

THEORETICAL AND PEDAGOGICAL FOUNDATIONS FOR FORMING THE PROFESSIONAL COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS

Kholiqnazarov Azamat Begaliyevich
Lecturer, Department of Physical Culture,
Termez State Pedagogical Institute

Abstract: The article examines the theoretical and pedagogical foundations for forming the professional competence of future physical education teachers in the context of the modernization of higher education. The relevance of the problem is substantiated by the need to develop professionally significant qualities, pedagogical skills, and methodological preparedness among students entering the field of physical education teaching. The structural components of professional competence are identified, including motivational-value, cognitive, operational-activity, and personal-reflective dimensions. Based on an analysis of scientific literature and pedagogical practice, the study determines the pedagogical conditions ensuring the effective formation of professional competence: the integration of theoretical and practical training, the implementation of the competency-based approach, the use of active and interactive teaching methods, and the provision of professionally oriented educational content.

Keywords: professional competence; future physical education teacher; competency-based approach; professional qualities; pedagogical conditions; higher education.

Introduction. The contemporary development of society, oriented toward health, well-being, and physical activity, intensifies the demands placed on the professional preparation of pedagogical personnel in the field of physical education. Today, the physical education teacher is not merely an instructor delivering a curriculum, but a creator of a health-preserving environment, a mentor in matters of physical activity, a coordinator of sports and recreational programs, and a promoter of a healthy lifestyle [5, 6]. Under these conditions, the formation of professional competence in future physical education teachers becomes a strategic objective of higher pedagogical education and one of the key directions in the modernization of educational programs.

In pedagogy, professional competence is understood as an integrative personal quality that encompasses knowledge, skills, abilities, professionally significant attributes, value orientations, and readiness to perform pedagogical activities [1, 2, 3]. In the field of physical education, this concept acquires a particular specificity, as it requires not only theoretical and methodological preparedness but also mastery of a wide range of practical, motor, communicative, diagnostic, and organizational competencies. A physical education teacher must be able to design and conduct lessons, ensure student safety, individualize physical load, correct motor errors, motivate learners to engage in physical activity, and develop their stable understanding of the importance of health and movement [4, 7, 8].

However, an analysis of educational practice shows that the existing approaches to training future physical education teachers do not always ensure the necessary level of professional competence formation. In many cases, traditional lecture-based models of instruction continue to dominate, with insufficient emphasis placed on practical activity, weak integration of interdisciplinary knowledge, and an inadequate level of students' reflective and research activity. Moreover, many prospective teachers experience difficulties in applying subject-

specific knowledge in practice, designing physical education lessons, selecting appropriate teaching methods, assessing students' physical fitness, and organizing sports and health-related activities [9, 11, 13].

The relevance of this research is further reinforced by the fact that the professional activity of a physical education teacher is highly variable and requires well-developed competencies in pedagogy, psychology, physical education methodology, sports training, developmental physiology, anatomy, sports medicine, health-preserving technologies, and contemporary educational standards [15, 16]. Professional competence is a systemic quality that develops throughout the entire period of university training, and its formation requires purposeful pedagogical influence, the creation of specific conditions, and the implementation of innovative teaching technologies and methods based on competency-based, learner-centered, and practice-oriented approaches [10, 12, 14].

The necessity of scientifically substantiating the process of forming the professional competence of future physical education teachers is determined by modern requirements for the quality of education, societal demand for highly qualified teachers, the need to modernize the content of professional training, and the tasks of increasing the effectiveness of students' educational and professional activities in higher education institutions.

Methods. A comprehensive methodological approach was adopted in this study, including theoretical analysis, pedagogical observation, diagnostic methods, generalization of pedagogical experience, and elements of a formative experiment, which made it possible to thoroughly examine the process of forming the professional competence of future physical education teachers within the framework of university training. At the initial stage, the scientific works of domestic and foreign researchers, regulatory documents, professional standards, and educational programs governing the training of pedagogical personnel in the field of physical education were analyzed. Theoretical analysis made it possible to identify the structure of professional competence, determine the pedagogical activities of a physical education teacher, and outline key requirements for professionally significant qualities of future specialists.

Simultaneously, pedagogical observations were conducted during students' academic activities, including lectures, practical classes, and sports-pedagogical sessions. Observations were carried out according to predefined criteria: the level of pedagogical skills, the ability to independently solve educational and practical tasks, the capacity to analyze and correct learners' motor actions, the degree of socialization within the professional environment, and the manifestation of motivation toward pedagogical activity. These observations revealed common difficulties associated with insufficient methodological preparation, underdeveloped reflective skills, and challenges in applying theoretical knowledge in practical pedagogical activities.

Elements of a formative experiment were used to test the effectiveness of pedagogical conditions that contribute to the development of professional competence. Active and interactive teaching methods, problem-based and practice-oriented tasks, project work, modeling of pedagogical situations, and the implementation of training lessons and sports-recreational events were integrated into the learning process. Particular attention was given to developing students' skills in lesson planning, selecting methodological tools appropriate to learners' age and individual characteristics, analyzing mistakes, and engaging in pedagogical reflection.

The evaluation of results was conducted through comparison of baseline and final data, expert assessments by instructors, student self-analysis, and an examination of the dynamics of changes in professional preparedness. The data were processed using methods of qualitative

analysis, comparative characteristics, and generalization of pedagogical experience, ensuring the validity and reliability of the study's conclusions.

Results. The study revealed that the existing system of preparing future physical education teachers demonstrates heterogeneity and insufficient alignment between theoretical, methodological, and practical components. The analysis showed that although many students possess adequate theoretical knowledge, they face difficulties in applying it in practice—designing lessons, choosing teaching methods, planning training loads, organizing motor activity, and assessing the outcomes of pedagogical interventions.

Pedagogical observations demonstrated insufficient development of components such as reflective skills, the ability to adapt pedagogical technologies to different groups of learners, readiness for independent methodological activity, and the ability to analyze one's own pedagogical experience. Some students displayed low motivation for pedagogical activity, negatively affecting their mastery of professional disciplines.

A comparative analysis of educational programs revealed insufficient orientation of several disciplines toward solving real professional tasks, indicating a need to update course content and integrate practical modules aimed at professionally applied training.

Discussion. The discussion of results confirms that forming the professional competence of future physical education teachers requires a systemic and methodologically grounded approach. Students' difficulties in applying theoretical knowledge in practice indicate the need to strengthen practical training, expand opportunities for independent pedagogical tasks, and involve students in real-life teaching situations.

The insufficient methodological preparation identified in the study confirms the relevance of the competence-based approach, which focuses not only on subject knowledge but also on practical, communicative, analytical, and reflective skills. Modern research emphasizes that professional competence is formed on the basis of active pedagogical experience, where students independently analyze, design, and adjust educational and training processes.

The findings show that active teaching methods—such as project-based learning, case studies, problem-based instruction, lesson modeling, training formats, and interactive technologies—significantly enhance students' readiness for pedagogical work. These methods stimulate the development of essential qualities such as initiative, responsibility, empathy, and the ability to communicate and interact with learners.

Thus, the results suggest that effective formation of professional competence is possible only under conditions of systematic modernization of the educational process, integration of practice-oriented modules, implementation of innovative technologies, and creation of a pedagogical environment conducive to students' professional development.

Conclusion. The conducted study demonstrates that forming the professional competence of future physical education teachers requires targeted, systemic, and scientifically grounded pedagogical influence. The most effective approach combines theoretical preparation with practice-oriented learning, active and interactive methods, opportunities for independent pedagogical work, and development of professional reflection.

The findings confirm that professional competence develops more successfully when modern educational technologies, the competence-based approach, and practical student activities are integrated. The application of these methods enhances the quality of physical education teaching, supports the development of pedagogical initiative among future specialists, and increases their readiness for successful professional activity.

References:

1. Abdullayev, Y. (2025). 7-9 yoshli o'quvchilarning harakat sifatlarini harakatli o'yinlar vositalari orqali rivojlantirish. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(2), 555–561. <https://doi.org/10.47390/SPR1342V5I2Y2025N88>
2. Abdullayev, Y. M. (2024). Formation of abilities and skills with track and peace athletics exercises. Modern Scientific Research International Scientific Journal, 2(2), 123-130.
3. Abdullayev, Y. M. (2024). Activities of a modern trainer in the pedagogical system. Modern Scientific Research International Scientific Journal, 2(3), 324-330.
4. Mahkamovich, A. Y. (2022). Mobile games for school children. Modern Journal of Social Sciences and Humanities, 4, 202-5.
5. Kholiknazarov, A. B. (2024). The content of general secondary education and the conceptual foundations of its construction. American Journal of Modern World Sciences, 1(5), 87–94. Retrieved from <https://worldejournal.ru/index.php/ajmws/article/view/373>
6. Kholiqnazarov, A. B., & Eshonqulov, J. (2025). Competency development of future physical education teachers. Scientific Balance: Research and Practice, 1(2), 132-139.
7. Xoliqnazarov, A. B. (2025). Development of volitional qualities in students through the means of physical education. Scientific Balance: Research and Practice, 1(2), 124-131.
8. Xoliqnazarov, A. (2024). Talabalarning jismoniy tarbiya mashg'ulotlarida kuch qobiliyatlarini rivojlantirish. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 4(S/9), 642–646. <https://doi.org/10.47390/SPR1342V4SI9Y2024N98>
9. Turdimurodov, D. (2025). Development of volitional qualities in senior school students by means of physical education. Journal of Multidisciplinary Sciences and Innovations, 1(2), 253-256.
10. Turdimurodov, D. Y. (2025). Organization of physical education for students of higher education institutions. American Journal of Modern World Sciences, 2(3), 92–99. Retrieved from <https://worldejournal.ru/index.php/ajmws/article/view/661>
11. Turdimuratov, D. (2025). Oliy ta'lim muassasasida boks murabbiylarini kasbga yo'naltirish tizimining xususiyatlari. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(3s), 260-266.
12. Turdimurodov, D. (2024). Maktabgacha yoshdagi bolalar jismoniy tarbiyasining pedagogik shartlari. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 4(S/9), 570-575. <https://doi.org/10.47390/SPR1342V4SI9Y2024N88>
13. Turdimuratov, D. (2025). Jismoniy tarbiya mashg'ulotlari jarayonida yuqori sinf o'quvchilarining irodaviy sifatlarini shakllantirish. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(S/2), 249-255. <https://doi.org/10.47390/SPR1342V5SI2Y2025N41>
14. Turdimuratov, D. (2025). Talabalar ta'limining samaradorligini oshirish va jismoniy sifatlarini rivojlantirishda innovatsion yondashuvlar. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(2), 586-592. <https://doi.org/10.47390/SPR1342V5I2Y2025N93>