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Problems of formation of pedagogical competence of physical education teachers

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Abstract

Purpose: Coordination of supply and demand for physical education specialists in the labor market, analysis of the "National Qualifications System", which is the basic mechanism for ensuring the competitiveness of teachers in the educational services market.

Methods: make both theoretical and practical conclusions based on the results of a systematic analysis of regulatory documents, scientific and methodological literature and expert assessments.

Results: The main criterion for the formation of pedagogical competence among physical culture specialists is the adoption of such legislative acts as “On measures to organize the activities of the national system of professional skills, knowledge and skills in the Republic of Uzbekistan”, "Classifier of the main positions of employees and professions of workers (COMPEPW-2020)", "The concept of qualifications of physical education and sports" and the requirements of the professional standard for the "hard and soft skills" of the future specialist, which are contained in them.

Conclusion: The features of "soft skills" formed by physical education teachers within the framework of professional development programs ensure the systematization of the teacher-student relationship in the future. In this case, a physical education teacher with "soft skills" will have the opportunity to form a team in the minds of students, early development of leadership qualities and improvement of communication skills through any classroom and (or) extracurricular sports activities.

Keywords: physical education, specialist, knowledge, skills, qualifications, basic competencies (hard skills), experience, competencies, special competencies (soft skills), competence, teacher, pedagogical competence.

Introduction

According to the analysis of the last 5 years of changes in the social sphere in our republic, if we consider the introduction of new educational reforms as a result of the natural development (national recovery) of the country, on the one hand, on the other hand, the need for specialists in the field to act in new and existing situations also reveals the need for this. Therefore, knowing that the transition from one stage to another will be critical, will require a constructive approach to solving these situations, will help to understand that the difficulties are temporary, and will allow professionals to confidently go through the crisis. Regulation on the National System for the Development of professional skills, knowledge and skills, approved by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 15, 2020 No. 287 "On measures to organize the activities of the national system of professional skills, knowledge and skills in the Republic of Uzbekistan", "Regulation on the National System for the development of professional skills, knowledge and skills" and in accordance with the Resolution of the Uzbek Agency for Standardization, Metrology and Certification No. 05-1288 dated May 6, 2021 "On the approval of the state standard of the Republic of Uzbekistan", pedagogy and psychology form the requirements for the transition from theoretical thinking to practical thinking (1, 2).

Therefore, this study is based on the analysis of the "National Qualifications System", which is the basic mechanism for ensuring the competitiveness of teachers in the labor market, matching the supply and demand of physical education teachers in the field of labor. Marketing research aimed at determining the role of "hard skills" and "soft skills" in the formation of pedagogical competence (see figure 1). The fundamental basis of the national qualifications system is the National Qualifications Framework of the Republic of Uzbekistan. The next stage of the system will be formed in accordance with the requirements of the network structure of two full-fledged directions, namely "Public Education" and "Physical Culture and Sports". Currently, specialists in the field are working on the 3rd stage - the development of professional standards for 12,123 professions from COMPEPW-2020 [3] in accordance with the requirements of employers and (or) personnel customers.

The work of the fourth stage of the system, i.e. the continuity of educational standards, was built in accordance with professional standards, based on the demand for professions and positions characteristic of each qualification level (lower level).

For example, the most important aspect of the "European model of education" is the use of a competent approach to the organization, development and improvement of educational work in relation to both the object and the subject of the pedagogical process (4, 5). Thus, at the final stage of the system, i.e. when forming the content of educational programs, we see that the principle of human capital development, lifelong learning (LLL - Life Long Learning) is strictly observed.

According to statistics, in 2022 the number of physical education teachers in general secondary education will be 32,005 people.

In the 2021/2022 academic year, teachers are trained in the direction of "Physical Culture" at 16 morning, 17 extramural and 1 night courses of state higher educational institutions of the republic. This year, the Republican Admissions Committee allocated 2,075 admission quotas in these areas of education.

The content of the qualification requirements until 2020 reflects the "Qualification requirements for the professional activity of bachelors in the field of education", which mainly reflect the essence of the content of "solid skills", i.e. the requirements for the knowledge, skills and qualifications of graduates. In the "Regulation on the National System for the Development of Professional Skills, Knowledge and Skills":

According to Adizov B.R. (2021), leading international experts in the field of education offer a harmonious introduction of two types of competencies in the process of education and upbringing. These are: "hard skills" — professional competencies and "soft skills" — universal (general) competencies.

According to Akramova Sh.A. (2020),

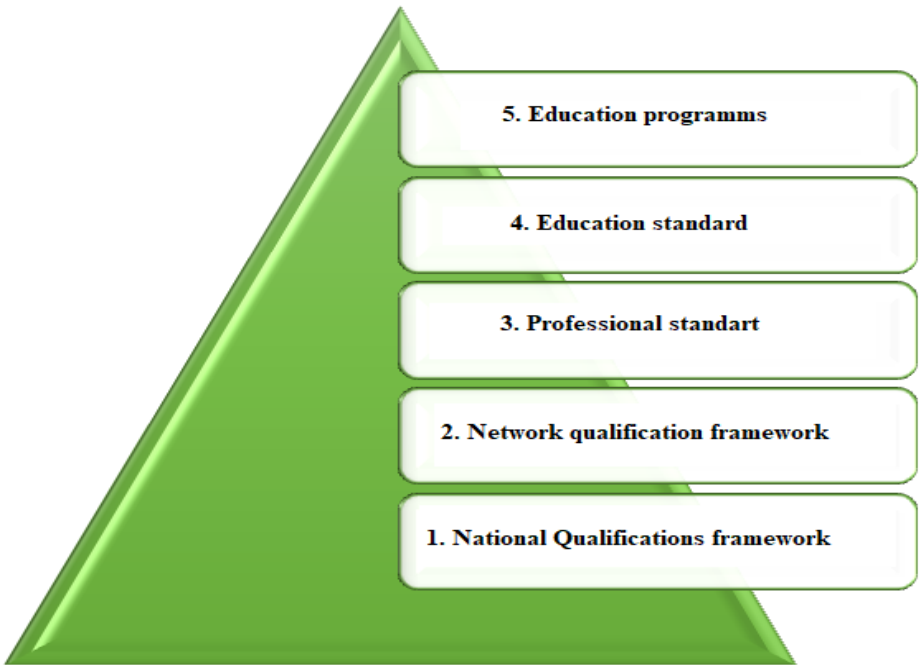


Figure 1. National Qualifications System of the Republic of Uzbekistan

"hard skills" can be studied and mastered in an educational institution. Examples include foreign language, programming, and driving skills. It is enough to master the intellectual and algorithmic instruction. In the process of assimilation, the left large hemisphere (logical) of the brain works more, and this requires a high level of IQ.

According to Sanakulov S. (2020), in order to acquire "hard skills" - a "solid" qualification, it is necessary to have a clear knowledge of a particular profession, and the availability of these skills is determined on the exam. According to Sanakulov S., until the XXI century, the education system focused on instilling "hard skills" in young people. That is, thorough mastery of a particular profession, complete mastery of its secrets - is noted as a key factor determining a person's professional development.

According to Rakhmatullayeva Sh.K.

(2019), candidates' hard and soft skills, i.e. hard skills, are evaluated through the stage of determining the professional knowledge and skills necessary for the position, methodology, project documentation, risk management strategy" (5).

According to Rakhmatullayeva Sh.K. (2019), "soft skills" - skills acquired in the process of development - help to identify communication, time management, personal finance management, information management, clear goal-setting skills (5).

This means that the acquisition of "soft skills" and special competencies cannot be confirmed by any diploma. This is the initiative of the individual, composure, creativity, the ability to adapt to the situation, not to lose yourself in difficult situations, adequately manage your behavior. When mastering these skills, the right large hemispheres (emotions) of the brain work, and this requires a high level of EQ (emotional intelligence).

Methods

Based on the purpose of the study, the following methods were used to solve the tasks: systematic analysis of regulatory documents, scientific and methodological literature and summing up theoretical conclusions. In the sciences of pedagogy and psychology, there are also various methods aimed at determining and (or) evaluating the pedagogical competence of physical education specialists, and each of them has its own character. In this study, the "Methodology of expert assessment of the psychological portrait of a specialist in physical culture" (O.E. Khaitov) was used.

During the study, 81 students (teachers of secondary schools) who were trained in the direction of "Teacher of Physical Culture" of the Institute of Retraining and Advanced Training of Physical Culture and Sports Specialists were evaluated by 15 experts.

Results and discussion

Table 1. National Qualifications Framework of the Republic of Uzbekistan

Degree in the NQF	Degree in PMR	The level of education according to the ISCOF 2011	Knowledge (scientific potential of professional activity)	Skills and abilities (complexity of professional activity)	Competencies (scope of authority, responsibility and independence)
			4	5	6
.:					
			Advanced knowledge in the field of work or education, including a critical understanding of theory and the most important principles	Advanced skills that confirm that you have acquired the innovations necessary to solve complex and unexpected problems in a specialized field of work or study. Evaluation of measures, methods and their results.	Managing complex technical and professional activities that require responsibility at the decision-making level in unforeseen work or study conditions. Taking responsibility for individual and collective development

Source: Approved National Qualifications Framework of the Republic of Uzbekistan (1).

The National Skills Framework is a tabular structure that defines the knowledge, skills and abilities necessary for each level of professional activity, personal and professional competencies, as well as ways to acquire appropriate qualifications, exactly:

1) knowledge - reflects the following characteristics of professional activity: (a) the volume and complexity of the information used; (b) innovations in knowledge; (c) the ratio of theoretical and practical knowledge.

2) skills and abilities are characterized by the following indicators: (a) variability in the performance of professional tasks, the need to choose options for solving problems and developing its ways; b) uncertainty of working conditions and the inability to predict their development.

3) competencies are characterized by the following indicators: (a) supervised activity; (b) independent performing discipline; (c) managerial activity; (g) Scope of activity - the breadth of authority and responsibility, the consequences of a possible mistake in professional activity.

4) The methods of acquiring skills are characterized by the level of education established by the legislation of the Republic of Uzbekistan (1).

Also, the "Network Framework of qualifications of the public education system" adopted in 2020 on the basis of these requirements was approved by the Ministry of Public Education of the Republic of Uzbekistan in mutual agreement with the Ministry of Employment and Labor Relations of the Republic of Uzbekistan. According to the national and industry qualification framework, the requirements for knowledge, skills and competencies of a graduate of the specialty "Physical Culture", i.e. "teacher", are reflected in the following table (see table 1).

According to the competence approach, a specialist who is a high school teacher, including a "physical education teacher", must have in-depth knowledge that allows him to critically analyze practical and theoretical information not only in the field of public education, but also in the field of physical education. As a future specialist, he must also have innovative skills and competencies in solving problems in the field of physical education. In our opinion, it is this requirement for the training of specialists that determines the content of the "hard skills" of the future teacher. In addition, the ability to independently determine the tasks to be performed to achieve the goals and predict the results, in turn, is of practical importance in determining the future "soft skills" of a "Physical education and sports instructor" (Fig 1).

In the pedagogical practice of the XXI century, there is no single approach to the definition of the concept of "pedagogical



Figure 2. Tough skills of physical education teachers

competence of a physical education teacher", there is no clear definition of the concept of pedagogical competence. The reason, according to experts, is that "competence is the sum of knowledge, skills and competencies acquired in the learning process, or the level of success of pedagogical competence not only with the learning process (training), but also with pedagogical activity.

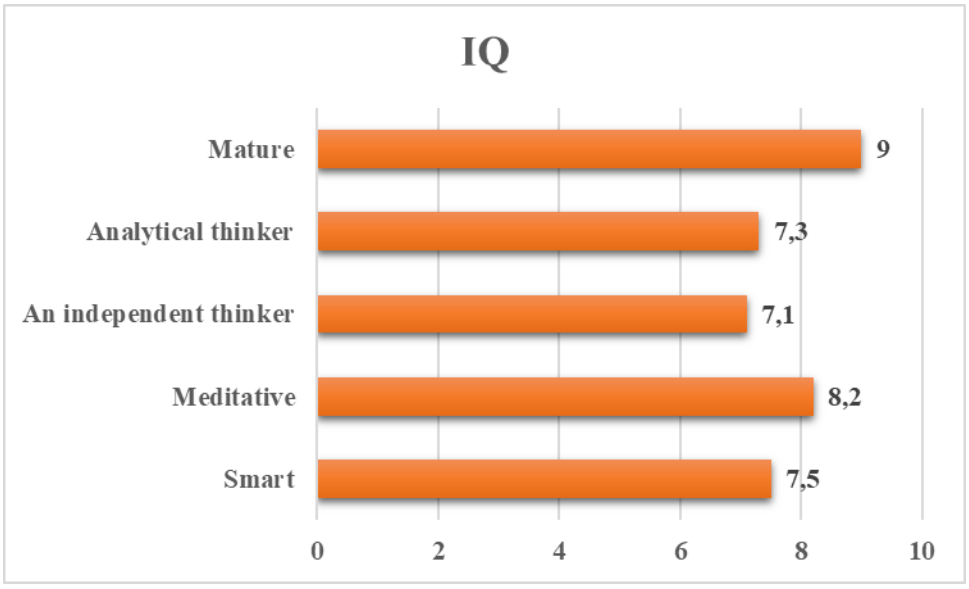


Figure 2. Tough skills of physical education teachers

According to the results of the "Methodology of expert assessment of the psychological portrait of a physical culture specialist" used in our study about the "hard skills" of 81 listeners on a 10-point scale

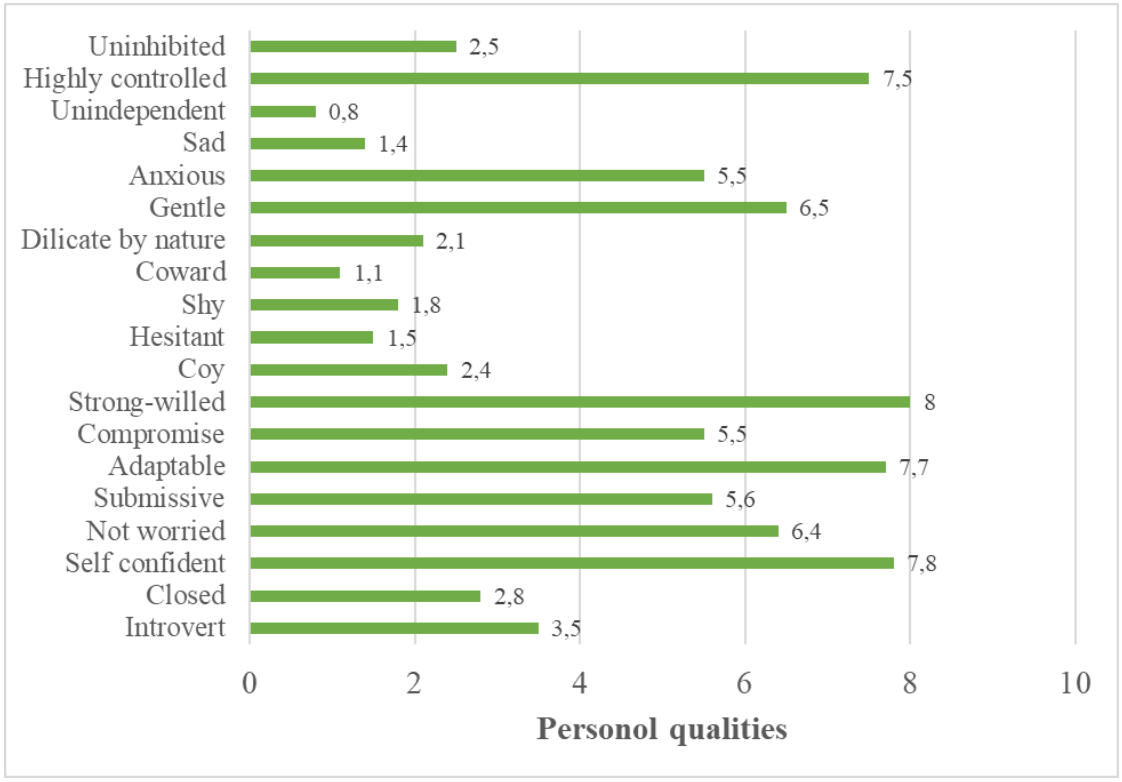


Figure 3. Tough skills of physical education teachers

interaction with the environment." In our opinion, it is more appropriate to associate

evaluated by experts, the following can be noted. . In particular, the qualities of physical education teachers who took part in the survey to form creative traits and qualities."

Based on international experience, in our research work, physical education teachers are

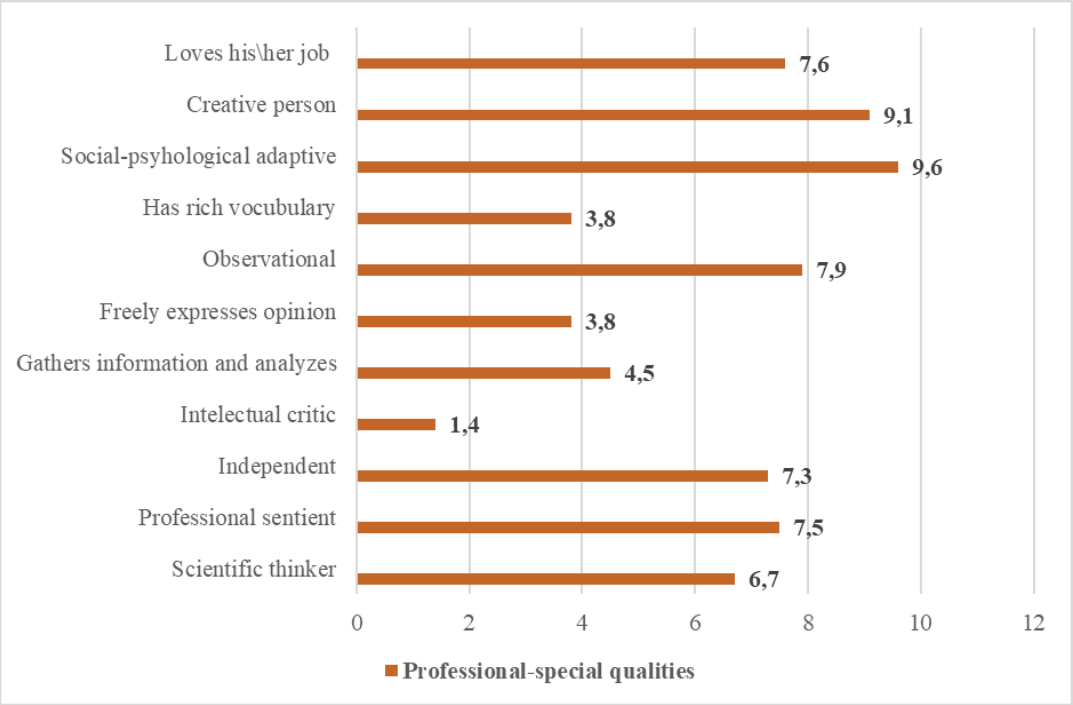


Figure 4. Tough skills of physical education teachers

as respondents in the register of individual qualities, such as "eager", "full of power" and "brave", were assessed by experts as average (5.1, 5.3, 5.4). points, respectively) (see figure 3). The lowest score among the qualities of mental performance is assigned to the attribute "independent thinking" of teachers (7.1 points).

In particular, soft skills of an employee play an important role in the formation of a wide range of powers and responsibility for the results of work in future professional activity, but most importantly determine its place in the division of collective labor. This helps to determine the academic level of the employer, which combines the knowledge, skills and abilities acquired within the framework of higher education programs, to what extent they meet or do not meet the requirements of the professional standard, in other words, their competence. For example, a study conducted by Carnegie Mellon University in Pittsburgh, USA, focuses on the “modern content of education in the formation of soft skills, modernization, creation of an innovative learning environment based on competencies, non-standard thinking of students and the need involved in such professional activities as "teamwork", "communication", "motivation", "leadership", "problem solving skills", "time management" and "flexibility" and (or) soft skills that determine the level of interpersonal skills. It is necessary to introduce special courses aimed at developing and improving the following qualities and characteristics: "correct question formulation" (2.1 points), "free expression" (3.2 points), "oratory" (3.4 points).

In our opinion, the correction of these qualities and qualities in the personality of physical education teachers, as well as the development of qualities and characteristics in their activities, prevents the emergence of tension and pedagogical conflicts associated with the teacher-student relationship with the current "Z-generation" and "a-generation". The soft skills developed by physical education teachers within the framework of on-the-job training programs make it possible to create a team in the minds of students, develop leadership qualities at an early stage and improve communicative competencies through public health activities, ensuring a systematic future relationship between teacher and student.

Conclusion

A scientific study aimed at coordinating the supply and demand of physical education teachers in the labor market, analyzing legislative acts that are considered the main mechanism for ensuring the competitiveness of teaching staff in the educational services market, and determining the role of "hard and soft skills" in the formation of their pedagogical competence, created on the basis of expert:

Firstly, the adoption of such legislative acts as the "Regulation on the National System for the Development of Professional Skills, knowledge and Skills", the "Qualifications Framework in the field of physical culture and sports" and the requirements of the professional standard for the "hard and soft skills" of a future professional. It is the main criterion for the formation of pedagogical competence of a physical education teacher.

Secondly, in this case, hard skills are the knowledge and skills of a future specialist in the organization of pedagogical activity, the main indicator that serves to assess the compliance of the position of a teacher (instructor) with the requirements of professional standards.

Thirdly, the ability of the future teacher (instructor) to independently determine the tasks to be achieved and anticipate the results is an important condition for making decisions on "soft skills" and successful implementation of activities.

Fourth, the features of "soft skills" formed by physical education teachers within the framework of professional development programs ensure the systematization of teacher-student relations in the future.

Fifthly, a physical education teacher with such "soft skills" will have the opportunity to form a team in the minds of students, develop leadership qualities early and improve communication skills through any classroom and extracurricular social and recreational sports events.

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