# Practical situations and didactic opportunities for improving the professional competence of physical education teachers in the process of professional development

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## Abstract

Purpose: To study the practical situation and didactic possibilities of improving the professional competencies of physical education teachers in the process of professional development.

Methods: The study uses methods of analysis of scientific and methodological literature, questionnaires; pedagogi cal observations; biomedical methods, control tests char acterizing special preparedness, pedagogical experiment, mathematical and statistical data processing.

Results: The students who expressed their opinion about the competence, competence and professional competence of the teacher in satisfactory (incomplete) answers, but could not give complete and accurate answers, were taken into account. The good (correct) answers were those that included physical education teachers who had a sufficient understanding of competence, competence and its types, understood that their professional competence was a social necessity, considered this process as a pedagogical problem and could express their personal opinion about this process.

The reason for the higher number of positive results in the experimental groups is that the content, plan, and goals of the experimental classes were more clearly defined than in the control groups.

Conlcusion: In improving the professional competence of physical education teachers, it is necessary to make adequate use of the media;

- It is necessary to educate physical education teachers with a sense of responsibility, improve their conscientious work qualities, and inspire them that improving their professional competence is an urgent task for the benefit of the country and society.;

**Keywords:** qualification, improvement, physical, culture, teacher, professional, competence, improvement.

## Introduction

Decree of the President of the Republic of Uzbekistan, dated 08.10.2019, No. PD-5847 “On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030”[1], Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, dated 31.12.2019, No. 1059 “On measures to implement and approve the Concept of continuous spiritual education" [2], Resolution of the Cabinet of Ministers Of the Republic of Uzbekistan, dated 04.06.2017 No. 187 “On approval of state educational standards of general secondary and secondary specialized education”, based on a competence-based approach, general secondary and secondary specialized, vocational education, and state educational standards are being improved [3].

The term “core competencies” first appeared in the Council of Europe's project “Secondary Education in Europe” in 1992 and initiated global trends in modernizing the content of the educational process. As a result, the symposium "Key Competencies for Europe", held by the Council of Europe in Berlin in 1996, identified the following 5 important competencies of modern graduates:

Political and social competencies (taking responsibility, participating in decision-making, conflict resolution without violence);

Competencies for living in a multinational society (acceptance of differences without prejudice, respect for others, interaction with representatives of other cultures):

Ability to communicate verbally and in writing in one or more languages;

Competencies for life in the information society (knowledge of new technologies, their application, critical attitude to information disseminated through the media, advertising);

The ability to learn independently in the context of continuing education and professional training

The concept of "competence" has several meanings in dictionaries. For example, a problem or situation arising in the activities of an official with a certain competence can be solved "competentia" according to the 1st law, who is able to perform the relevant functions; 2- Refers to a qualified official who can answer a certain set of questions.

In the dictionary “pedagogical reference dictionary", published by educational scientists E.A. Seithalilov, B.X. Rakhimov, and I.U. Majidov, the term “competence” is interpreted as having knowledge related to a particular field, and the word “competence” is interpreted as “a person who knows the answers to certain questions well” or “a circle of people who have

the right to anything [4]

The authors argue that competence in a particular field indicates that a person has knowledge, skills, and abilities in that field, and that they can prove this based on their specific knowledge, skills, and qualifications. According to scientists and educators, this concept originated in the West based on the requirements of a new view of man and his resources, which creates the need to adapt to the intense changes in work requirements and technology. This approach reflects the specifics of preparing a person for professional activity. This implies a systematic approach to successfully solving the problem that has arisen, which requires scientists who have established a link between the professional situation and knowledge.

Therefore, it is important for a specialist to be able to demonstrate his knowledge in practical situations, more precisely, competence comes first, followed by knowledge.

According to M. Bahabov, Doctor of Pedagogical Sciences, "competence" means the ability of students to independently apply their knowledge and skills in personal, professional and social activities. [5]

Researchers N. Muslimov, M. Usmanbayeva, D. Sayfurov and A. Turaev, who studied the basics of pedagogical competence and creativity, came to the conclusion that competence is formed as a result of learning (practice), and competence is manifested in the use of theoretical knowledge in activities, in demonstrating a high level of professional skills, abilities and talents. puts forward the point of view that.

Researcher A. Salomov noted that recently in our country there has been a nonstandard approach to professional development and retraining of teaching staff. In our opinion, if we abandon the theory of “how to teach”, which has become the standard in the activities of teachers of advanced training, and switch to the theory of “who to teach”, which corresponds to our current day, education and a clearly directed path would be chosen in the field of education.

To do this, teachers and mentors working in general secondary schools must have the knowledge and skills to properly orient the specific and unique psychology of the student. The main goal of professional development of public education workers is to deepen and update their professional knowledge and skills in accordance with the requirements of the Law “On Education”, and currently this goal includes the following components:

- improving the methodological skills of each teaching staff and familiarizing them with the latest news in their field of specialization;

-to consolidate the work skills necessary to ensure a high level of professional and pedagogical activity, to instill the desire for innovation and the psychology of the constant need for independent reading;

- the introduction of pedagogical technologies in the educational process;

The solution of the following pedagogical problems is put forward as promising tasks for improving the skills of teaching staff:

- Informing the course participants about the news and changes made to the content of the training;

- Updating curricula and the content of advanced training courses to meet modern requirements;

## Results and discussion

An analysis of the curriculum and work curricula of the advanced training course for physical education teachers at the Institute for Retraining and Advanced Training of Physical Education and Sports Specialists shows that the General Professional Training course is effective in improving the professional competence of physical education teachers. teachers. We have made sure that the training module “Professional competencies of a physical education teacher” in the block is quite complete.

In particular, the program covers the rights and duties, tasks of a physical education teacher, skills in organizing and managing the educational process, concepts of professional competence and its essence, stages of formation of professional competencies, the role of professional competence of a physical education teacher. to improve the quality of education. The importance of personal, professional, general, special and basic competencies of physical education teachers, as well as the competence requirements imposed on them, is reflected.

In the course of the study, in order to study the professional competence of physical education teachers, we observed the progress of lessons according to a given program, conducted questions and answers with the audience, distributed questionnaires, collected, studied and analyzed the answers.

To determine the state of problems in practice, we sent out questionnaires to physi-

**Fig 2. Analysis of responses from physical education teachers**

| № | Answers | Concepts related to professional competence | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Control | | Experimental | | 2nd group | | 3rd group | | 4th group | |
| 1 | Unsatisfactory, | 40 | | 20 | 40 | 10 | 10 | 7 | 7 | 3 |
| 2 | Satisfactorily | 5 | 2.4 | 20 | 40 | 5 | 5 | 10 | 10 | 5 |
| 3 | Good (right) | 3 | 1.4 | 10 | 20 | 2 | 2 | 1 | 1 | 7 |
| 4 | Total | 48 | 100 | 50 | 100 | 17 | 17 | 18 | 18 | 15 |

cal education teachers who came for advanced training. (Appendix 1) The following questions were asked in the questionnaire: “What do you mean by the professional competence of a physical education teacher?”, “Is it necessary to improve the professional competence of a physical education teacher?”, “Do you think that the professional competence of a physical education teacher is sufficient?”, “Competent” “What image comes to mind when you are thinking about a physical education teacher?”.

Oral interviews and Q&A sessions were conducted with the audience, after which the audience's awareness level was determined. 60 out of 68 control group students answered the first question of this questionnaire unsatisfactorily, 6 gave a satisfactory but incomplete answer, and 2 could not answer the content and essence of the concept of “professional competence”.

In the control groups, 17 teachers of the 2nd physical education group, 18 teachers of the 3rd physical education group and 15 teachers of the 4th physical education group received unsatisfactory and incorrect answers, a total of 48 teachers. 20 teachers gave satisfactory answers and 10 gave good answers. The answers of the physical education teachers are presented in the following table:

The reason why a significant part of the responders of the experimental groups gave unsatisfactory answers is that the traditional way of conducting classes with students indicates that professors and teachers cannot deviate from the curriculum.

The questions in this questionnaire were answered by participants in the experimental and control groups as follows: “How do you explain the fact that the professional competence of some physical education teachers does not meet the requirements?” and “What qualities do you think a physical education teacher should have today?”

The questions of the experimental groups on the topic of “Professional competence” gave a positive result of 56.2%, which significantly differs from the results of the control groups. The reason is that we provided the students with a certain level of information about “professional competence”, and also benefited from the concepts and knowledge they gained during their training in the module "Professional competence and pedagogical skills of a teacher".

To the question "Which module of the curriculum contributes most to the improvement of the professional competence of physical education teachers?" The relevant responses were received, and the analysis of the responses is presented in the table below.

More than 75 percent of the teachers in the control group answered this question with dissatisfaction, 14.5 percent of the trainees answered with satisfaction, and 10.3 percent of the trainees gave good (correct) answers. In experimental groups 2,3. Of the 50 responders in group 4, about 60 percent were dissatisfied, about 24 percent were satisfied, and about 16 percent were good (correct) responders. In the list of unsatisfactory answers, we included the answers “I don't know”, “I'm not an informed”, “I'm not interested” — in a word, answers that are not related to the professional competence of a physical education teacher.

The following questions were asked to the physical education teachers: “Do you consider yourself a competent teacher? - on what grounds?”, “How do you assess the level of professional competence of young specialists graduating from the faculties of physical education of higher educational institutions?”, moreover, general questions were asked, such as “Are the levels of professional competence of physical education teachers discussed in methodological associations of secondary schools?”

**Table 2. Analysis of the answers to the question "How do you explain the lack of professional competence of some physical education teachers?"**

| № | Answers | Concepts related to professional competence | | | | |
|---|---|---|---|---|---|---|
| | | Control group | Experimental group | 2nd group | 3rd group | 4th group |
| 1 | Unsatisfactory, | 30 | 18 | 9 | 8 | 2 |
| 2 | Satisfactorily | 13 | 22 | 6 | 5 | 7 |
| 3 | Good (right) | 5 | 13 | 2 | 5 | 6 |
| 4 | Total | 48 | 50 | 17 | 18 | 15 |

and "In which publications do you read articles on to increase the professional competence of physical education teachers?". The responses confirmed the above situation.

**Table 3.**

| № | Answers | Which module of the curriculum is most conducive to improving the | | | | |
|---|---|---|---|---|---|---|
| | | Control group | Experimental group | 2nd group | 3rd group | 4th group |
| 1 | Unsatisfactory, | 36 | 30 | 14 | 10 | 6 |
| 2 | Satisfactorily | 8 | 12 | 2 | 6 | 5 |
| 3 | Good (right) | 4 | 8 | 1 | 3 | 4 |
| 4 | Total | 48 | 50 | 17 | 18 | 15 |

In the control groups, the responders' responses were relatively disorganized, disjointed, and not focused on any one goal, whereas in the experimental groups, positive results were observed. We analyzed the trainees' answers to the following questions from the pilot classes:

**Table 4.**

| № | Answers | 1. Have you observed the lessons and practical exercises of highly | | | |
|---|---|---|---|---|---|
| | | 2. Explain the role of professional competence in improving the quality | | | |
| | | 3rd group | % | 4th group | % |
| 1 | Unsatisfactory, | 12 | 54.4 | 8 | 38 |
| 2 | Satisfactorily | 6 | 27.2 | 7 | 33.3 |
| 3 | Good (right) | 4 | 18.1 | 6 | 28.6 |
| 4 | Total | 22 | 100 | 21 | 100 |

## Conclusion

We included respondents who independently, from their point of view, considered the questions asked, gave reasoned answers and gave examples from relevant literature and scientific and methodological journals. The analysis shows that in order to improve the professional competence of physical education and sports specialists, in particular physical education teachers, it is necessary to implement a number of tasks in the professional development sys-

tem;

Including;

- it is necessary to improve curricula and programs in the system of retraining and advanced training of physical education and sports specialists;

- educational and methodical manuals, methodological recommendations and lesson plans are needed that meet scientific and methodological requirements, written in clear and concise language, aimed at improving the professional competence of physical education teachers.;

- In the process of professional development, physical education teachers should be trained by experienced teachers who are well versed in their field, think creatively, have a high level of knowledge and developed pedagogical skills.

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