



COMPETENCY-BASED APPROACH TO PREPARING FUTURE PHYSICAL EDUCATION TEACHERS FOR PROFESSIONAL ACTIVITY

Nurullayev Abduhamid Ru'zimboyevich

Bukhara State Pedagogical Institute

Professor of the Department of "Physical Education and Sports"

Introduction: The article discusses the issues of developing professional competencies of teachers in the modern education system. The main principle of building the educational process in today's modern schools is aimed at developing the student's personality, arming them with tools that allow them to effectively learn, realize their educational needs, cognitive interests, and future professional aspirations. The essence and types of teacher professional competence, as well as ways of their formation and development, are analyzed. The role of continuous professional development in improving the quality of education is also substantiated .

OBJECTIVE: to develop professional competencies in future physical education teachers through the educational process, professional competence is an integrative complex of knowledge, skills, qualifications, personal qualities and practical experience that serve the effective implementation of a teacher's professional activities. It is not limited to theoretical knowledge, but also develops the ability to make the right decisions in pedagogical situations , solve problems and apply innovative approaches.

MATERIALS AND METHODS: This article uses several methods to develop professional competencies in future physical education teachers through the learning process : literature review, questionnaires, interviews, and case studies.



DISCUSSION AND RESULTS: The development of professional competencies in future physical education teachers through the educational process is a continuous and systematic process, which is ensured by the following main factors: firstly, continuous professional education plays an important role in updating the theoretical knowledge and developing practical skills of the teacher. Advanced training courses, seminars and trainings are the main forms of this process. Secondly, the introduction of innovative pedagogical technologies increases the professional potential of the teacher . The use of interactive methods and digital educational resources ensures the effectiveness of education.

Conclusion: The development of professional competencies in teachers is an important condition for increasing the efficiency of the education system. A modern teacher must continuously improve his knowledge and skills, conduct pedagogical activities based on innovative approaches. This serves to train competitive and qualified personnel.

Keywords : professional competence, pedagogical skills, continuing education, innovative activities, teacher, physical education, future teacher.

Professional competence is a combination of knowledge, skills, qualifications, personal qualities and practical experience of a teacher , which allows him to effectively carry out professional activities. The main principle of organizing the educational process in today's modern schools is aimed at developing the personality of the student, equipping them with tools that allow them to effectively learn, realize their educational needs, cognitive interests and aspirations of future teachers. Therefore, the main goal of schools is to create an educational environment that contributes to the development of the student's personality. The solution to this problem directly depends on the professional qualifications of the teaching staff. As noted in the "Professional Standard for Teachers": "The teacher is the key figure in educational reform. In a rapidly changing, open world, the most important professional quality that teachers



must constantly demonstrate to their students is the ability to learn." Therefore, an important condition for the implementation of the state educational standard in secondary schools is the training of teachers, the development of their philosophical and pedagogical position, methodological, didactic, communicative, methodological and other competencies. Teachers should move from traditional technologies to developmental, student-centered education, use such technologies as level-based differentiation, competency-based education, "learning situations", project-based and research activities, information and communication technologies, interactive methods and active learning.

Professional competence is an integral part of the professionalism and pedagogical skills of a teacher. This is how we imagine it and this is what we talk about. Competence is the teacher's ability to act in conditions of uncertainty. The greater the uncertainty, the higher this ability.

Professional competence is understood as a set of professional and personal qualities necessary for successful teaching activities.

The structure of a teacher's professional competence can be revealed through his pedagogical skills. The model of a teacher's professional competence represents the unity of his theoretical and practical training. Pedagogical skills are divided into four categories.

1. The ability to "creatively" translate the content of the objective educational process into specific pedagogical tasks: to determine the level of readiness of individuals and groups to actively assimilate new knowledge through the study of them, and on this basis to plan the development of groups and individual students; to identify a set of educational, developmental and developmental tasks, to clarify them and to identify the dominant task.

2. The ability to organize and implement a logically complete pedagogical system: comprehensive planning of educational and upbringing



tasks; reasonable selection of the content of the educational process; optimal selection of forms, methods and means of its organization.

3. The ability to identify and establish relationships between components and factors of education and apply them in practice:

creation of necessary conditions (material, moral-psychological, organizational, hygienic, etc.); activation of the student's personality, development of his activity, transformation of him from an object into a subject of education; organization and development of joint activities; ensuring the connection of the school with the environment, regulation of external non-programmed influences.

4. Skills for recording and evaluating the results of pedagogical activity: self-analysis and analysis of the educational process and the results of the teacher's activity; identification of a new set of dominant and subordinate pedagogical tasks.

A teacher who carries out pedagogical activities and pedagogical communication at a sufficiently high level and consistently achieves high results in teaching and educating students can be considered professionally qualified.

The development of professional competence develops creative individuality, the ability to accept pedagogical innovations and adapt to a changing educational environment. The socio-economic and spiritual development of society directly depends on the level of professional qualifications of teachers. The changes taking place in the modern education system require the improvement of the qualifications and professionalism of teachers, that is, their professional competence. The main goal of modern education is to meet the current and future needs of the individual, society and the state, to prepare comprehensively developed citizens capable of social adaptation, entry into the workforce, self-education and self-improvement. A free-thinking teacher who can foresee the results of his work and model the



educational process is a guarantee of achieving these goals. That is why in today's dynamically changing era, the demand for qualified, creative and competitive teachers who are able to educate individuals is growing sharply.

One of the modern requirements for a teacher is that the school defines the main ways to develop his professional competence:

- Advanced training system.
- Certification of teaching staff according to their position and qualification category.
- Self-education of teachers.
- Active participation in methodological associations, teachers' councils, seminars, conferences and master classes. Methodological forms include theoretical and scientific-practical conferences and teachers' councils.
- Mastering modern educational technologies, teaching methods, pedagogical tools and constantly improving them.
- Mastering information and communication technologies.
- Participation in various competitions and scientific projects.
- Summarizing personal teaching experience and publishing scientific works and publications.

Innovative activities play an important role in the professional development of teachers. Therefore, increasing teachers' readiness for this activity is an important condition for their professional development.

While it is sufficient for a teacher working in a traditional system to have access to pedagogical technologies, that is, a system of teaching skills that allows him to carry out educational activities at a professional level and achieve more or less successful learning, the transition to an innovative regime requires the teacher to be ready for innovation. The innovative activity of school teachers is manifested in the following areas: testing new generation textbooks, introducing a state educational standard for primary general education,



developing modern pedagogical technologies, creating social design and individual pedagogical projects.

The development of professional competence is a dynamic process of mastering and modernizing professional experience, leading to the development of individual professional qualities, the accumulation of professional experience, and implies continuous development and self-improvement.

The development of professional competence is a changing process, since continuous professional development is very important in the teaching process, and each time the above stages, albeit in a new form, are repeated. In general, the process of self-development is biologically determined and is associated with the socialization and individualization of a person who consciously organizes his life, and therefore his own development. The process of developing professional competence is also very dependent on the environment, therefore it is precisely the environment that should stimulate professional self-development. Thus, we see that the goal of methodological work in schools in the conditions of the implementation of the state educational standard is to ensure the professional readiness of teachers to implement the state educational standard by creating a system of continuous professional development for each teacher. It is clear that the achievement of the main goals of general education depends, first of all, on the professional skills of teachers, the main executors of the requirements of the state educational standard (DTS). One thing is certain: only highly qualified teachers can educate modern-minded individuals who are able to successfully realize their potential in life. In addition, the concept of "Profession" encompasses not only the professional, communicative, informational and legal components of the competence of educational personnel, but also the personal potential of the teacher, his system of professional values, beliefs and attitudes, which together provide high-quality educational results. The pedagogical significance of the development of



professional competencies is that a teacher with highly developed professional competencies effectively organizes the educational process, develops independent and critical thinking of students and directly contributes to improving the quality of education. Such a teacher creatively approaches the problems arising in the educational process and operates in accordance with the requirements of modern education.

REFERENCES | SPISOK LITERATURE | REFERENCES

1. Yarkova T.A., d.p.n., professor, department of pedagogy and social education, branch FGBOU VPO "Tyumen State State University", Tobolsk;
2. Belkin A.S., d.p.n., professor, FGBOU VPO "Uralskiy gosudarstvennyy pedagogicheskiy universitet", g. Yekaterinburg.

Report submitted and edited on 18.11.2014.

3. Gibadullina Yu.M. PROFESSIONAL NAYA PODGOTOVKA PEDAGOGO V PROTESSE INTEGRATsII FORMALNOGO, INFORMALNOGO I INFORMALNOGO OBRAZOVANIya // Fundamentalnye issledovaniya. 2014. No. 11-10. S. 2253-2257;

AUTHOR INFORMATION [INFORMATsIYa OB AUTHORE]

[AUTHORS INFO] *Nurullayev Abdukhamid Ruzimboyevich, Professor of Bukhara State Pedagogical Institute, [Nurullayev Abdukhamid Ruzimboyevich, professor of Bukhara State Pedagogical Institute] address: Uzbekistan, Bukhara district, Alpomish street, 9-house 45 room [address: Uzbekistan, ul. Alpomish , 9, g . Bukhara], [address: Uzbekistan, 41, Alpomish st., Bukhara city] E-mail: abduhamid.nurullayev@mail.ru.
<https://orcid.org/0009-0004-2641-3644>