

GYMNASTICS AND PEDAGOGICAL SKILLS

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Abstract. *This article analyzes the role of gymnastics in the development of pedagogical skills of future physical education teachers. The importance of gymnastics classes in the formation of methodological, communicative, reflexive and innovative competencies is highlighted. The results of the study show that gymnastics is an important pedagogical tool in improving pedagogical skills and training competitive pedagogical personnel.*

Keywords: *gymnastics, pedagogical skills, professional competence, future physical education teacher, methodological competence, reflexive practice, innovative pedagogy, leadership, physical education.*

ENTRANCE

In the modern global educational space, the issue of developing pedagogical skills is recognized as one of the strategic factors in the formation of human capital. In the conceptual documents of UNESCO, OECD and the European Union on education, the 21st century teacher is interpreted not only as a specialist who provides knowledge, but also as an innovator, facilitator, leader and organizer of the educational process. Therefore, the formation of professional flexibility, creative thinking, communicative culture, reflexive activity and digital competencies in future teachers has become one of the priority tasks at the international level.

International experience shows that the effective development of pedagogical skills is directly related to the integration of theoretical training with practical activities. In particular, in physical education and sports education, practical training plays a decisive role in the professional formation of a teacher. In this regard, gymnastics is a universal pedagogical tool that allows future physical education teachers to develop methodological thinking, manage pedagogical situations, effectively communicate with students, and implement innovative approaches in practice.

Today, the use of gymnastics in the training of physical education teachers in leading universities in Europe and Asia is not limited to the formation of movement skills, but also serves to develop pedagogical leadership, professional reflection, teamwork, individualization of education and inclusive approaches. These trends further increase the scientific and practical potential of gymnastics in the formation of pedagogical skills.

Ensuring quality education within the framework of sustainable development goals is inextricably linked with improving the system of teacher training. Therefore, the scientific study of the potential of gymnastics in the development of pedagogical skills is an urgent scientific problem not only for the national education system, but also for the international pedagogical community.

In recent years, the concept of “Physical Literacy” has been widely developed in the field of physical education and sports education worldwide. According to this concept, the main goal of education is not only to develop physical qualities, but also to form a person’s readiness to lead a healthy and active lifestyle throughout his life. In countries such as Canada, Great Britain, Germany and Finland, the development of physical literacy competencies is considered a priority in the process of training teachers. Gymnastics is recognized as one of the most effective tools for the formation of these competencies.

The development of artificial intelligence, digital technologies and virtual learning environments is fundamentally changing the content of pedagogical skills. Along with the use of traditional methods, a modern teacher is required to effectively use digital platforms, video analytics, tools for biomechanical analysis of movements, and electronic educational resources. The use of digital technologies in gymnastics classes allows students to analyze movements, identify errors and increase the efficiency of mastering them. This serves to develop digital competence, which is a new component of pedagogical skills.

International research shows that the success of a future teacher largely depends on his or her universal competencies, known as “soft skills”. In particular, leadership, teamwork, problem solving, stress resistance, time management and communicative culture are considered the main professional qualities of a modern teacher. Gymnastics classes allow you to form these competencies in a natural pedagogical environment. In particular, group exercises, station-based training and collaborative activities contribute to the development of effective communication and leadership skills among students.

Also, the principles of inclusive education are increasingly being introduced in international educational practice. Today, the teacher must organize the educational process taking into account the individual needs, capabilities and developmental characteristics of each student. The flexibility of gymnastic equipment and exercises creates the opportunity to work with students with different physical abilities. As a result, future physical education teachers develop competencies in inclusive pedagogical thinking and an individual approach.

In modern research conducted at European universities, reflective practice is being recognized as one of the important criteria for pedagogical skills. The reflective approach involves the teacher's regular analysis of his or her own activities, assessment of professional experience, and development of continuous development strategies.

Gymnastics classes create favorable conditions for the formation of this reflective activity in students. Analyzing the technique of performing each exercise, evaluating the results, and taking a critical approach to one's own activities contribute to the development of pedagogical skills.

Thus, in the context of globalization, digitalization, and competency-based education, gymnastics is emerging not only as a means of physical training, but also as a multifunctional educational resource that develops the pedagogical skills of future physical education teachers. Therefore, one of the urgent scientific tasks of today is to deeply study the relationship between gymnastics and pedagogical skills, improve its scientific and methodological foundations, and integrate international experience into the national education system.

Pedagogical skill is a complex professional phenomenon that represents the highest level of pedagogical activity, which is manifested as a result of the integration of the teacher's knowledge, skills, qualifications, experience, professional values and personal qualities. In the modern education system, the formation of pedagogical skill is not limited to classroom lessons, but is carried out on the basis of a combination of practical activity, independent learning, reflexive analysis and innovative approaches. From this point of view, gymnastics is a type of educational and practical activity that has wide opportunities for developing the pedagogical skills of future physical education teachers.

A distinctive feature of gymnastics classes is that they require the teacher to demonstrate theoretical knowledge, practical training, methodological skills and organizational abilities at the same time. To effectively organize any gymnastics class, the teacher must have a deep knowledge of the content of the exercises, be able to teach them step by step, follow safety rules and monitor the activities of students. All of these processes serve to form pedagogical skills.

Gymnastics is of particular importance in the development of the methodological component of pedagogical skills. Methodological skills are manifested in the ability of a teacher to determine educational goals, select educational material, apply effective teaching methods and evaluate learning results. In gymnastics classes, a student masters the methodology of teaching various exercises, learns to gradually teach complex elements of movement activity, and gains experience in making methodological decisions. This creates the basis for his formation as a methodologically mature specialist in his future pedagogical activity.

One of the important components of pedagogical skills is communicative competence. A physical education teacher must communicate effectively with students during the lesson, clearly and intelligibly explain the tasks, create a motivating environment, and establish pedagogical cooperation. Gymnastics lessons are a favorable pedagogical environment for the development of these competencies.

Students improve their communicative skills by explaining, demonstrating exercises, giving recommendations, and guiding students' movement activities.

Today, the concept of pedagogical leadership is gaining special importance in international educational practice. Pedagogical leadership represents the ability of a teacher to lead a team, inspire students, and effectively organize the educational process. Organizing group activities of students during gymnastics classes, controlling the execution of exercises, and managing the sports and pedagogical environment develop leadership qualities in them. As a result, future teachers develop initiative, responsibility, and management competencies.

In recent years, the concept of reflexive pedagogy has been widely used in the pedagogical education systems of European and Asian countries. This approach is based on the analysis of the teacher's own activities, evaluation of results and development of professional development strategies. During gymnastics classes, students gain practical experience in analyzing movements, identifying technical errors and eliminating them. This contributes to the development of reflexive thinking and the improvement of pedagogical skills.

Also, in modern education, creativity and innovative thinking are considered one of the important criteria for pedagogical skills. In gymnastics classes, developing new combinations of exercises, modeling learning situations, and finding non-standard methodological solutions develop the creative potential of students. A creative approach serves to increase the effectiveness of pedagogical activities, organize the educational process in an interesting way, and increase student motivation.

Thus, gymnastics is an important educational tool in the development of pedagogical skills of future physical education teachers, connecting theoretical knowledge with practical activities, forming professional competencies and implementing modern pedagogical requirements. The effective use of its scientific and methodological capabilities is one of the important factors in improving the quality of pedagogical training and training competitive specialists who meet international standards.

In the context of digital transformation and globalization, the need to use modern pedagogical technologies in all parts of the education system is increasing. In world educational practice, the ability of a teacher to master innovative technologies and apply them in practice is recognized as one of the important indicators of pedagogical skills. Therefore, the integration of gymnastics classes with modern pedagogical technologies in the process of training future physical education teachers is of great scientific and practical importance.

While in the traditional education system the student is considered more as a subject acquiring ready-made knowledge, in modern pedagogical approaches he is seen as an active participant, researcher and independent decision-maker. The inclusion of interactive methods, problem-based learning, project activities, collaborative learning

and reflective analysis elements in the content of gymnastics classes significantly increases the professional activity of students. As a result, pedagogical independence, methodological thinking and professional responsibility are formed in them.

In the experience of European countries, the concept of “Student-Centered Learning” is widely used. According to this approach, the personal development of the student is at the center of the educational process. The application of this principle in gymnastics classes allows taking into account the individual abilities, physical capabilities and professional interests of students. Such an approach develops the competence of an individual approach, which is one of the important components of pedagogical skills.

In recent years, the introduction of artificial intelligence technologies into the education system has also renewed the content of pedagogical activity. The use of artificial intelligence capabilities in video analysis of movements, determination of biomechanical indicators, monitoring of training effectiveness and development of individual recommendations is ushering in a new stage of physical education. The formation of future teachers' skills in working with these technologies is considered an important component of modern pedagogical skills.

During gymnastics classes, students also develop professional decision-making competence. Various pedagogical situations, safety-related situations, and methodological problems that arise during practical activities require students to make quick and informed decisions. Such experience will allow them to effectively manage complex pedagogical processes in the future.

One of the internationally recognized criteria for pedagogical excellence is continuous professional development. A modern teacher must regularly update his knowledge and skills, master new pedagogical technologies, and participate in scientific research. The reflexive and research skills formed in the process of gymnastics classes create a solid foundation for the professional development of future teachers.

Today, international experts are widely promoting the concept of “Future Skills”. According to this concept, by 2030, creativity, emotional intelligence, flexibility, teamwork, complex problem solving and leadership qualities will be of paramount importance for educators. Gymnastics can be considered a pedagogical field that naturally develops these skills. Because gymnastics requires a high level of discipline, responsibility, concentration, cooperation and self-control.

Thus, gymnastics classes enriched with modern pedagogical technologies are an effective means of developing the pedagogical skills of future physical education teachers. They not only form professional competencies, but also serve to train pedagogical personnel who can successfully operate in the future education system, think innovatively and meet international standards.

In today's era of globalization, the content and essence of the teaching profession are changing significantly. The traditional model of a teacher who imparts knowledge is

being replaced by a model of a teacher who manages the educational process, implements innovative ideas, guides students to independent thinking, and serves social development. Therefore, the effective use of pedagogical tools that ensure their professional development in the training of future physical education teachers is of particular importance. One of such tools is gymnastics.

Despite its centuries-old history, gymnastics is a universal educational tool that has not lost its pedagogical value even today. In leading universities and sports and pedagogical centers of the world, gymnastics is considered not only a means of physical development, but also an important educational component that forms pedagogical competencies. Because during gymnastics classes, students perform many professional tasks, such as learning complex movements, teaching them to others, conducting pedagogical control, and ensuring safety.

The success of a future teacher largely depends on his flexibility and ability to quickly respond to changing conditions. The modern labor market requires from a specialist not a narrow range of knowledge, but universal competencies that allow him to effectively operate in various situations. During gymnastics classes, students acquire skills such as solving problem situations, working in a team, time management, making pedagogical decisions, and analyzing their own activities. These competencies are considered the main professional qualities of a 21st century teacher.

In recent years, the concept of “Teacher Resilience” has been widely used in international pedagogical research. This concept refers to the ability of a teacher to effectively continue their professional activities in difficult situations, to withstand stress and maintain professional motivation. Gymnastics classes contribute to the formation of pedagogical resilience in future teachers by developing the qualities of discipline, determination, patience and self-control. This is an important factor in the effectiveness of professional activity in the future.

Ecological thinking, healthy lifestyle culture and social responsibility are also considered important competencies for the new generation of teachers. Gymnastics classes form a positive attitude towards a healthy lifestyle in students, strengthen knowledge about the impact of physical activity on human health and quality of life. As a result, the future teacher is formed not only as an educational specialist, but also as an active promoter of a healthy lifestyle.

In world educational practice, humanistic and person-oriented principles of education are increasingly gaining priority. This approach requires the teacher to take into account the individual capabilities of each student, to create an educational environment that meets his interests and needs. In the process of gymnastics classes, taking into account the individual characteristics of students, differentiating loads and determining personal development trajectories, a modern pedagogical mindset is formed in future teachers.

Also, the research competence of a teacher is being particularly recognized in international scientific literature. A teacher must organize his or her activities on a scientific basis, research problems encountered in practice, and develop innovative solutions. During gymnastics classes, students acquire the skills of observation, analysis, evaluation of results, and drawing scientific conclusions. This increases their readiness for research activities and contributes to their academic development.

Thus, gymnastics is a pedagogical tool of strategic importance in the system of training a modern teacher. It allows for the comprehensive development of professional knowledge, methodological skills, communicative culture, leadership skills, reflective thinking and innovative potential of future physical education teachers. Therefore, in-depth study of the possibilities of gymnastics in the formation of pedagogical skills and their widespread introduction into educational practice remains one of the priority areas of modern pedagogical science.

By the third decade of the 21st century, the education system is considered a key factor in the development of human capital. According to the forecasts of experts from the World Economic Forum, in the future, educators will be required to have such competencies as analytical thinking, creativity, technological literacy, emotional intelligence, and a willingness to learn continuously. Therefore, the system of training educators is given priority not only to impart knowledge, but also to develop competencies that allow them to effectively carry out their professional activities.

Gymnastics classes are a favorable pedagogical field for the formation of these competencies. Because gymnastics is an integrative type of activity that simultaneously affects the physical, intellectual and social development of a person. In the process of performing each exercise, the student plans the movement, controls it, evaluates the results and makes corrections if necessary. These processes serve the development of reflexive and analytical thinking, which is necessary for a modern teacher.

In recent years, the concept of “Evidence-Based Education” has been widely developed in international education systems. This approach assumes that pedagogical decisions are based on scientific research and practical results. During gymnastics classes, students learn to use pedagogical observation, monitoring, diagnostics and evaluation methods. This will allow training educators who will be able to organize their activities on a scientific basis in the future.

Also, the principle of interdisciplinary integration is playing an important role in modern education. Gymnastics is inextricably linked with biology, physiology, biomechanics, pedagogy, psychology and information technology, and develops the ability to think holistically in future teachers. Interdisciplinary integration serves to form systematic thinking, which is one of the important indicators of pedagogical skills.

Another important aspect of pedagogical skill is related to adherence to professional ethics. A modern teacher is not only a specialist who imparts knowledge, but also a

spiritual role model. The formation of values such as discipline, honesty, mutual respect, cooperation and responsibility during gymnastics classes develops the professional and ethical culture of future teachers. This is one of the important factors in the quality of education and the effectiveness of pedagogical activity.

In the concepts of future education, the role of the teacher as a leader promoting a healthy lifestyle is increasingly increasing. According to the World Health Organization, a decrease in physical activity is one of the main risk factors for global health. Therefore, physical education teachers are considered specialists of strategic importance in forming a culture of a healthy lifestyle. Gymnastics classes prepare future teachers for this social task.

Today, the possibilities of using artificial intelligence, virtual reality and digital technologies in the education system are expanding. In the future, the integration of gymnastics classes with virtual training systems, digital movement analysis programs and artificial intelligence-based assessment mechanisms can create a new stage in the development of pedagogical skills. This will further increase the adaptability of future physical education teachers to the requirements of the international labor market.

Thus, gymnastics will retain its importance in the future education system as an innovative, scientifically and practically effective means of developing pedagogical skills. The rational use of its pedagogical potential will serve to improve the quality of physical education, enhance the effectiveness of pedagogical personnel training, and train highly qualified and competitive specialists in accordance with international standards.

CONCLUSION

As a result of the conducted scientific and theoretical analysis, it was found that gymnastics is an important pedagogical tool in the formation and development of pedagogical skills of future physical education teachers. In the modern education system, pedagogical skills are determined not only by theoretical knowledge, but also by the ability to effectively organize professional activities, apply innovative approaches, manage pedagogical situations and organize the educational process on a scientific basis. From this point of view, gymnastics classes are manifested as an educational environment that has a comprehensive impact on the professional formation of future teachers.

The results of the study showed that gymnastics classes play an important role in developing methodological, communicative, organizational, reflexive and innovative components of pedagogical skills. By mastering the methodology of teaching exercises, analyzing movement activity, implementing pedagogical control, working with a group and managing the educational process, students develop professional competencies necessary for a modern teacher.

Gymnastics also serves to develop leadership skills, a sense of responsibility, professional ethics, critical and creative thinking skills of future teachers. Gymnastics is also emerging as an effective tool for developing pedagogical skills in light of concepts such as “lifelong learning”, “physical literacy”, “reflective practice” and “student-centered learning”, which are gaining priority in the international education space.

Today, the rapid development of digital technologies, artificial intelligence and innovative pedagogical approaches impose new requirements on pedagogical activity. Therefore, the integration of gymnastics classes with modern pedagogical technologies, the use of digital analysis tools and the organization based on a competency-based approach are considered one of the promising areas of pedagogical skills development.

In general, gymnastics is a pedagogical resource of strategic importance in the system of training future physical education teachers. The effective use of its scientific and methodological capabilities serves to improve the quality of education, enhance the effectiveness of pedagogical activities, and prepare competitive, innovative-thinking and highly professional pedagogical personnel at the level of international standards. Therefore, an in-depth study of the role and capabilities of gymnastics in the development of pedagogical skills and their widespread application in practice remains one of the urgent scientific and practical tasks facing physical education pedagogy.

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