



**MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS**

**MODELING THE PROFESSIONAL TRAINING OF A PHYSICAL
CULTURE SPECIALIST FROM THE PERSPECTIVE OF COMPETENCE-
BASED APPROACH**

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Abstract. *In this article it is reported that the information about the preparation of a physical culture specialist with the help of competence approach to enhance professional process.*

Keywords: competency, competence, general competences, pedagogical competence, competences of speciality.

Any system of professional training is based on an integrated concept of theoretical foundations of vocational education, which serves as the leading basis for the development of its main components.

In the educational process, exploring the ways of forming the future specialist from the standpoint of competence is the main direction of modernization in vocational education. It is formed from the position of professional activity and relies on the system of professional practice as a unified, existing and rich experience. The renewal of professional education from the perspective of competence requires setting ambitious goals, striving for high results, and introducing innovations into the educational process.

Through the analysis of specialized literature, we have identified the main tasks of preparing physical culture teachers focused on the competence approach as follows:

To create a system of professional knowledge for future specialists in the field of physical culture.

To transform students of specialized faculties into holders of complex professional and pedagogical skills and abilities.

To master the positive pedagogical experience related to the field of physical culture.

To develop in students both theoretical knowledge of physical culture and emotional attitudes toward pedagogical activity.

Our research has shown that creating a foundation for the effective pedagogical activity of physical culture teachers requires overcoming existing narrow professional stereotypes. This indicates the need to move from a model of training specialists in physical culture to a model of developing professionally advanced specialists.

Therefore, the main emphasis should be placed on the conscious formation of professional competencies and the constructive resolution of tasks according to their intended value and effectiveness. This will allow a complete restructuring of the system of training in higher educational institutions specializing in physical culture and provide



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students with the necessary professional knowledge in the form of clearly defined competencies.

At present, the competence-based approach to professional education has evolved from the stage of “self-identification” to the stage of “demonstrating and applying one’s capabilities in practice.” The principles and methodological guidelines that form part of competence are being confirmed through various practical developments.

For a graduate of a faculty of physical culture within a humanitarian higher education institution to be competitive in the labor market, it has become necessary to completely restructure the pedagogical process of education and to ensure the comprehensive formation of general and professional competencies throughout the entire period of study.

It is well known that the competence of a physical culture specialist is closely linked with effective pedagogical activity. During their studies at the university, students acquire both the theoretical and practical knowledge necessary for their professional development.

In order to develop a model for the training of future physical culture specialists, it is necessary to analyze their professional preparation from the perspective of competence-based requirements, taking into account the structure of their pedagogical activity and its related theoretical knowledge, practical skills, and abilities in detail.

Theoretical analysis of scientific literature also shows that, based on the conclusions mentioned above, it is essential to distinguish three interrelated components in the structure of a physical culture specialist’s pedagogical activity: constructive, organizational, and practical (applied) skills and abilities.

Constructive Activity: It is divided into three types — content-constructive, operational-constructive, and material-constructive activities.

Organizational Activity: Within the content of pedagogical activity, it includes involving students in various types of physical culture and sports activities, organizing physical culture teams, conducting mass sports and health events, and coordinating other systematic activities.

Communicative Activity: It encompasses the teacher’s purposeful pedagogical communication with students, collaboration with leading specialists in other academic subjects, interaction with representatives of school community organizations, parents, and others.

The structure and content of the physical culture teacher’s competence are currently being developed in accordance with the specific aspects of pedagogical activity and taking into account the interests and needs of those who implement the competence-based approach. The qualification requirements for graduates of higher humanitarian educational institutions specializing in physical culture are defined by State Educational Standards (SES). However, these standards also require further improvement.

Content is the key factor in acquiring knowledge and information.



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The content of competence within the system of physical culture education encompasses such elements that ensure the formation of students' personal and professional competencies. Accordingly, competence is based on four conceptual characteristics of the educational content provided to students: adaptability (flexibility), tolerance, continuity, and purposefulness.

Adaptability (flexibility) refers to the formation and development of the student group, individualization, the establishment of effective feedback, and the implementation of a modular approach that connects the content to a specific time and place.

Tolerance reflects the purposeful development of respect for oneself and others, as well as a careful attitude toward the external environment.

Continuity is expressed by the absence of time- and age-related barriers and boundaries in educational programs.

Purposefulness implies the integration of knowledge and skills, alignment with personal orientation (striving for achievement), responsibility, the ability to balance and coordinate existing problems.

Currently, there are no clearly defined requirements for the general competence of future physical culture teachers. This gives them the opportunity to fully realize their potential, to master their profession, and to become competitive in the labor market as future specialists. It should be noted that the general competence of a physical education teacher is of great importance from a professional point of view and serves as the fundamental basis for developing their specific professional competencies, allowing them to fully demonstrate themselves in practical activity.

Professional competence is the ability and readiness to carry out purposeful activities in accordance with job requirements, to solve tasks and problems independently and systematically, and to evaluate the results of one's professional activity.

When forming a model of the physical culture teacher's competence, special requirements are introduced for the basic competence group that defines the content for graduates of higher humanitarian educational institutions in the field of "Physical Culture."

The professional competence of a physical culture teacher is manifested as a set of personal qualities that ensure the effectiveness of professional activity. These personal qualities include professional knowledge, skills and abilities, aptitudes, motivation for the profession, practical experience related to pedagogical activity, and both theoretical and practical potential as a professional.

The competence structure of a physical culture specialist is presented in Figure 1 (see Figure 1).

It was determined that the competencies belonging to the first and second groups relate to the sphere of knowledge acquisition requirements for graduates of faculties of physical culture.

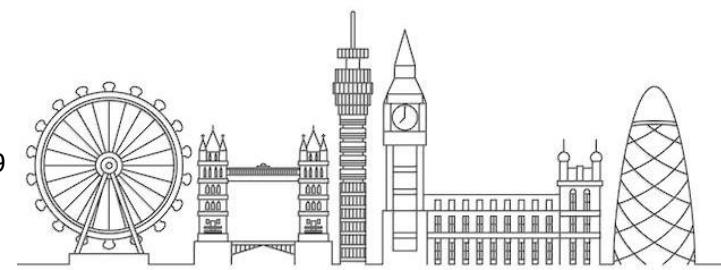
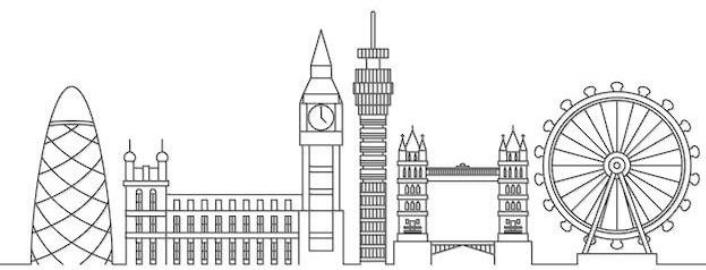




Figure 1. Competence of a Physical Culture Specialist

Groups of Competencies	Relation to Professional Activity and Its Classification	Sphere of Formation
General Competencies:		
General cultural		
Intellectual		
Social and communicative		
Subjective Characterized by the level of cultural awareness related to the ability to comprehend tasks and find non-standard solutions Formed through subjects in the humanities and natural science cycles	General Pedagogical and Professional Competencies:	
General cultural		
Intellectual		
Social and communicative		
Organizational and methodological		
Professional and personal Readiness of a higher-education physical culture specialist to solve all general professional tasks Formed within the general professional disciplines provided in the curriculum	Competencies Related to Professional Specialization:	
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Subject knowledge		
Managerial ability Activity algorithms aimed at modeling the specialist's professional development Formed within specialized subjects and disciplines related to the technology of physical culture and sports activities		
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It plays a foundational role in acquiring knowledge related to goal-oriented planning, retraining (changing professional fields), self-improvement, and readiness for continuous self-development.		
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The third group of competencies addresses tasks related to subject-based preparation and determines the level of special competence of specialists in the field of physical culture.		
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In conclusion, it can be stated that all the above-mentioned competencies were developed on the basis of a competence-based approach in forming the model of professional readiness of a physical culture specialist.		
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The model of professional activity of a physical culture specialist, developed from the perspective of a competence-based approach, requires further improvement of certain indicators within the groups we have identified, as well as refinement of the specific competency groups of professionals in accordance with the core subjects recommended by the State Educational Standards (SES).		

