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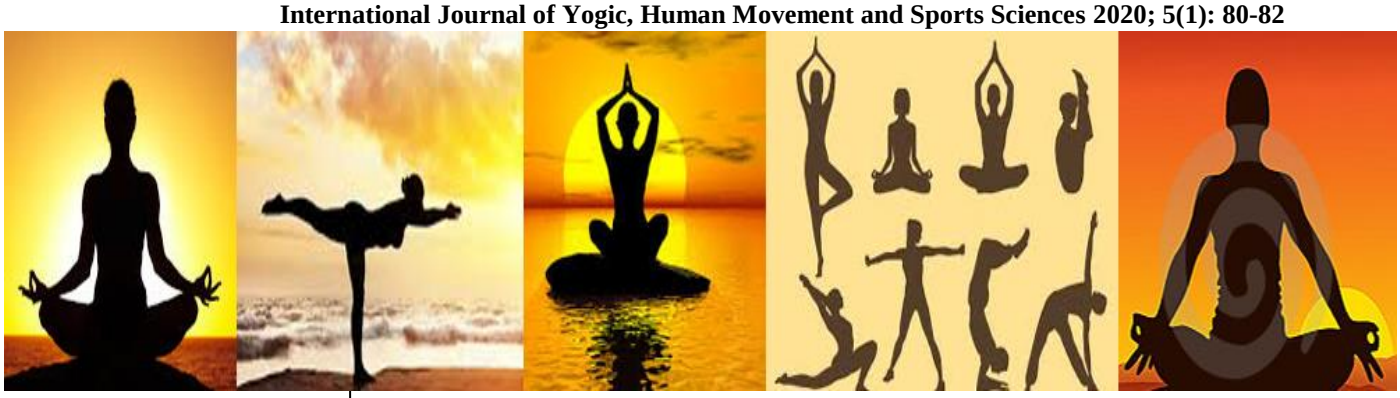

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Sensitive directions of the perdagogical researches in the sphere of the educational curriculum "physical training"

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Abstract
The article identifies problems about the modernity of pedagogical research and current directions of education physical culture, the need to move from the traditional research methodology to the methodology of artificial design, also the dimensions of pedagogical data. Educational curriculum "Physical training" is analyzed based on it components.

Keywords: science, object of research, subject of research, pedagogical design, scientific methodology, methodology of artificial design, intellectual potential.

Introduction
The article reveals the problems of the present of pedagogical research and the actual directions of physical education, the need for a transition from the traditional research methodology to the methodology of artificial design which is necessary for higher educational institutions.

Much attention is paid to ensuring the competitiveness of national education and science systems, and training of scientific and pedagogical personnel in the light of global changes is aimed at radically improving the quality and effectiveness of education and pedagogical research in the country.

Based on the decree of the President of the Republic of Uzbekistan dated February 16, 2017 № PF-4958 "On further improvement of the system after higher education", on the one hand, it is aimed at broad involvement of talented young people in scientific activities and increasing their intellectual potential and improving the quality of the dissertations for academic degrees and their defense. On the other hand, the implementation of scientific results in practice, so far we have managed to achieve a ten-fold increase in the rate of approval of the scientific degree [4, 5].

In accordance with the Decree of the President of the Republic of Uzbekistan dated June 5, 2018 №. PP-3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in large-scale reforms in the country", urgent problems have been critically analyzed, to solve which it is necessary to develop directions for the implementation of modern scientific activities in teaching teams. Based on the strategic directions of science in the country, there is an urgent need to develop (projects) aimed at implementing the results of scientific activities, implementing a system for effective implementation of research results by faculty, young scientists, undergraduates and University students.

Main part
Starting from July 1, 2017, one of the targeted measures to improve the certification procedure for scientific and scientific-pedagogical personnel is the introduction of a two-stage system of education based on a master's degree. First, the authors of scientific works that have received significant scientific advances with the introduction of practice do three patents, has been the rule proveniences degree of doctor of philosophy (PhD) in more than three patents (inventions) awarded the degree of doctor of science (DSc) without defending the dissertation. As well as at

the stage of project approval, the system of binary (double) defense for academic degrees [5].

Any science exists and operates in all areas, primarily because of the needs of practice. It is the needs of the state, society, and the individual and specific educational areas that directly dictate the practical need. In turn, the strategy of research orientation of the higher education system is developed by creative teams of departments, and the criteria for evaluating the quality of pedagogical research (in terms of practicality) should come from the "users of scientific products".

It is obvious that the question of whether the created scientific developments meet these criteria should be determined by the specifics of their implementation. In the field of physical culture and sports, the topics of scientific papers, the state and quality of scientific research remain partially unresolved due to the severity of the problems.

The purpose of writing and defending a dissertation is not just to obtain a degree or to carry out current formal procedures. A teacher with an academic degree or at the stage of competition, primarily in teaching (scientific school), must be able to identify a scientific problem and develop technological solutions, with the least time spent to ensure the effectiveness of implementation in practice. The existence of a patent for an invention (in pedagogical science-modern software technologies in the areas of education) is one of the priorities for implementation in practice.

At the same time, despite the fact that such problems have been studied in our country and in neighboring countries over the past 20-30 years, many of the problems remain unresolved, and the reasons for their practical inconsistency are as follows.

First, most researches in the field of physical education and sports, such as pedagogy, are limited in practical use and partly due to the socio-economic instability that is gaining strength around in part of the world combined with economic issues.

Most of the methodology of dissertations form a system of artificial extension in the light of approbation (according to the item stages of research), proving to a greater extent the theoretical and practical significance of research. In the practice of large-scale dissertations and theses, researchers check the validity of scientific hypotheses and test them experimentally. In addition, there is a formality of introducing official certification of confirmation from a number of organizations (educational institutions, sports schools). Thus, regardless of how correct the algorithm is for generating scientific evidence of the practical significance of the dissertation, it represents exactly the features of a narrow sample population.

It should be noted that the development of scientific and industrial research is sometimes very likely from a scientific point of view (especially in industrial relations) based on the reliability of any practical events due to economic benefits. In particular, the competitiveness (quality level) of consumer goods is clearly reflected in the sources of agitation based on the dubious conclusions of some scientific experiments of the population [2, 8].

Science consists of fundamental and applied areas. The substantive element is the common object of study in these areas (students, athletes, adults, people with health problems, etc.). The attributes of matter (an integral part of things or events) or matter (process) are the subject of study (physical education in schools, physical culture, social groups, sports training and events).

Based on the results of fundamental research in the field of human psychology and biology, physical education and sports pedagogy, there is a need to reconstruct a new scientific direction - the creation of technologies, means of technical support for educational programs, new methods of measurement (pedagogical diagnostics) which can claim to be innovations and potentially meet the needs of practice. Based on the essence of the matter, we can recognize that pedagogy differs from the natural sciences in its object and subject of research which is supplemented by the all-inclusive educational technologies.

From the point of view of methodology, a person is undoubtedly an object of research, or rather, an object of influence (there is no real object in pedagogical design, since it has not yet been created). However, not from the point of view of the structure and function of the organism (since it is an object of biology), but the problem must be considered from the point of view of the supposed shifts that may occur as a result of pedagogical influences of a practical nature. According to the rule, if there are no morphological (psychological) changes in the body (in a calm state) before the pedagogical experience (impact), a scientific hypothesis is traditionally assumed. Therefore, in this regard, the subject of research should be modern software, technologies and innovative diagnostic methods and tools that can be used only when it is able to provide predictable optimal changes in the body.

According to L.P. Matveyev (1997) [2], the traditional method of scientific knowledge is correct and suitable for fundamental and applied Sciences, but it is also impossible to deny the share of subjective influence on the objective existence of the modern pedagogical space, which is largely an artificial environment [2]. From the point of view of the author (L.P. Matveyeva, 1997), it is recognized that most areas of scientific and applied research remain within the limited framework of the logical cycle. Traditionally, the effectiveness of means, forms and methods of teaching and learning in objective real objects is studied. It is stated that initially in the field of physical culture and sports developed tools, principles, methods, educational programs and some rules that ensure the effectiveness of the pedagogical process. Thus, when a researcher makes a conclusion in a dissertation, the logic inevitably coincides with the General rules of the textbook, confirming the authenticity of not only the research, but also the General theory. In this case, there is a need to revise the research methodology in the pedagogy of physical culture, which means that only by creating design technologies in an artificial environment; it is possible to meet the needs of practice. In general cases the educational technologies are fulfilling the role supplementary.

Design is an algorithm for design documentation that consists of explanatory notes, tables, and calculations of the structure of an artificial object in the natural environment. Pedagogical design refers to the preliminary development of the main parts, details that are necessary for the further activities of students and teachers [6].

Bondarevskaya R.S., (2009) in her article identified the problems of theoretical understanding and practical application of pedagogical design in modern education, proves the prospects for consideration in the design of pedagogical innovations, the role of reflection of all components of activity as a psychological functional system [7].

It is not possible to create an innovative technology within the normal natural science methodology, since the actual implementation of the project does not exist until a new

artificial object is created. In the development of the theory of knowledge, the scientific legacy of Abu Nasr Farabi had a significant impact. Al-Farabi has published more than 160 works, of which the theory of knowledge is the most appropriate. Farabi's doctrine of knowledge was consistent and well developed for his time. The teacher, the mentor says: "... people are the product of the development of nature and differ in their characteristics from the animal world; man is the subject of knowledge, and nature is its object..." He also described two stages of knowledge - the difference between emotional (subjective) and mental (intelligence) knowledge [4].

Since the earliest times, when a person could only assume an objective reality based only on their own feelings, but with the invention of modern measuring tools, information technologies in history, the level of objective knowledge of the creator (researcher) continues to expand and progress.

In the new era of development of physical culture and sports is considered from a qualitative point of view. As a result of the use of information and communication technologies, it became possible to look at the diagnostics of education, the process of recreating the artificial environment of physical culture and sports pedagogy, as well as the essence of the tools that guide the pedagogical process.

The development of appropriate technologies and the implementation of research results in the practice of education still leaves much to be desired, inertia continues uncertainty about the introduction of innovative technologies in teaching (creative) teams. In particular, the mechanism of dissemination of innovative pedagogical experience of researchers does not go beyond the publication of scientific articles and scientific conferences [3, 7, 8].

It is necessary to take into account the fact that a significant part of dissertations is still considered as the main criterion for evaluating their theoretical and practical significance (value) based on their research features (theoretical, empirical, theoretical, cognitive and empirical) without implementing developments.

In the pages of the press, in public discussions in the context of the fact that science has become a popular phenomenon (not only in the Republic of Uzbekistan), pluralistic opinions are widely discussed, whether it is necessary to test the experience of managers and marketers of production areas in pedagogy, or whether the author of the dissertation will directly implement the implementation of scientific products. Regardless of how it will develop, the creative teams of the higher educational institutions should be aware of the relevance of modern problems.

Conclusions and suggestions

In the scientific activity of professors and teachers in the areas of educational curriculum "Physical culture" to assimilate the experience of specific mechanisms (technologies) to implement research results in the practice areas of education "Physical culture" and the formation of areas of applied (implementation) research demand in the field of physical culture and sports:

- updating the database of current scientific topics by organizing seminars, meetings and round tables devoted to scientific and practical problems of the system of continuing education (development of project documentation for the topics of course papers, theses, master's theses and basic doctoral studies (PhD));
- defines evaluation criteria based solely on the degree of implementation, practical significance of scientific articles publication;
- identification of the scale, opportunities and conditions for extrapolating implementation technologies in accordance with changing trends in historical, socio-economic, cultural and other realities in society;
- centralized formation of the organization's system by the process of implementing research results, in turn, lead to an increase in the scope and possibilities of practical implementation;
- updating ways to encourage authors of scientific research, on the other hand, users of innovative developments in the form of educational projects, technologies, software, everywhere;
- The activity of departments should be focused on the organization of creative groups consisting of the head of the scientific and creative group, young teachers and talented students, which in turn will contribute to improving the effectiveness of the introduction of pedagogical technologies and information and software with direct application in the practice of education.

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