

THEORETICAL PEDAGOGICAL BASES OF THE PROFESSIONAL COMPETENCE OF THE FUTURE PHYSICAL EDUCATION TEACHERS

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ABSTRACT

This scientific article aims to explore the theoretical pedagogical bases that underpin the development of professional competence among future physical education teachers. The role of a physical education teacher goes beyond imparting knowledge and skills; they are tasked with nurturing students' physical, cognitive, social, and emotional development.

Keywords: theoretical pedagogy, professional competence, physical education teacher, pedagogical theories, teaching methods.

Professional competence refers to the knowledge, skills, abilities, and attributes that individuals possess and apply in their professional roles to perform tasks, solve problems, and achieve desired outcomes effectively and efficiently. It encompasses both the technical expertise required for a specific profession and the broader competencies necessary for success in the workplace.

Physical education plays a vital role in the holistic development of students, encompassing physical fitness, motor skills, and overall well-being. The professional competence of physical education teachers is crucial in ensuring effective teaching and positive student outcomes. Pedagogical theories provide a theoretical framework for understanding the learning process and guiding teaching practices. Constructivism, behaviorism, and humanism are three prominent pedagogical theories that influence the development of professional competence among physical education teachers. Constructivism emphasizes the active participation of learners in constructing their

knowledge through meaningful experiences, while behaviorism focuses on the acquisition of observable behaviors through reinforcement and conditioning. Humanism emphasizes the importance of individual needs, interests, and self-directed learning.

The future physical education teacher will need to possess a range of professional competencies to effectively fulfill their role in an evolving educational landscape. Here are some key competencies that will be important for the physical education teachers of the future:

Subject Knowledge - a strong foundation in the subject matter is essential. Future physical education teachers should have a deep understanding of exercise physiology, biomechanics, motor development, sports rules, and strategies. They should stay updated with the latest research and advancements in the field.

Pedagogical Skills - the ability to effectively teach and communicate with students is crucial. Future physical education teachers should be skilled in instructional strategies, curriculum development, and assessment methods that promote student learning and engagement.

Technology Integration - with the increasing use of technology in education, future physical education teachers should be comfortable incorporating technology tools and resources into their teaching practices. This includes using apps, wearable devices, and online platforms to enhance physical activity monitoring, data analysis, and personalized instruction.

Inclusive Teaching Practices - physical education teachers should be adept at creating inclusive and supportive learning environments. They should have the ability to adapt activities and instructional methods to meet the diverse needs of students with varying abilities, backgrounds, and interests.

Health Promotion and Wellness - future physical education teachers should have a comprehensive understanding of health and wellness principles. They should be knowledgeable about nutrition, mental health, injury prevention, and overall well-

being. They can serve as advocates for promoting healthy lifestyles among their students.

Collaboration and Communication - physical education teachers of the future should be skilled collaborators and effective communicators. They should be able to work collaboratively with colleagues, parents, and other professionals to support student development. Clear and open communication with students and their families is vital.

Continuous Professional Development - given the rapid pace of change in education, future physical education teachers should be committed to lifelong learning. They should actively seek professional development opportunities, attend workshops, conferences, and engage in reflective practices to continuously improve their teaching skills and stay up to date with current trends.

Leadership and Advocacy - future physical education teachers should be advocates for physical education and the importance of physical activity in schools. They should possess leadership skills to promote and advocate for quality physical education programs, secure resources, and contribute to shaping policies that benefit students' physical well-being.

Effective teaching methods are essential for fostering student engagement and achievement. Inquiry-based learning, cooperative learning, and differentiated instruction are teaching methods that contribute to the development of professional competence among physical education teachers. Inquiry-based learning encourages students to investigate, explore, and problem-solve, promoting critical thinking and independent learning. Cooperative learning fosters collaboration, communication, and teamwork among students, enhancing their social and interpersonal skills. Differentiated instruction acknowledges students' diverse learning needs, enabling teachers to tailor instruction and support individual student growth.

Continuous professional development is crucial for enhancing the professional competence of physical education teachers. Engaging in professional development activities such as workshops, conferences, and reflective practices allows teachers to

update their knowledge, acquire new skills, and stay abreast of the latest research and pedagogical trends. Collaboration with colleagues, mentoring programs, and participation in professional organizations also contribute to professional growth and competence.

The professional competence of future physical education teachers relies on a strong theoretical pedagogical foundation. The integration of pedagogical theories, effective teaching methods, and ongoing professional development is essential for preparing physical education teachers who can effectively facilitate student learning and development. This article highlights the significance of incorporating theoretical pedagogical bases into teacher education programs to foster the professional competence required for the ever-evolving field of physical education. It is important to note that the specific competencies required for professional roles may vary depending on the field or industry. Different professions may have their own sets of technical knowledge and specialized skills that are crucial for professional competence.

In summary, the professional competence of future physical education teachers will extend beyond traditional teaching skills. They will need to integrate technology, promote inclusivity, prioritize health and wellness, collaborate effectively, engage in continuous professional development, and advocate for the importance of physical education. By developing these competencies, they can contribute to fostering healthy and active lifestyles among students while meeting the evolving needs of education. Continuous learning and staying updated with industry trends and advancements are key to maintaining and developing professional competence throughout one's career.

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