component of physical culture;
- Physical development;
- Recovery;
- Physical training;
- Base of physical culture;
- Physical exercise;
- Practical physical education;
- Health–improving physical culture [4; 15–18], [3; 7–12].

According to the definitions given by Salomov R.S., “Physical development is a healing process, which is a gradual establishment of changes in the functions and forms of the human body” [3; 7]. “Physical education is a pedagogical process aimed at the volitional, moral, functional, morphological improvement of a person, the purpose of which is to equip students with skills, abilities and special knowledge in order to achieve the best results in labor and the defense of the Motherland” [3; 8]. “Physical culture is a part of the general culture, the sum of the successes that society has achieved in the creation and use of special means of physical improvement of people” [3; 9].

If we subject the above definitions to a systematic analysis, we can see that each basic concept is in harmony with one or another value in a person. Therefore, the application of an axiological approach using the basic concepts of this subject in the process of training instructors in physical education has a unique intense effect. In the meantime, let’s give an overview of the views and approaches of specialists in relation to the field of axiology, which explains personal values.

The reason is that on the basis of the axiological approach, it will be necessary to reveal not only the socio–pedagogical need to improve the pedagogical training of physical education instructors, but also the content of the axiological approach in order to highlight the current state. A number of researchers (for example, N.S. Yuldasheva, 2022) conducted research on the topic of axiology, the axiological approach in their scientific research. As the author notes, “The science of axiology is translated as the science of values. When a person appreciates something, it becomes a value for him. To appreciate something, you need to understand its essence. A person first tries to realize his identity. The human child becomes more representative as he realizes his identity. Consequently, a person is at the center of concepts related to human spirituality. Personality is a person who is aware of himself, knows his own worth” [5; 27–28].

K.N. Nazarov (2004) believes that “the science of value is axiology” [6; 200]. According to the author, “if by value we understand everything that has to do with society, man and humanity, events and cases, it becomes clear that this approach, which has so far occupied a strong position, is relative, cannot fully embrace culture” [7; 496].

N.A. Shermukhamedova (2010), reflecting on the important components of philosophical knowledge, argues that “Axiology is the doctrine of values. Assessing this or that action, event, action with the categories “Good”, “Bad”, “important”, “useful”, “useless”, another important function is performed—the axiological function. It forms the corresponding needs of a person, inextricably linked with his attitude to values, by distinguishing long–term trends from short–term ones, separating superficial processes from fundamental, important things and phenomena from secondary ones. Thus, certain values, goals and priorities of a person are determined, that is, an appropriate system of values is compiled. This system is an important characteristic of people, reflects their attitude to life and largely determines their behavior in society” [8; 19–27].

I.I. Khodjiboev (2021) believes that “in the process of professional development and retraining, the formation of students’ skills of self–development and self–improvement should be important. Because, requiring teachers with higher education, many years of work to memorize large amounts of

information in a short time can have unpleasant consequences” [9; 8].

An axiological attitude is not only a phenomenon inherent in an individual person, but it can also refer to a social group, stratum, nation, state, society [6; 200]. As Tulenova K.J. noted: “Sport plays a big role in the consolidation of national, regional and universal culture. Due to independence, great importance is attached to the development of physical culture and sports in our Republic” [10; 258].

The effectiveness of our training in 2022, increased by using the axiological approach, was as follows. According to the relevant order of the Ministry of Tourism and Sports of the Republic of Uzbekistan, in 2022, the Institute and its branches planned to improve the skills of a total of 1188 physical education instructors of PEI, but in practice it was possible to attract only 1181 people to advanced training courses, that is, 99, 4 percent (coverage increased by 15.5% compared to last year).

As a result of applying the axiological approach, 855 trainees, i.e. 72%, were able to successfully complete the course. The number of people who did not complete the course was 294, while the number of people who were excluded from the course was 39. In 2022, the quality score showed that the approach chosen and the method used were successful, an increase of 24.5 percent compared to with the previous year.

Conclusion

The research analysis shows that the axiological approach must orient physical culture instructors from the objective state to the subjective state, that is, to active professional self-development and (or) improvement.

The system of values, which is improved by physical culture instructors at advanced training courses, manifests itself as a set of certain professional values, and subjectively assessed, the axiological approach contributes to the realization of the personal and social significance of the sphere of pedagogical activity and the formation of a positive emotional mood.

References

1. <https://mpe.uz>.
2. Абдуллаева Р.М. Таълим интеграциясида бўлғуси мутахассисларни касбга тайёрлаш истиқболлари // Ўзбекистон Республикасида таълим узлуксизлиги ва узвийлигини таъминлаш: устувор йўналишлар ва долзарб вазифалар. Илмий-амалий анжумани маъруза тезислари тўплами (2018 йил 15 май). – Тошкент: ТДИУ, 2018. – 51–56–бетлар.
3. Salomov R.S. Jismoniy tarbiya nazariyasi va uslubiyati. Darslik. – Toshkent: “ITA-PRESS”, (2014). – 296 b.
4. Умаров Д.Х. Теория и методика физической культуры, спорта [Текст]: учебное пособие / Д.Х. Умаров. – Ташкент: “O‘zkitob savdo nashriyot matbaa ijodiy uyi”, (2021). – 240 с.
5. Юлдашева Н.С. Аксиологик ёндашув асосида бўлажак ўқитувчиларнинг педагогик тайёргарлигини такомиллаштириш: Пед. фан. бўй. фал. д-ри (PhD) ... дис.: 13.00.01. – Тошкент: ТДПУ, (2022). – 27–28–бетлар.
6. Назаров Қ. Қадриятлар фалсафаси (аксиология). – Тошкент: Файласуфлар миллий жамияти нашриёти, (2004. – 2006).

7. Фалсафа: комусий луғат (Тузувчи ва ва масъул муҳаррир Қ.Назаров). – Тошкент: “Шарқ” нашриёт–матбаа акциядорлик компанияси Бош таҳририяти, (2004). – 496 бет.
8. Шермухамедова Н.А. Фалсафа. Дарслик. – Тошкент, (2010). – 574 б.
9. Ҳожибоев И.И. (2022). Малака ошириш жараёнида курс тингловчилари касбий компетентлигини шакллантиришнинг айрим масалалари. Замонавий таълим / Современное образование, 2021, 11 (108). – 3–8–бетлар.
10. Туленов Ж., Туленова К. Қадриятлар фалсафаси. Ўқув қўлланма. – Тошкент, ТДПУ, (2007). – 290 б.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).