

SOCIAL NECESSITY OF DEVELOPING PROFESSIONAL COMPETENCIES IN FUTURE PHYSICAL EDUCATION TEACHERS

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Introduction

In the context of global acceleration, rapid societal development, and new requirements for the education system, the professional preparation of future pedagogical personnel—particularly physical education teachers—presents itself as a crucial social necessity. Modern society requires physical education teachers to be more than experts who simply teach sports exercises; they must be highly competent professionals capable of promoting a healthy lifestyle, fostering physical, spiritual, and volitional qualities in youth, and effectively applying innovative pedagogical technologies.[1]

In Uzbekistan, special attention is given to raising a healthy, well-rounded generation, fostering a healthy lifestyle among young people, and broadly promoting physical culture and sports. All necessary conditions and opportunities are being created for youth to engage regularly in physical activities.

Specifically, Law No. ZRU-637 "On Education" serves as the legal foundation for developing the professional competencies of future physical education teachers, establishing a competency-based approach and strengthening practice-oriented education. According to the law, future specialists must possess not only theoretical knowledge but also the practical competencies required to execute their professional duties effectively.

Decree No. UP-5847 "On Approval of the Concept for Development of the Higher Education System of the Republic of Uzbekistan until 2030" outlines strategic directions, prioritizing the alignment of pedagogical competencies with international standards. In training physical education teachers, innovative technologies, digital skills, and preparation for health-promoting activities play a vital role.

Presidential Resolution No. PP-6099 "On Measures to Improve the System of Training Personnel in Physical Culture and Sports" aims to enhance training quality by emphasizing the need to develop methodical, health-improving, organizational, and communicative competencies. This resolution enables the restructuring of physical education in accordance with modern standards.



Resolution No. 187 of the Cabinet of Ministers "On Approval of State Educational Standards for Higher Education" establishes the comprehensive set of professional competencies required. The State Educational Standards for Physical Education focus particularly on pedagogical, physical training, health-improving, assessment, and analytical competencies.

Cabinet of Ministers Resolution No. 824 "On the Procedure for Introducing the Credit-Module System in Higher Education Institutions" supports independent learning, reflection, and continuous self-development. This system expands practical activities and allows for the step-by-step development of professional competencies.

Order No. 124 of the Ministry of Higher Education, Science and Innovations defining the qualification requirements and curricula for Physical Education highlights the role of pedagogical practice as a guidance framework. Teaching practice serves as a key stage for developing methodical, communicative, and organizational skills under real-world conditions.

Under current conditions of globalization and educational modernization, developing professional competencies among physical education teachers has become an exceptionally urgent priority. Developing these competencies in higher education institutions remains a central topic in pedagogy and sports education. Beyond the academic curriculum, pedagogical, social, and institutional environments play critical roles. Identifying and systematizing the primary challenges encountered in this process is an important scientific and practical task.

The following table analyzes these core challenges, their nature, and their impact on the educational process, offering potential solutions. This framework is designed to serve as a practical foundation for future research and the implementation of advanced pedagogical technologies.

This issue has been studied as an object of scientific research in various periods by local, CIS, and foreign scholars.

According to R.A. Abdullayev, the professional competence of a physical education teacher is an integrated system of knowledge, skills, and abilities related to pedagogical, methodical, psychological, and physical training, which ensures high efficiency in the educational process [2].

Sh.Q. Qodirov interprets professional competence as the ability of a future physical education teacher to apply theoretical knowledge in practice, plan and manage the educational process, as well as ensure the physical development of students [2].



According to M.U. Nurmatov, professional competence is the physical education teacher's innovative thinking, ability to use information and communication technologies, and capacity to effectively organize professional activities aimed at promoting a healthy lifestyle.

D.S. Rakhmatov characterizes professional competence as a level of comprehensive professional readiness manifested in the harmony of the personal, professional, and social qualities of a future physical education teacher [1].

In V.A. Slastyonin's view, professional competence is the integral unity of knowledge, skills, values, and personal qualities necessary for a pedagogue to effectively carry out their professional activity [2]. As Yu.G. Tatur [4] notes, competence is an "integral characteristic of a person that describes their drive and ability to realize their potential (knowledge, skills, experience, personal qualities, etc.) for successful performance in a specific field". I.A. Zimnyaya defines professional competence as a set of intellectual and personal capabilities formed as an outcome of education, which ensures a person's readiness for activity.

L.P. Matveyev links the professional competence of a physical education teacher to a deep understanding of the theory and methodology of physical culture, alongside the ability to apply it in accordance with the age and individual characteristics of students [4].

According to A.A. Kuzmin, professional competence reflects the future physical education teacher's ability to make independent decisions in pedagogical activity, as well as design and analyze the educational process. Targeted integrity involves considering the system components and their interconnections, which reveals the structure and organization of this system. During the research, the object functions as a multi-structural, multi-level unit in terms of its complexity. In turn, the various constituent elements of the system create an integral structure with specific characteristics that manifest during the system's operation.

Structural analysis allowed us to identify components that qualitatively differ in target orientation within the content of the three systems under investigation and to highlight their internal composition. Based on the methodology of a systems approach, we examined these components from the perspective of two qualitative characteristics: qualitative nature (content) and qualitative features (essence).[5]

First, the component acts in terms of internal, abstract states, and second, as a constituent part of the overall system.



Structural analysis enables the disclosure of external and internal mechanisms. The activity of the educational system for developing competencies in physical education, its development process, and the monitoring and assessment of its formation level as systemic objects were studied in terms of being conditioned by component content and structure (internal activity), as well as their external function (external activity).[6]

Internal activity describes the relationship between functional specificity and comparisons among its constituent components. Thus, in accordance with the provisions on hierarchy, any subsystem serves as an advancing element and is accordingly subordinated to it during its operation; at the same time, it establishes specific characteristics and influences the functioning of the overall system. This stems from underestimating the significant potential of physical culture in nurturing the spiritual and value-based aspect of human development (developing moral, intellectual, ethical, and communicative qualities)—that is, in educating its socio-cultural component. As a result, a personality incapable of self-development and unleashing their physical and spiritual potential was often formed, while physical culture itself was excluded from everyday practice.[8]

At present, it must be clearly recognized that focusing solely on developing a person's physical attributes while sidelining their personal development does not yield significant results in fostering true physical culture in an individual. V.M. Vydrin and his co-authors believe that viewing an individual's physical culture merely in terms of physical development narrows its content and creates a misconception regarding its true essence.

Conclusion

The study demonstrates that developing professional competencies in future physical education teachers is a vital necessity shaped by contemporary socio-economic shifts, policy directives, and evolving educational demands. Shifting the educational focus beyond basic physical conditioning toward holistic personal development—encompassing intellectual, ethical, and communicative qualities—presents a fundamental transformation in how physical culture is taught. Furthermore, aligning teacher preparation with state standards, international benchmarks, credit-module systems, and practice-oriented learning ensures that educators possess the necessary digital, pedagogical, and health-improving capabilities. Ultimately, addressing structural challenges and implementing robust, competency-based frameworks in higher education equips future teachers to effectively promote healthy lifestyles, foster well-rounded personal growth in students, and advance the overall quality of modern education.



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