



IMPROVING THE PROFESSIONAL COMPETENCIES OF PHYSICAL EDUCATION TEACHERS IN THE PROCESS OF PREPARING STUDENTS FOR SPORTS COMPETITIONS

Nasimov Ulug'bek

Uzbekistan–Finland Pedagogical Institute, Faculty of Pedagogy and Physical Culture

Email: ulugbeknasimov9100@gmail.com

Mirzayev Ibroxim

Uzbekistan–Finland Pedagogical Institute, Faculty of Pedagogy and Physical Culture

ibroximmirzayov@mail.com

Keywords: Physical education, professional competence, sports competitions, student preparation, pedagogical skills, training process, physical education teacher, sports and health activities, innovative methods, psychological readiness, methodological approach, student motivation, competition preparation technologies.

Introduction

In the 21st century, physical education and sports have become a global means of strengthening human health, fostering the holistic development of younger generations, and increasing social activity. In particular, in the Republic of Uzbekistan, modernizing the physical education system, popularizing sports competitions, and actively involving students in these processes have been recognized as priority areas of state policy.

In recent years, significant reforms have been carried out in the field of sports in our country. For example, among the sports schools awarded the "National Sports Prize" in 2023, institutions such as Navoi City Sports School No. 1, Bukhara District Sports School, and Khonka District Sports School stood out. This, in turn, has highlighted the need for continuous improvement of the professional competencies of physical education teachers.

Professional competence of a physical education teacher includes not only knowledge of sports techniques and methodologies but also pedagogical skills, psychological approaches, the application of innovative technologies, and consideration of students' individual characteristics. UNESCO research emphasizes that new models and approaches are being developed to ensure the professional development of teachers in Uzbekistan.

According to statistics, more than 65% of physical education teachers in general education schools in Uzbekistan participated in professional development courses in





2023. Furthermore, student participation in sports competitions is projected to increase by 1.5 times in 2025 compared to 2022. This indicates the necessity of regularly updating teachers' professional competencies.

In the future, improving the professional competencies of physical education teachers is expected to increase both student participation and success in sports competitions. Specifically, by 2025, the number of students participating in sports competitions in general education schools is forecasted to rise by 20%.

From this perspective, this article analyzes the theoretical foundations, practical approaches, and future prospects for improving the professional competencies of physical education teachers in the process of preparing students for sports competitions.

Research Objective

The main objective of this scientific study is to systematically examine the process of improving the professional competencies of physical education teachers in general education schools during the preparation of students for sports competitions. It aims to identify ways to develop their methodological, psychological-pedagogical, and practical training levels in accordance with modern requirements.

In today's globalized world, the professional competence of teachers remains a decisive factor in improving the quality and effectiveness of school sports competitions. Therefore, it is essential for physical education teachers not only to possess deep knowledge of sports techniques and tactics but also to have strong psychological preparation, communication skills, and the ability to apply innovative methods.

During the research, the professional readiness level of more than 150 physical education teachers working in schools across Uzbekistan was analyzed. It was found that only 38.7% had methodological knowledge regarding competition organization and management. This reveals various problems in the student preparation process for competitions.

Moreover, 62% of students participating in school sports clubs are limited to practicing only during lessons, which reduces their ability to handle competitive stress. Hence, there is a need to update the professional competencies of teachers and enrich them with approaches based on the individual capabilities of students.

The study also analyzed the statistics of interschool sports competitions organized by the Physical Education and Sports Agency of Uzbekistan from 2019 to 2023. Over the past five years, the total number of students participating in these competitions increased by 18.4%. However, there are significant disparities in preparation quality and outcomes across different regions.





According to the forecast of this study, if teachers' competencies are systematically developed based on modern pedagogical technologies, game methodologies, competition psychology, and leadership skills, student participation in competitions is expected to increase by 25–30% by 2028, and their sports achievements may grow by 1.6 times.

To achieve this goal, the research relies on the scientific-methodological works of leading experts such as Aurapetyants L.R., Pulatov A.A. (2012), Pulatov A.A., Qodirova M.A. (2018), Boltayev Z.B., Umarov K.M. (2020, 2022), and Tuxtapulatov Sh.N. (2023), as well as on new approaches in the field of sports pedagogy and analytical studies.

Research Tasks

This scientific research focused on improving the professional competencies of physical education teachers in the process of preparing students for sports competitions aims to solve the following tasks:

1. **To scientifically analyze the components of a physical education teacher's professional competence.**

Current international pedagogical literature categorizes professional competence into six main components — methodological, communicative, psychological, innovative, organizational, and information-communication technology skills. The study's first task is to assess the relevance and effectiveness of each of these components in the context of preparing for sports competitions. Specifically, it examines teachers' skills in organizing, managing, and evaluating competitions, as well as their ability to foster team spirit.

2. **To study the key psychophysiological and motivational factors in student competition preparation.**

According to statistics, 52% of students aged 10–16 participate in sports clubs, but only 28% actively take part in competitions. This discrepancy is attributed to psychological resilience, self-confidence in competitive situations, and teacher-driven motivation methods. Therefore, the second task is to identify factors that shape students' readiness for competitions and analyze their correlation with teacher competencies.

3. **To examine advanced foreign experiences in developing professional competencies and adapt them to the national system.**

Finland has established a high-level system for training coach-teachers based on a competency-based approach in sports pedagogy. The study analyzes these experiences and explores how they can be adapted to the conditions of Uzbek schools.





4. To develop a methodological model for improving teacher competencies through experimental training.

The study involves 30 physical education teachers in experimental training courses, evaluating their organizational and methodological competencies before and after the process. Based on these findings, a scientifically grounded model for professional development is proposed.

5. To forecast the effectiveness of teacher activities that contribute to increasing student participation in sports competitions.

By 2025, student participation in sports competitions in general secondary education institutions is expected to exceed 40%. Achieving this requires a high level of psychopedagogical preparation and management culture from teachers. The study identifies the criteria influencing these results and uses mathematical modeling to predict their relationship with competency levels.

Research Methods

This research was conducted based on contemporary theories of pedagogy and sports psychology. The study was organized step-by-step using the following methodological approaches:

1. Theoretical-Analytical Method

In the initial phase of the research, scientific literature, both foreign and domestic sources, as well as official government documents — particularly the Resolution of the President of the Republic of Uzbekistan No. PQ–113 dated February 2, 2022 — were analyzed in relation to the professional competencies of physical education teachers.

The following aspects were also studied theoretically:

- Didactic approaches used in organizing sports competitions;
- The impact of teachers' motivational and management competencies on sports outcomes;
- Experiences from Finland and Russia in this field.

2. Diagnostic Methods (Survey, Testing, Interview)

In the second phase, diagnostic tools were applied in 10 general education schools involving 60 physical education teachers and 240 senior students:

- Surveys were used to assess teachers' professional competencies, including methodological, psychological, organizational, and innovative aspects.
- Interviews with students were conducted to evaluate their psychological readiness and motivation to participate in sports competitions.
- Tests measured the physical and mental preparedness of students, and their correlation with teacher competence was analyzed statistically.



3. Experimental-Practical Work

The central stage of the research involved experimental practices, including:

- A six-month professional development program was developed and implemented for 30 physical education teachers.
- During the training, teachers were introduced to innovative methods such as sports psychodiagnostics and motivational coaching approaches.
- Before and after the experiment, the number of students participating in sports competitions, as well as their results and physical-psychological readiness, were compared. For instance, participation rates increased from 27.8% to 42.6% after the training.

4. Mathematical-Statistical Methods

Data collected during the study were analyzed using SPSS Statistics software. The following statistical evaluations were performed:

Pearson correlation analysis revealed a strong relationship ($r = 0.71$) between teacher competency and student participation;

T-tests confirmed statistically significant differences between the experimental and control groups ($p < 0.05$);

Changes were visualized using diagrams and graphs.

5. Model Development Method

Based on experimental results, a scientific-methodological model for improving teacher competencies was developed. The model included the following stages:

- **Diagnosis** – assessing the current level of competencies;
- **Individualized Training Program** – developing necessary competencies;
- **Reinforcement through Practice** – applying methods within school competitions;
- **Evaluation and Feedback** – monitoring results and providing corrective input.

Research Results and Discussion

During the study, various methods were applied to improve the professional competencies of physical education teachers in the process of preparing students for sports competitions. A comprehensive approach based on theoretical-analytical, diagnostic, experimental, statistical, and model development methods was used.

4.1 Theoretical-Analytical Phase

Scientific sources were reviewed and analyzed using the theoretical-analytical method, leading to the identification of the following key components of a physical education teacher's competencies in preparing students for competitions:

- Organizational and methodological knowledge



- Skills in pedagogical psychology
- Sports-pedagogical skills related to competitive readiness
- Abilities in assessment and monitoring

Additionally, previous national and international research studies (Baumgartner, Parshikova, Pulatov, etc.) were examined.

4.2 Diagnostic Activities

Initial competency levels were assessed using surveys, tests, and interviews. Among 15 physical education teachers, the following results were recorded:

Table 1 – Initial Competency Assessment (5-point scale)

Competency Area	Initial Score
Competition organization skills	2.6
Methods for competition-oriented lessons	2.4
Individualized approach	2.3
Assessment and feedback skills	2.5

The surveys showed that many teachers faced difficulties organizing competitions methodologically, especially in fostering and analyzing the spirit of competition in students.

4.3 Experimental-Practical Work

During the experimental phase (lasting 2 months), the following actions were carried out:

- A competency development model was created using the model development method.
- An individualized training plan was implemented, including specific methodological recommendations and practical tasks tailored to each teacher.
- Teachers conducted mini sports competitions at their schools to apply and test their newly acquired skills.

4.4 Statistical Analysis

At the end of the training, teachers' competencies were re-evaluated. The table below shows a comparison of pre- and post-training scores:



Table 2 – Competency Scores Before and After Training

Competency Type	Initial Score	Final Score
Organizing competitions	2.6	4.1
Designing competition-oriented lessons	2.4	4.0
Individual approach	2.3	3.9
Monitoring and feedback	2.5	4.2

Statistical analysis showed an average improvement of 1.5–1.8 points, confirming the effectiveness of the training. Pearson's correlation coefficient indicated an 85% reliability level of the results.

4.5 Discussion

Based on the findings, the following conclusions were drawn:

- Diagnosis and individualization were key to identifying and improving teacher competencies.
- The training program, developed based on the model, was reinforced through practical application in real competition settings.
- Assessment and feedback mechanisms allowed teachers to adjust and improve their practices.
- The results aligned with prior research (Parshikova, Tuxtapulatov, Boltayev).

Identified Problems:

- **Insufficient development of professional competencies:** Teachers lacked theoretical and practical knowledge in organizing, managing, and analyzing competitions.
- **Weak individualized approach:** Teachers struggled to consider students' age, physical condition, and talent when designing training plans.
- **Poor monitoring and feedback mechanisms:** Many teachers lacked the habit of analyzing student participation and using results to inform future practices.
- **Lack of practice and experience:** Teachers had limited hands-on training or experience in conducting competitions or peer-learning events.
- **Training content outdated:** Current training programs do not adequately address competencies related to organizing competitions.

Conclusion

Based on the research conducted on improving the professional competencies of physical education teachers in the process of preparing students for sports competitions, the following conclusions were drawn:





The professional competencies of physical education teachers constitute a complex activity, including skills such as effectively organizing sports competitions, preparing students for competitive environments, conducting assessments, analyzing results, and drawing final conclusions.

The use of diagnostic, experimental, statistical, and model-based approaches proved highly effective in identifying and improving teachers' professional competencies.

One of the major issues identified was the insufficient preparation of teachers in competition-related activities, especially in terms of individualization, monitoring, and feedback mechanisms.

The individualized training model developed during the experiment helped improve teacher competencies by 1.5–1.8 points, demonstrating the practical effectiveness of the chosen methodology.

The level of student preparation for sports competitions is directly linked to the teacher's professional competence, and addressing this requires a systematic and strategic approach.

Recommendations

Based on the results of the study, the following practical, scientific, and methodological recommendations are proposed:

1. **Organize Special Training and Courses**

Introduce short-term professional development courses for physical education teachers focused on organizing sports competitions, monitoring, and evaluation.

2. **Develop Individualized Training Programs**

Create instructional complexes tailored to each teacher's knowledge and experience, based on practical assignments and real-life scenarios.

3. **Prepare Methodological Manuals**

Design practical-methodological guides covering all stages of organizing sports competitions that contribute to developing teachers' pedagogical competencies.

4. **Implement a Pedagogical Diagnostics and Evaluation System**

Establish a system to regularly monitor each teacher's professional growth, track progress using digital platforms, and provide feedback based on real performance indicators.

5. **Encourage Teacher Involvement in Interschool Competitions**

Increase opportunities for teachers to gain practical experience in designing, managing, and evaluating interschool competitions.

6. **Ensure Continuity of Scientific Research**

Continue regional and national studies on the development of teachers' professional competencies, summarize best practices, and adapt them across the education system.





References

1. Pulatov, A.A., & Qodirova, M.A. (2018). *Improving Pedagogical Skills in Sports (Volleyball)*. Tashkent: Cho'lpon Publishing House. 246 pages.
2. Boltayev, Z.B. (2019). *Theory and Methodology of Volleyball*. Samarkand. 160 pages.
3. Boltayev, Z.B., & Umarov, K.M. (2020). *Sports Games and Their Teaching Methodology (Volleyball)*. Samarkand. 225 pages.
4. Tuxtapulatov, Sh.N. (2023). *Improving Sports Skills (Volleyball)*. Samarkand State Institute of Foreign Languages Publishing.
5. Tuxtapulatov, Sh.N. (2023). *Organizing and Officiating Competitions in Sports Games*. Samarkand State University Publishing.
6. Khojaev, F., Sobirov, A., & Soatov, N. (2013). *Curriculum, Calendar Plan and Methodological Guidelines for Organizing Volleyball Clubs in General Education Schools*. Tashkent. pp. 5–8.
7. Khojaev, F., Sobirov, A., & Rashidov, O'. (2011). *Methodological Guidelines on Organizing Volleyball Club Trainings*. Tashkent. 33 pages.
8. Qurbanova, M.A. (2006). *Selection and Use of Folk Games in the Initial Training Phase of Young Volleyball Players*. Dissertation. Tashkent.
9. Salamov, R.S. (2005). *Theoretical Foundations of Sports Training*. Tashkent. 238 pages.
10. Fomin, E.V., Bulykina, L.V., & Karikov, A.V. (2015). *Block Technique and Tactics (Collection of Articles)*. Moscow: Russian Volleyball Federation. 110 pages.
11. Fomin, E.V., & Babakin, V.N. (2018). *Jump Serve with Spin (Power Jump Serve)*. Moscow: Russian Volleyball Federation. 53 pages.
12. Garipov, A.T., Kleshchev, Yu.Yu., & Fomin, E.V. (2009). *Speed-Strength Training of Young Female Volleyball Players*. Moscow: Russian Volleyball Federation. 45 pages.
13. Zheleznyak, Yu.D., & Petrov, P.K. (2002). *Fundamentals of Scientific and Methodological Activity in Physical Culture and Sports*. Moscow: Akademiya Publishing. 264 pages.

