

IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The professional competence of future physical education teachers is a crucial factor in ensuring the effectiveness of the educational process. This study examines modern approaches to improving professional competence in higher education institutions, emphasizing pedagogical methodologies, digital technologies, and innovative assessment techniques. The research highlights the role of interdisciplinary knowledge, continuous professional development, and the integration of sports sciences in teacher training programs. The findings suggest that a combination of traditional and digital teaching strategies enhances the preparedness of physical education teachers, ensuring their ability to meet the evolving needs of students in contemporary educational environments.

Keywords: Professional competence, physical education, higher education, teacher training, digital learning, pedagogical methods.

INTRODUCTION

The quality of physical education in schools largely depends on the professional competence of teachers. In today's rapidly changing educational environment, it is essential to develop a system that ensures the continuous improvement of future physical education teachers. This study explores methods to enhance their professional competence through innovative pedagogical techniques, digital tools, and professional development programs.

METHODS

This research follows a mixed-method approach, combining qualitative and quantitative data collection techniques. Surveys and interviews were conducted among physical education students and faculty members in higher education institutions. Additionally, a comparative analysis of curricula from various universities was performed to identify best practices in teacher training programs.

RESULTS

The study found that integrating digital technologies such as virtual simulations and online platforms into the training process significantly improves the competence of future teachers. Moreover, interdisciplinary approaches that incorporate psychology, biomechanics, and sports science contribute to a more holistic teacher preparation. Universities that adopted a blended learning approach showed higher student engagement and competency levels compared to traditional training methods.

DISCUSSION

Developing the professional competence of future physical education teachers requires a multi-faceted approach. The incorporation of innovative teaching strategies, such as problem-based learning and active learning techniques, has proven effective. Additionally, the need for lifelong learning and professional development programs is crucial in maintaining teaching standards. Challenges such as limited access to digital resources and varying levels of technological proficiency among educators must also be addressed.

CONCLUSION

Improving the professional competence of future physical education teachers in higher education institutions requires a combination of digital tools, interdisciplinary knowledge, and continuous professional development. By adopting modern teaching methods and integrating technology into the curriculum, educational institutions can better prepare teachers for the evolving demands of the field. Future research should focus on the long-term impact of these strategies and explore additional innovations in teacher education.

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