

CURRENT STATE OF DEVELOPING THE PROFESSIONAL COMPETENCIES OF FUTURE PHYSICAL EDUCATION TEACHERS

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<https://doi.org/10.5281/zenodo.22137345>

The main objective of the ongoing educational reforms in the Republic of Uzbekistan is to educate the growing younger generation—namely, future specialists—into competent individuals as a top priority. In particular, Decree No. UP-5847 of the President of the Republic of Uzbekistan dated October 8, 2019, "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," explicitly notes that orienting the national education system toward achieving new outcomes serves as a "new system of universal knowledge, skills, and abilities, as well as the experience of independent activity and personal responsibility of learners—that is, modern key competencies."

State Educational Standards (SES) are official documents that define professional competencies, knowledge, skills, and qualifications. The SES legally establishes the content of the educational process, the formation of competencies, evaluation criteria, and qualification requirements.

Through these standards, students are expected to acquire targeted professional competencies and develop the necessary knowledge, skills, and abilities for professional activity (Table 1).

Table 1.

*State Educational Standards, Professional Competencies, and Qualification
Requirements for Future Physical Education Teachers*

SES Element	Professional Competency	Qualification Requirement
Theoretical Knowledge	Pedagogy, methodology, sports theory, human psychology, fundamentals of healthcare	Evaluation through thesis defense or theoretical exam; pedagogical tests; monitoring knowledge levels via the educational process
Practical Skills	Conducting sports sessions safely and effectively, creating	Practical exams and session observations; evaluation via mentor feedback and video

SES Element	Professional Competency	Qualification Requirement
	lesson plans, monitoring student activities	monitoring; developing and presenting lesson plans
Pedagogical Competence	Organizing the educational process, classroom management, evaluation systems	Evaluation of lesson planning and execution; individual approach and motivation indicators; monitoring student activity
Information and Communication Competency	Applying modern technologies, utilizing digital resources	Conducting interactive and multimedia lessons; e-portfolio and digital assessment metrics; utilizing online learning platforms
Creativity and Innovative Approach	Implementing new pedagogical technologies and methods	Presenting innovative lesson models and projects; evaluation through project work and presentations
Continuous Professional Development	Refresher courses, seminars, scientific-practical conferences	Certificates and qualification improvement courses; participation in seminars and conferences; periodic updating of qualification levels

In Uzbekistan's official SES documents for physical education and sports:

The structure of knowledge, skills, and abilities of future physical education teachers is defined through higher education state standards. In addition to foundational theoretical knowledge, these standards require the ability to conduct practical pedagogical and sports sessions.

For instance, refresher and retraining courses are mandatory for specialists in physical culture and sports, with specified durations and program content. Furthermore, qualification categories for physical education teachers are legally regulated, introducing evaluation systems based on test examinations and practical tasks.

Status of Forming Professional Competencies

Scientific literature indicates that the professional competency of future physical education teachers is formed through modern approaches, innovative



technologies, and a competency-based framework. For example, students develop professional-pedagogical competencies through innovative pedagogical technologies, interactive sessions, and practical methods. Furthermore, information and communication competency (digital skills) plays a vital role in professional preparation within the field of physical education.

Professional competencies include:

1. Theoretical knowledge (pedagogy, methodology, sports theory)
2. Practical training skills
3. Pedagogical competence (organizing instruction, evaluation)
4. Information and communication competencies
5. Creativity and innovative approaches

As highlighted in numerous studies, educational institutions in Uzbekistan are actively introducing pedagogical approaches, practical sessions, and innovative methods to develop the qualifications of future physical education teachers. However, certain areas (such as information technology competency) require direct alignment with national demands. At the same time, effectively organizing daily pedagogical and sports training in accordance with SES requirements remains essential.

Sarimova D.S., in *"Issues of Professional Competency in the Process of Advanced Training,"* analyzes the challenges of adapting the educational system to modern standards and developing professional competency in educators. Competency formation is viewed as the systematic development of skills, abilities, and the learning process [1].

Artykbaev and Moydinova, in *"Teacher's Professional Competence: Theoretical and Practical Analysis,"* examine the concepts of competence and competency. Studying competency theoretically, the authors note that various scholars—such as N.A. Muslimov [3], A.V. Khutorskoy [4], I.A. Zimnyaya [5], R. Boyatzis [6], L. Reetz [7], among others—have contributed to the understanding of competence in education. The authors interpret competency as a characteristic in which an educator demonstrates theoretical knowledge and practical skills in unity [2].

Local scientific research highlights the development of specialized scientific programs for advancing the professional competency of physical education teachers, incorporating pedagogical and psychological approaches. In other studies conducted in Uzbekistan, the development of socio-cultural competency for physical education instructors is analyzed within the context of continuous professional development.

In higher education, the goal of instruction has traditionally been defined by the set of knowledge, skills, and abilities a student must acquire during university studies. At the present stage, this is no longer sufficient. Society requires specialists capable of resolving life and professional problems under conditions of uncertainty. This depends not so much on acquired knowledge, skills, and abilities as on a set of specific personal qualities and characteristics, to denote which the terms "competency" and "competencies" are applied, responding directly to modern educational goals (I.V. Chelpanov) [8].

According to A. Andreev, restoring the broken balance between education and real life lies in shifting the final objective of education from mere knowledge to integral activity and practical skills within competency [9]. Therefore, the trend toward training specialists within a competency-based framework is increasingly expanding.

V.D. Shadrikov proposes viewing competency as possessing specific knowledge, skills, and life experience that allow an individual to make judgments and decisions [10].

V.N. Grishchenko suggests that the content of competency encompasses not only knowledge and skills but also the intellectual component of education [11].

I.A. Zimnyaya notes that human competency determines the internal potential of latent psychological formations: cognition, thought, action programs (algorithms), systemic values, and connections. Therefore, its structure includes both a cognitive component and a motivational-value component [12].

A.V. Khutorsky stresses that competency is broader than knowledge, skills, and abilities and is not merely their sum, as it covers all aspects of activity: cognitive, operational, and motivational. The latter determines an individual's personal growth toward the activity and its subject matter [13].

Y.G. Tatur positively characterizes the mandatory components of competency as the manifestation of competency itself [14].

J. Raven defines competency as a "phenomenon consisting of numerous elements, a certain portion of which are independent of one another, where some elements belong to the cognitive domain and others to the affective domain. These elements of a specific form determine the effectiveness of behavior and can substitute for one another" [15].

The author highlights various competencies considered "motivational abilities." The most significant of these include:

1. A tendency to evaluate personal performance;
2. Involving emotions during the course of activity;



3. Displaying readiness and capability for self-education;
4. Self-confidence;
5. Self-esteem; flexibility, self-control;
6. Focus on problems related to achieving set goals;
7. Independence and originality of thinking;
8. Critical thinking;
9. Readiness to use innovations to achieve goals and knowing how to apply them;
10. Attitude toward behavioral norms;
11. Personal responsibility;
12. Ability to listen to others and perceive their views [16].

Most of the competencies highlighted by the author pertain to personal qualities developed through life experience, incorporating value orientations, knowledge, skills, and abilities into their content.

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