



## THE MECHANISM OF INCREASING THE PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS THROUGH RHYTHMIC GYMNASTICS TOOLS

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**Annotation:** The article is devoted to the study of mechanisms for improving the professional training of future physical education teachers using rhythmic gymnastics. The author analyzes the role of rhythmic gymnastics as a tool for improving professional skills and physical training of students of pedagogical universities. The paper examines the key aspects of the development of coordination, flexibility and strength, as well as the formation of pedagogical competencies necessary for effective teaching of physical culture. The main attention is paid to the substantiation of methodological approaches aimed at improving educational programs that contribute to the adaptation of students to professional activities. The results obtained confirm that the use of rhythmic gymnastics contributes to the comprehensive development of the necessary competencies of future physical education teachers, which increases their readiness to work in an educational environment.

**Key words:** professional training, rhythmic gymnastics, physical culture pedagogical competencies, development of coordination physical training of students, educational environment, teaching methods teaching physical culture, tools of rhythmic gymnastics

**Introduction.** Modern requirements for the training of specialists in the field of physical culture and sports require new approaches to the formation of professional competencies for future teachers. One of the urgent tasks of pedagogical education is the development of students' skills that contribute to their effective work in school and extracurricular physical education activities. In this context, rhythmic gymnastics is a unique tool that allows not only to improve the physical qualities of students, such as coordination, flexibility and endurance, but also to develop their pedagogical and methodological abilities.

Rhythmic gymnastics, combining elements of dance and physical activity, has a positive impact on the personal and professional development of future teachers. Due to the variety of exercises and the high rate of performance, rhythmic gymnastics classes contribute to the formation of students' group management skills, planning the educational process and motivating students. However, despite the obvious advantages, this approach is still insufficiently studied and is little used in educational programs for future physical education teachers.

The purpose of this article is to consider the mechanisms and approaches to the introduction of rhythmic gymnastics tools in the process of professional training of physical education teachers. Analyzing the main components of this practice, we strive to identify its impact on the formation of competencies necessary for successful teaching and offer recommendations on the integration of rhythmic gymnastics into university curricula.

Modern trends in the field of physical education and sports place high demands on the level of training of future specialists. For students of pedagogical universities studying in the field of "Physical culture", an



important element is not only the development of personal physical qualities, but also the formation of a wide range of professional skills, including methodical thinking, flexibility of teaching approaches, and the ability to effectively motivate students. In this context, the use of rhythmic gymnastics as a means of professional training is a promising method capable of combining physical development and pedagogical training [1-3]. For university students, rhythmic gymnastics opens up new opportunities not only to improve physical qualities such as coordination, flexibility and strength, but also for personal growth, including increasing self-confidence, developing creativity and emotional expressiveness. These aspects are important for future physical education teachers, who will have to solve complex tasks in the educational environment, developing students' interest in sports and a healthy lifestyle.

In addition, rhythmic gymnastics as a discipline attracts students with the possibility of a creative approach to classes and forms their group management skills, which is extremely important in a school environment. The use of rhythmic exercises allows teachers to develop students' improvisation and teamwork skills, which helps them adapt to a variety of pedagogical situations. However, methodological approaches to the introduction of rhythmic gymnastics into university programs remain insufficiently developed, which creates the need for new research and recommendations.

The purpose of this article is to explore the potential of rhythmic gymnastics as a tool for improving the professional training of students of pedagogical universities studying at the faculties of physical culture. The main mechanisms and methods of introducing rhythmic gymnastics into curricula are considered, as well as the prospects for improving their preparation for future work in an educational environment are analyzed.

**Materials and Methods.** Three groups of subjects participated in the research: group A with a number of 72 students (the class of 2020-2024) from the Physical and Sports Education study program (PSE) of the Physical Education and Sport Faculty of the Ecological University of Bucharest (EUB, Uzbekistan). Group B is formed of 21 students (the class 2020-2024) and group C is formed of 21 students (the class 2019- 2023). The subjects of groups B and C are students of the Faculty of Pedagogy within the State University of Physical Education and Sport (SUPES, Republic of Uzbekistan). All subjects were informed and gave their consent for voluntary participation in the research, respecting the Declaration of Uzbekistan and the Ethics Commission of the Ecological University of Bucharest [1].

The research was carried out depending on the type of "Gymnastics" discipline of both study programs. It was conducted during three academic years (October 2019 – June 2023) in group A (EUB). As for the groups B and C (SUPES) the research lasted only one academic year. The research period in group B was September 2019 - June 2023 and in group C - from September 2018 to June 2019. In group A, Gymnastics as discipline is included in the curriculum as follows: first year of studies - fundamental discipline (F.D.) "Basic Gymnastics"; second year – domain discipline (D.D.) "Theory and practice in the branches of gymnastics – Artistic gymnastics"; third year - specialization discipline (SD) "Methods of teaching gymnastics in school". As for groups B and C, Gymnastics discipline, as an orientation component towards a specialty, is found as follows: "Didactics of gymnastics I" (first semester) and "Didactics of gymnastics II" (second semester) [4-6].

Content and requirements of the experimental program in group A: "Basic gymnastics" (Grade A1): the main objective of the discipline sheet was the knowledge of the strategy of teaching and leading the sports exercises. These are exercises for selective influence of the locomotor system, organizational capacity and utilitarian-practical skills. Data about the discipline: first year; first semester; evaluation type - Exam (E); discipline status - fundamental discipline (F.D.); number of credits (ECTS) - 4. Estimated total time: no. hours /week - 3 hours, of which 1 hour of Course (C) and 2 hours of practical works (PW); total hours in the curriculum - 42 hours (namely C - 14 hours and PW - 28 hours). Total hours of study per semester (number of ECTS \* 25





hours) – 100 hours out of which 58 hours are assigned to individual study. Conditions of carrying out: the course (C) – hall with video projection equipment; the practical works (PW) – gym of EUB [1].

Evaluation criteria: For C (60%) – oral evaluation regarding the correct explanation of the concepts and notions specific to basic gymnastics; knowledge of the didactic technology for creating and presenting the general physical development exercises (GPDE) and the methodology of their application. For PW (45%) – execution and command of the in-place and moving actions, also of composition and change of formations; putting into practice the knowledge related to the creation and leading of GPDE complexes, practical circuits and exercises applied in other fields. Individual study (5%): it consisted of presenting a paper, with 6 complexes of GPDE: individual free exercises, exercises with handheld apparatus (club and medicine ball) and special equipment (gymnastics bench and rib stall). "Theory and practice in the branches of gymnastics – Artistic gymnastics" (Grade A2): the main objective was to know the basic technique of artistic gymnastics, specific to each apparatus [1,2].

Data about the discipline: second year; fourth semester; type of evaluation - Exam (E); discipline status - domain discipline for bachelor's degree (B.D.); number of credits (ECTS) - 5. Estimated total time: no. hours /week - 4 hours, namely 2 hours of C and 2 hours of PW; total hours in the curriculum - 56 hours, of which C 28 hours and PW 28 hours. Total hours of study per semester (number of ECTS \* 25 hours) – 125 hours of which 69 hours are assigned to individual study. Conditions of carrying out: the course (C)– hall with video projection equipment; the practical works (PW) – gym of the DINAMO School Sports Club of Bucharest, on the basis of a collaboration program. Evaluation criteria: For C (60%) – Fundamental notions related to artistic gymnastics. Particularities of the events in men's artistic gymnastics and women's artistic gymnastics. For PW (45%) – Checking the level of mastery of the basic elements technique in vaults and floor (mandatory) and an apparatus (of one's choice). Individual study (5%): it consisted of presenting a paper on a topic of the course. "Methods of teaching gymnastics in school" (Grade A3) focused on the knowledge of design, planning and evaluation of the basic contents of the discipline with interdisciplinary orientation [7-9].

Specific objectives: Knowing the content of the curriculum in the middle school cycle; Applying the specific techniques for the realization of learning units according to the curriculum content; Using the teaching and assessment techniques in the physical education lesson; Elaboration of planning documents based on the content of the curriculum. Data about the discipline: third year; sixth semester 6; evaluation type - Exam (E); discipline status - specialization discipline (S.D.); number of credits (ECTS) - 5. Estimated total time: no. hours /week - 4 hours, out of which 2 hours of Course (C) and 2 hours of practical works (PW); total hours in the curriculum - 56 (namely C - 28 hours and PW - 28 hours) [1,7].

Total hours of study per semester (number of ECTS \* 25 hours) – 125 hours of which 69 hours are assigned to individual study. Conditions of carrying out the C and PW: online teaching, using a G Suite for Education of EUB and Classroom platform. Corroboration of the discipline content with the expectations of the representatives of the epistemic community, professional associations and important employers in the field related to the program: The content of the discipline is corroborated with the expectations of the representatives of the community, professional associations and employers (School Inspectorate, School Sports Clubs, high schools and middle schools), respecting the requirements of the pre-university education curriculum [1,6].

**Results.** The comparative analysis of the study programs reveals differences in the status of disciplines (fundamental, bachelor's degree and specialization – Uzbekistan and component of orientation towards a specialty. The results of the comparative analysis between grades in the program Uzbek highlights the decrease of the mean by 0.21 points at Grade A2 and 0.36 points at Grade A3. There are significant differences at  $p < 0.05$ . The results of the difference between groups in Republic of Uzbekistan highlights the increase of



performances in Grade C1 by 0.73 points and by 0.41 points at Grade C2. As for the comparison of the performances between grades, significant differences were observed between Grade C1 with Grade A2 and Grade A3,  $p < 0.05$ , which shows that there are the same curricular approaches between contents and performances [10].

**Conclusions.** The comparative analysis carried out between the training programs of gymnastics specific competencies revealed different contents, different weightings of the number of hours and number of credits. The insignificant differences between programs in terms of grades highlight the same curricular approaches between contents and achieved performances.

The introduction of rhythmic gymnastics into the professional training of future physical education teachers is an effective method that contributes to the development of not only physical, but also pedagogical competencies of students. The analysis confirmed that rhythmic gymnastics helps students master key professional skills such as coordination, flexibility and endurance, as well as improve their ability to manage the learning process and interact with the group.

Methods and approaches based on rhythmic gymnastics make it possible to integrate elements of creative learning, which helps to increase students' interest in the profession and self-confidence. Such classes also strengthen motivation for teaching and improve the ability to adapt to the dynamic demands of the educational environment.

Thus, rhythmic gymnastics can become a valuable component in the curricula of universities preparing future physical education teachers. Further research and practical implementation of the developed techniques will help to integrate rhythmic gymnastics more deeply into the educational process, which will increase the readiness of graduates to work in a modern school and make their professional training more comprehensive and high-quality.

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