

**DESCRIPTION OF TEACHING APPROACHES TO THE
DEVELOPMENT OF TOURISM SAFETY COMPETENCIES IN THE
PROFESSIONAL TRAINING OF FUTURE PHYSICAL
EDUCATION TEACHERS**

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Annotation. The article is tasked with determining the compliance of students with the results of mastering the educational program in connection with the introduction of State educational standards and assessing the results of education based on a competency-based approach that guarantees a systemic-integrative result in the form of an increased in the quality of social and personal intelligence.

Keywords: state educational standards, Student, Educational Program, personal Intelligence, growth, integrative, competence, education.

Competency-based approach studied by representatives of the scientific and educational sphere of the whole world D. McClelland, J. Raven, C. Schneider, Klemp G. Kastendiek S., L. Formed by the Spencers. A leading specialist who studies a competency-based approach in the local education system. I. Zimnyaya dir. As well as the formation and development of a competency-based approach A. Bolotov, P. P. Borisov, V. V. Serikov, and B. D. Elkonin lar made a significant contribution.

A competency-based approach is a methodological basis for optimizing professional and pedagogical education, modeling educational results and basic norms of the quality of professional education in the form of competence and competence. The competency-based approach involves mastering the content of Education, performing functions, and social tasks, and the formation of a holistic experience in solving professional problems based on competencies (P. P. Borisov, 2003). Competence-based approach V. A. Bolotov, P. P. Borisov, V. V. Serikov, B. D.

Elkonin is defined by Lar as the ability of students to solve problems and functional tasks that arise in certain situations, build and predetermine "inclusion situations".

I. A. Zimnyaya argues that the competence-based approach focuses on practice-oriented education, value-semantic, meaningful, personal components, and the need to strengthen the focus on the operational, "skill" side of the outcome. The main parameters of the competency-based approach are the general professional and personal significance of the formed knowledge, skills, qualities, and methods of effective activity; the clear setting of goals for professional and personal improvement; the identification and improvement of certain competencies; formation of competencies as a set of semantic directions based on the achievements of universal culture; individualization of the program for choosing directions for achieving goals; use of knowledge based on education and life experience; integral characteristic of the manifestation of the value orientations of an individual, associated with his ability to improve knowledge, skills, and methods of activity as a social adaptation of I. Ivanov, 2008; S. A. Kulikova, 2008; U. X. Kilpatrick, 1925).

The purpose of the competency-based approach is to ensure the quality of education, the compliance of education with modern needs and values, as well as ideas about its Future (S. V. Emelyanov, 1976; V. N. Burkov, 1976; A.G. Ivanovsky, 1976; G.M. Romantsev, 2004; I. V. Osipova, 2004; O. V. Tarasyuk, 2004; A. I. Subetto, 2006). Personal (subjective) conditions that determine the professional skills of graduates are the level of development of professionally important qualities (pedagogical abilities) and a positive emotional and value attitude to the chosen profession. About it I. A. Zimnyaya (2006), Raven, Dj. (2002), J.C. Bipoupout (2007), Enric M. Sebastiani I. Obrador (2012) argues.

The competency-based approach involves a clear orientation of the set of competencies to the tasks of the future professional activities of students and the involvement of representatives of professional communities in assessing the quality of educational results, which helps to direct the process of managing the quality of

education to the real needs of modern society (T. M. Bannikova, 2011; N. A. Selezneva, 2009; A. V. Khutorskoy, 2005). In Russia, a specific scientific idea has been developed about the concept of "competence", in particular, competence indicates the compatibility of real and necessary qualities in the person of a specialist, the degree of assimilation of the content of competence of a person. At the same time, competence can characterize the fact that an individual occupies not one, but several competencies.

T. Hyland (2001), and M. Mulder (2004) define "competence" as the ability to carry out certain activities according to a specified standard, to achieve certain achievements. Authors V. A. Bolotov (2003), V. V. Serikov [35], A. I. Subetto (2006), competence refers to a component of human quality, understood as a group of characteristics that determine its ability (Ability, physical fitness, suitability) to perform a certain group of actions or a certain type (type) of activity.

V. I. Bidenko (2002) holds that competence is a measure of educational success that manifests itself in an individual's actions, in situations of particular professional and social importance. J.C. Bipoupout (2007), K. Keen (1992), and L. Perez (2007) believe that competence is a set of models of knowledge, ability to act, and behavior, conceived to use in these contexts.

Competence is called A. G. Bolotov (2003), V. V. Serikov [35], and A. K. Yusef (2001), understand the ability of an individual to carry out complex cultural activities, as well as knowledge and skills that make it possible to draw professionally competent conclusions, assess their place in professional activities by a specialist.

A. V. Khutorskoy (2007) believes that competence is a set of values - semantic orientations, knowledge, skills, and abilities, determined by the experience of his activities in the chosen field of social and personal importance.

G. M. Kojaspirova and A. Yu. Kojaspirov (2005) considers competence as the level of knowledge of an individual, which is determined by the level of assimilation of theoretical means of cognitive or practical activity, the level of self-education, and

the ability to make decisions independently. It should be noted that the criteria presented in the conditions of a tourist trip are especially important in matters of independent decision-making, which is facilitated by isolation from the usual social life.

The professional qualification of the teacher is the basis for the formation of the professional skills of a specialist, while the interaction in the human-human system in the conditions of the natural environment puts even greater requirements on personal, social, physical, and professional training, both the subject and the object of professional activity (A. I. Akhulkova, 2004; E. A. Klimov, 1996; N. V. Kuzmina, 1993; A. A. Rean, 1993; A. K. Markova, 1996; V. G. Pishchulin, 2002). Extreme professional competence-the ability to act in suddenly complicated conditions, during accidents, or violations of technological processes, is of high importance in the field of sports and wellness tourism (O. N. Shakhmatova, 2000). In addition, the professional qualifications of physical education personnel include the ability to hold and prepare for a tourist event in the gym, forest zone, and even on the water.

Next, let's look at Systematic, Active, modular, person-oriented, and professionally oriented teaching approaches. The systematic approach is that the independent components of the preparation are considered not individually, but in interdependence, as a result of which the structure of the system, the interaction of the components and the whole, and the development of the phenomenon as a whole, are determined, while all communications, reasons, means of realizing the goals are studied (M. S. Kagan, 1991; N. V. Kuzmina, 1993). In our study, a systematic approach combines three educational disciplines, six competencies, and a system of step-by-step formation of competencies from the 1st year to the 4th year, including the discipline "physical education"; sports and wellness tourism theories and techniques with links to disciplines.

In the context of the activity approach, the individual acts as an active creative principle, therefore, interacting with the world, the future teacher learns to create

himself, and as a result, his self-development and self-manifestation of personality occur (O. V. Alekseeva, 2009; P. P. Borisov, 2003; V. S. Lazarev, 2000; N. V. Conoplina, 2000). The activity approach is defined as the process of organizing educational activities, in which the main place is given to active and multifaceted, maximally independent, cognitive work, while the problem of self-determination comes to the fore; the main focus of teaching is on practice and effective work in small groups, as well as the creation of Educational Trajectories, the use of interdisciplinary

Within the framework of the activity approach, the study uses individual typological directions of tourist activity in the profession with work in small groups. It is also recommended to solve situational problems in the preparation of a physical education lesson, rally, or mass competition in the direction of sports in the form of "Round Table", discussion, and situational training exercises using the heuristic teaching method.

Conclusion: the personality-oriented approach involves a certain type of management of cognitive activity, in which, thanks to joint activities through the creation, selection, self-realization, reflection of an educational project, a position of cooperation, assistance, attention to the initiative of the student appears, at the same time, conditions are created for the active assimilation of the future profession. In tourism, this approach is of great importance, since being in a natural environment, cooperation, mutual assistance, tolerant behavior in conflicts, the ability to perform many hours of physical work, and confirming the initiative in a competitive program are necessary (O. A. Abdulina, 1998; I. A. Zimnyaya 2004, 2006; E. Hmelo-Silver, 2004). The personality-oriented approach should be carried out using training exercises that model the distribution of tasks in Sayokhat, including the behavior of participants, readiness to be in natural conditions, and readiness for many hours of physical work.

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