

## Use of Interactive Learning Methods in Preparing Future Physical Education Teachers

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**Abstract.** The article is devoted to the current problem of modernizing the professional training of future teachers of physical culture. Own observations and special studies in this regard indicate the need to systematize and implement interactive teaching methods. The purpose of the article is to substantiate cyclical matrix of the use of interactive teaching methods in the process of training future teachers physical culture. The author of the article reveals the possibilities of using case situations, sketch projects, research and heuristic games and functional trainings on the basic disciplines of the curriculum special attention in the work is paid to the activity approach, intensification and optimization of the training of future teachers physical culture, expansion of interdisciplinary connections.

**Key words:** interactive teaching methods, physical education teacher, case situations, sketch projects, games, trainings.

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### INTRODUCTION.

Modernization of teacher training, according to V. Sergeeva, is the most important scientific direction in the development of the entire system of teacher education in the Republic of Uzbekistan. The realities of distance learning and the cardinal transformations associated with it require the future teacher of physical culture to be ready to carry out their professional teaching, educating and developing activities in an interactive format [7].

We share the point of view of K.A. Aidarbekov, A.O. Mukhametzhonov that "interactive teaching methods based on interpersonal relationships satisfy the paradigm of modern education aimed at "personal development" ... interactive methods not only form the activity of perception and personal significance in learning, but also develop them" [4, With. 85].

The team of authors - R.U. Arifulina, E.V. Bystritskaya, S.D. Neverkovich note that a bachelor "... of a pedagogical direction must learn to navigate in them, extract the necessary information, apply them in practice and assess the risks and prospects of their application in the field of physical culture" [5, p. five].

As a result, the systematization, approbation and introduction of such interactive teaching methods as case studies, sketch projects, trainings, and business games are of particular relevance for the practice of physical education.

The urgency of the problem, compliance with the requirements of distance education, modernization of professional training of future teachers of physical culture necessitate the use of interactive teaching methods.

The purpose of the study is to theoretically substantiate the cyclic matrix of using interactive teaching methods in the process of training future physical education teachers.

From the curriculum, we have chosen those disciplines ("Theory and methods of physical culture", "Basic types of motor activity", "Theory and organization of physical education in educational institutions",

"Theory and methods of organizing mass sports work in the system of additional education for children"), which provide training for bachelors of physical education.

Taking into account the target settings of the study, the main principles and approaches in the formation of this matrix were the following: activity approach, intensification and optimization, expansion of interdisciplinary connections. Thus, the activity approach consists in the accumulation of creative potential by students, the active assimilation professionally oriented knowledge, motor skills and abilities implemented in various forms physical activity.

Intensification and optimization determines the widespread use in the process of professional training interactive methods and forms of education, as well as mobile applications. And finally, the expansion of interdisciplinary connections between the disciplines of the curriculum allows you to most effectively reveal interconnections and interdependence of the studied phenomena and processes in the sphere of physical culture [3].

As can be seen from Table. 1, the case method allows you to apply knowledge of the theory and methodology of physical culture to the solution practical tasks in the conditions of a comprehensive school. This method contributes to the development of independent thinking of future teachers of physical culture, improving their analytical and evaluative skills in the process of searching for the most rational way to solve the problem [5].

It is recommended to use mini-cases, occupying in volume from one to several pages. In particular, analyzing the technique of physical exercise, students need to independently describe and justify such mandatory elements: the basics of technology, the leading link, technical details. In addition, in a specific case situation, it is required to analyze and evaluate the execution technique physical exercise, taking into account age, gender, health status and level of physical fitness student. For example, in the mini-case "Model of running long jump technique", the basics of the technique are represented by its phases: run and preparation for repulsion, repulsion, flight, landing. In this case, the leading element of technology is repulsion. But the details of the technique are as follows: the repulsive force in long jumps using the "bending legs" depends on the speed of straightening of the pushing leg [3].

Among the interactive technologies of personnel training in the field of physical culture, the leading one from a practical point of view is view place is occupied by sketch-projects. They are a creative form of organizing independent work students, as a result of which a certain fragment of the practical activity of a teacher of physical culture [5].

Within the framework of the discipline "Basic types of motor activity", sketch projects allow students to realize the specifics of professional activity in the sections of gymnastics, athletics, outdoor and sports games. It should be noted that the preparation of sketch projects is preceded by the acquisition of practical skills and abilities drawing up building blocks, complexes of general developmental exercises without objects, in pairs, in a circle, with gymnastic stick, stuffed ball, on the gymnastic bench and wall [6].

Unlike traditional notes, mini-projects allow you to practice non-traditional combinations earlier acquired knowledge, professional skills and creative opportunities. This fact contributes to professional directed self-actualization of future teachers of physical culture [8].

At the defense of the sketch project in the Internet conference mode, the teacher assesses the level of formation general professional and professional competencies, the ability to think creatively and find non-standard solutions, methods of educational and professional actions of the student. It is important to note that remote participation teacher in project evaluation eliminates subjectivity and turns defense into an organizational and educational game [5].

Of particular scientific and theoretical importance for our study is the methodological analysis of the business game, conducted by a number of scientists [4, 7, 8], which indicates its relationship with five aspects:

- with professional activity in the field of physical culture;
- with self-knowledge of the individual;
- with the game as a form of existence and human need;
- with art that develops imagination and creativity;
- with design as a sphere of future practical activity and analysis of the conditions for its implementation in physical education lessons.

In particular, learning in the form of a game makes it possible to reveal the creative possibilities of students in the field of organizing mass sports work with children. In the process of solving practical problems on the topics of this discipline, imaginary situations are created that require future teachers to perform certain professional functions and design new actions. As

a result, they develop such personal qualities as: initiative, competitiveness, the ability to reflect, the ability to make choices and comprehend its consequences, predict the results of their own activities, and work in a team [2]. In the classroom on the discipline "Theory and methods of organizing mass sports work in the system of additional education for children", it is advisable, in our opinion, to use research and heuristic games for such events:

Spartakiad of schoolchildren "Umidnihollari";  
youth games of students;  
holiday "Small Olympic Games";  
events in the recreation camp "Merry Starts",  
"Starts of Hopes";

TRP standards;

Spartakiad among the older generation "Sports Longevity". Here it is appropriate to show possible variants of the stages of the heuristic game relating to various sections of the work. For example:

self-installation for the development of models of the motor regime of children in a children's health camp; game collective interaction in the process of compiling a calendar of sports events in institutions of additional education;

schematization of estimates for holding a mass sports event; presentation of the monitoring plan in the field of physical culture and sports and its discussion; reflexive analysis of regulations that are necessary when considering accidents with children in a health camp; destruction of stereotypes of individual lessons; problematization of the material and technical equipment of the "health" trail; activation of creative abilities; synthesis of the obtained results [3-6].

The content of the semester course "Theory and Organization of Physical Education in General Educational Institutions" assumed familiarization of future teachers with the possibilities of using functional training in three areas: physical education lesson; physical culture and health-improving activities in the mode of the school day and the second half of the day; extracurricular work in physical education.

It is important to note that in general educational institutions, functional training ensures the variability of the educational process,

contributes not only to the formation of a variant school of movements, the development of coordination and conditioning abilities, but also to motivated involvement in independent physical exercises, identifying predisposition to certain types of motor activity. To evaluate the effectiveness of functional training, it is recommended to use mobile applications. Research results of O.A. Grishaeva, E.O. Shirshova indicate that their application opens up the following possibilities for the future teacher of physical culture:

1. Implementation of an interactive form by transferring basic knowledge to various training programs.
2. Use as an automation of control, correction of the results of motor activity.
3. Optimization of testing the functional state and physical fitness of those involved.
4. Operational collection and processing of information about motor activity, visualization of the current state and dynamics of data [1, p. 37].

As a result, I would like to emphasize the following: the given option of using case situations, sketch projects, games and trainings is not limited to the presented disciplines of the professional block, but is only a fragment of the integral process of forming a competitive specialist in the field of physical culture.

Findings. Thus, it can be stated with sufficient certainty that the developed cyclic matrix is a theoretical construct for the integrated use of interactive teaching methods; is based on the activity approach, intensification and optimization of the training of future teachers of physical culture, expansion of interdisciplinary connections of the basic disciplines of the curriculum.

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