

## **CHARACTERISTICS OF COMPETENCIES FOR THE DEVELOPMENT OF PHYSICAL CULTURE OF PRESERVICE TEACHERS BY MEANS OF HEALTH-RELATED FITNESS-YOGA**

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The outbreak of the COVID-19 coronavirus pandemic in the world showed that the level of health, physical health, and healthy living of the population in Uzbekistan, as well as in the countries of the world, is weak. So, in this regard, have systematic works, events, educational activities or scientific researches been launched in the higher education system for the development of physical culture of preservice teachers? Clause 21 of the Decree of the President of the Republic of Uzbekistan "On Measures to Widely Implement a Healthy Lifestyle and Further Development of Mass Sports" states: Starting from the 2021/2022 academic year, the age group of students develop criteria for evaluating their physical performance (running, throwing, jumping, pulling) and enter them in the "Daily" rating book on a separate page and ensure that quarterly analyzes and results are reflected [6]. Most of the students of pedagogical higher educational institutions were engaged in the future teaching profession, so the above initiative can have a positive effect on the health status or professional competence of preservice teachers.

In order to meet the changing teaching requirements and the rapidly growing educational needs of preservice teachers, it is necessary to improve the competence of preservice teachers not only to develop their professional competence, but also to develop their physical culture. Improving the qualifications of preservice teachers greatly contributes to the realization of the goals set for the entire education system. As the Southeast Asian Ministers of Education Organization (SEAMEO) Innotech Regional Education Program (SIREP) points out, teachers are one of the main pillars of a healthy and progressive society, they play a key role in the acquisition of knowledge as well as the development of children plays an important role in the formation of values. The best human capital development consists of the best teachers [7]. As can be seen from the above, global socio-economic changes and the rapid development of the educational industry have created the need to set many fundamental new tasks that require new approaches to the management of the physical education process in higher educational institutions [8]. There is an urgent need to train a new generation of specialists, professional teachers of the third

millennium, who will perfectly master modern teaching methods and become real architects of innovative educational processes.

It is natural that several questions arise in the place of words, why is the competence related to the development of physical culture necessary for preservice teachers? or is there an effect of health-related fitness-yoga in the development of this competence?. We will try to find answers to these questions below.

Competence is the set of demonstrable characteristics and [skills](#) that enable and improve the [efficiency](#) or [performance](#) of a [job](#). Competency is a series of knowledge, abilities, skills, experiences and behaviors, which leads to effective performance in an individual's activities. Competency is measurable and can be developed through training [5]. Health, according to the [World Health Organization](#), is “a state of complete physical, [mental](#) and social [well-being](#) and not merely the absence of [disease](#) and [infirmity](#)” [9]. Health can be promoted by encouraging healthful activities, such as regular [physical exercise](#) and adequate sleep, [3] and by reducing or avoiding unhealthful activities or situations, such as [smoking](#) or excessive [stress](#). If we are scientifically summarized in the scientificity of competence and health, we will witness health-related competence of humans. The health-related competence of preservice teachers mean that their balanced state of health and well-being, academic ability is understood as the ability to perform socially and morphofunctionally fluently in various spheres of activity. In order to develop this competence, it takes an effective tool with scientific evidence, an effective health-related, cost-effective and time-saving means. One of the most effective means is health-related fitness-yoga. Because health-related fitness-yoga enhances or maintains [physical fitness](#) and overall health and wellness. It strengthens one's bones and muscles and improves the [cardiovascular system](#). According to the [National Institutes of Health](#), there are four types of exercise: [endurance](#), [strength](#), [flexibility](#), and [balance](#) [2]. The CDC states that physical exercise can reduce the risks of heart disease, cancer, type 2 diabetes, high blood pressure, obesity, depression, and anxiety [1]. For the purpose of counteracting possible risks, it is often recommended to start physical exercise gradually as one goes. Participating in any exercising, whether it is housework, yardwork, walking or standing up when talking on the phone, is often thought to be better than none when it comes to health [3]. Development of health-related competence of preservice teachers, not only such a course into the system of higher education institutions of the country or not only Pedagogical tasks should also be taken into account but also reflecting the features of existing curricula in this

subject. In the stage of this course, first of all, it is necessary to develop a pedagogical model to enter a new course in the development of physical culture of preservice teachers. The model should cover methods, forms and methods of formation of health-related competencies. In addition, several pedagogical problems in the organizational nature were to be addressed before the model of it. Based on the requirements of the State Education Standard in Pedagogical Education, the goal should specify: "The ability of preservice teachers to maintain itself, healthy lifestyle and levels of health Increasing physical culture through a consolidation of health-related fitness-yoga tools. In doing this purpose, it is necessary to figure out appropriate tasks to develop the competence of preservice teachers.

1. The study of opportunities, needs, achievements of preservice teachers to use elements of health-related fitness-yoga;
2. The use of health-related fitness-yoga teaching technologies in the age, gender, well-being of students;
3. Ensuring educational activities, taking into account the specific educational needs of health-related fitness-yoga;
4. Implementation of professional self-discipline and personal growth based on the philosophy of health-related fitness-yoga;
5. Ensuring the protection of students' lives and health during health-related yoga activities.

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