



FACTORS INFLUENCING THE DEVELOPMENT OF PROFESSIONAL AND PERSONAL COMPETENCIES OF FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract

The preparation of future physical education teachers requires not only the acquisition of professional knowledge and practical skills but also the development of personal competencies that ensure effective pedagogical activity. Modern educational reforms and the competence-based approach in higher education emphasize the importance of forming integrated professional and personal competencies among future specialists. The purpose of this study is to analyze the factors influencing the development of professional and personal competencies of future physical education teachers in the system of pedagogical education. The research examines pedagogical, psychological, organizational, and socio-cultural factors that contribute to the formation of professional readiness among students of physical education faculties. Particular attention is given to the role of modern pedagogical technologies, independent learning activities, practical training, and the educational environment of higher education institutions. The study also considers the impact of motivation, reflective thinking, communication skills, and professional values on the development of future teachers. The findings indicate that the effective integration of theoretical knowledge with practical experience significantly enhances the professional competence of students. Moreover, the creation of an innovative educational environment, the use of interactive teaching methods, and the systematic organization of independent learning activities contribute to the formation of responsible, creative, and professionally oriented specialists. The results of the study demonstrate that a comprehensive pedagogical approach combining educational content, methodological support, and active student participation is essential for developing the professional and personal competencies of future physical education teachers.



Keywords: Professional competence, personal competence, physical education teachers, pedagogical training, pedagogical environment, independent learning, pedagogical skills, professional development.

Introduction

BO‘LAJAK JISMONIY TARBIYA O‘QITUVCHILARINING KASBIY-SHAXSIY KOMPETENSIYALARINI RIVOJLANTIRISHGA TA’SIR ETUVCHI OMILLAR

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Annotatsiya:

Mazkur maqolada bo‘lajak jismoniy tarbiya o‘qituvchilarining kasbiy va shaxsiy kompetensiyalarini rivojlantirishga ta’sir etuvchi omillar tahlil qilinadi. Zamonaviy ta’lim tizimida jismoniy tarbiya o‘qituvchilarini tayyorlash jarayoni nafaqat nazariy bilimlarni egallash, balki pedagogik faoliyatni samarali amalga oshirish uchun zarur bo‘lgan kasbiy va shaxsiy sifatlarni shakllantirish bilan ham bog‘liqdir. Tadqiqotning asosiy maqsadi bo‘lajak jismoniy tarbiya o‘qituvchilarida kasbiy kompetensiyalarni rivojlantirishga ta’sir etuvchi pedagogik, psixologik va tashkiliy omillarni aniqlashdan iborat. Maqolada oliy ta’lim muassasalarida yaratilayotgan ta’lim muhiti, zamonaviy pedagogik texnologiyalar, amaliy mashg‘ulotlar hamda mustaqil ta’lim jarayonining kasbiy kompetensiyalarni shakllantirishdagi roli yoritilgan. Shuningdek, talabalarning kasbiy motivatsiyasi, reflektiv fikrlashi, kommunikativ qobiliyatlari hamda pedagogik qadriyatlari ularning kelajakdagi pedagogik faoliyatiga tayyorgarligini ta’minlovchi muhim omillar sifatida ko‘rib chiqiladi. Tadqiqot natijalari nazariy bilimlar bilan amaliy ko‘nikmalarning integratsiyasi bo‘lajak mutaxassislarining kasbiy tayyorgarligini sezilarli darajada oshirishini ko‘rsatadi. Innovatsion ta’lim muhiti, interfaol metodlardan foydalanish hamda mustaqil ta’limni samarali tashkil etish esa ijodkor, mas’uliyatli va kasbiy jihatdan yetuk jismoniy tarbiya o‘qituvchilarini tayyorlashga xizmat qiladi.



Kalit so'zlar: kasbiy kompetensiya, shaxsiy kompetensiya, jismoniy tarbiya o'qituvchilari, pedagogik tayyorgarlik, ta'lim muhiti, mustaqil ta'lim, pedagogik mahorat, kasbiy rivojlanish

Introduction

The training of future physical education teachers has become one of the strategically important directions in the modernization of higher pedagogical education. In contemporary educational practice, the teacher of physical education is expected to perform not only instructional and organizational functions, but also developmental, communicative, motivational, and value-oriented roles. This professional profile requires the formation of a complex system of competencies that combines subject knowledge, methodological preparedness, pedagogical flexibility, emotional stability, leadership qualities, and a responsible attitude toward students' health and overall development. For this reason, the issue of identifying the factors that influence the development of professional and personal competencies of future physical education teachers has gained special relevance in pedagogical research.

The competence-based approach in higher education has significantly changed the understanding of teacher preparation. It is no longer sufficient to provide students with theoretical knowledge about anatomy, physiology, sports methodology, or didactics. Modern teacher education emphasizes the ability to apply knowledge in real pedagogical contexts, solve practical problems, organize safe and effective physical activities, communicate productively with learners, and continuously improve professional performance through reflection and self-development. In this regard, the development of professional and personal competencies should be viewed as an integrated and dynamic process shaped by multiple internal and external factors.

Among the most important influencing factors are the educational environment of the university, the quality of pedagogical support, the content of professional training, the use of interactive and practice-oriented teaching methods, and the organization of independent learning activities. These factors determine how effectively students transform academic knowledge into professional readiness. At the same time, personal characteristics such as motivation, self-confidence, responsibility, creativity, resilience, and willingness to engage in self-improvement also play an essential role in the formation of future teachers'



competencies. The interaction between pedagogical conditions and individual qualities creates the foundation for successful professional growth.

In the field of physical education, the importance of personal competencies becomes especially evident because the future teacher works in a highly interactive and emotionally intensive environment. Physical education lessons require quick decision-making, the ability to motivate students with different levels of physical readiness, and the capacity to create an inclusive, safe, and supportive learning atmosphere. Therefore, the future teacher must demonstrate not only professional skills related to sports and teaching methodology, but also empathy, discipline, communication culture, and leadership. These personal dimensions directly influence the quality of professional activity and the educational outcomes of learners.

The relevance of this topic is strengthened by ongoing reforms in pedagogical education, which aim to improve the quality of teacher training and align university programs with contemporary educational standards and labor market demands. In this context, pedagogical universities are expected to prepare specialists who are capable of responding to educational innovations, integrating modern technologies into teaching practice, and promoting healthy lifestyles among younger generations. This places new demands on the structure and content of physical education teacher preparation.

The purpose of this article is to analyze the main factors influencing the development of professional and personal competencies of future physical education teachers. Special attention is paid to pedagogical, psychological, organizational, and social factors that shape the professional formation of students in higher pedagogical education. The study proceeds from the assumption that the successful development of competencies depends on the coordinated interaction of educational conditions, practical experience, independent learning, and the personal activity of the future teacher.

Methods

This study employed a qualitative-analytical and descriptive research design aimed at identifying and systematizing the factors influencing the development of professional and personal competencies of future physical education teachers. The methodological basis of the research was grounded in the competence-based approach, the personality-oriented approach, and the activity-based approach,



which together made it possible to examine the process of teacher preparation as a multidimensional pedagogical phenomenon. These approaches were selected because the professional development of future teachers cannot be understood exclusively through the acquisition of theoretical knowledge; rather, it emerges through the interaction of educational content, pedagogical conditions, practical activity, and the individual characteristics of students.

The competence-based approach was used as the central methodological framework for defining the expected outcomes of teacher preparation. Within this perspective, professional and personal competencies were interpreted as integrated qualities that include knowledge, practical skills, values, attitudes, motivation, and readiness for self-development. The personality-oriented approach made it possible to examine the role of students' individual traits, including their professional interests, self-confidence, responsibility, communication culture, and reflective ability. The activity-based approach was applied to analyze how participation in practical classes, pedagogical practice, sports training, and independent learning activities contributes to the formation of stable professional behavior and pedagogical readiness.

The research relied on several interrelated methods. First, the method of theoretical analysis was used to study pedagogical, psychological, and methodological literature related to teacher education, physical education pedagogy, competency development, and the organization of higher pedagogical training. This stage involved the comparison of scholarly concepts concerning professional competence, personal competence, pedagogical mastery, and teacher readiness. Through synthesis and generalization, the study identified the main categories and conceptual relationships necessary for further interpretation.

Second, a comparative analysis method was applied to distinguish between different groups of factors affecting competency development. These factors were classified into pedagogical, psychological, organizational, and socio-cultural categories. Pedagogical factors included the quality of curriculum content, methodological support, teaching technologies, and practice-oriented instruction. Psychological factors involved motivation, self-regulation, communicative confidence, and reflective thinking. Organizational factors included the structure of practical training, availability of educational resources, and the effectiveness of independent learning management. Socio-cultural factors were associated with

professional values, educational expectations, and the social status of the teaching profession.

Third, the method of pedagogical observation was conceptually incorporated into the study as a means of understanding the practical dimension of competency formation in physical education programs. Observation in this context referred to the analysis of typical educational situations in which students demonstrate professional initiative, teamwork, leadership, responsibility, and instructional decision-making. Although the study is theoretical in orientation, such observation-based interpretation supported the understanding of how competencies are manifested in real pedagogical settings.

In addition, the method of systematization was employed to organize the identified factors into a coherent pedagogical model. This made it possible to examine not isolated influences, but the interdependence of educational environment, practical activity, personal qualities, and methodological support. The reliability of the study was ensured through the consistent use of established pedagogical concepts and the integration of interdisciplinary perspectives from education, psychology, and physical training methodology.

Overall, the selected methods allowed for a comprehensive interpretation of the phenomenon under study and created the basis for identifying the conditions under which the professional and personal competencies of future physical education teachers can be developed most effectively.

Results

The analysis of the factors influencing the development of professional and personal competencies of future physical education teachers showed that this process is determined by the interaction of several mutually reinforcing conditions. The obtained results indicate that competency development does not depend on a single pedagogical influence, but rather on the coordinated effect of educational content, teaching methods, practical training, independent learning, and students' individual qualities. The findings reveal that the most stable professional growth is observed when these factors function as part of an integrated pedagogical system.

The first significant result concerns the role of the educational environment in higher pedagogical institutions. It was found that a supportive and practice-oriented educational environment creates favorable conditions for the formation of both professional skills and personal qualities. When the learning process is



organized around active participation, collaboration, and pedagogical reflection, students demonstrate greater confidence in instructional decision-making and better readiness for future professional tasks. The educational environment becomes especially effective when theoretical disciplines are directly connected with practical training in sports methodology, teaching practice, and classroom management. This connection allows students to perceive professional knowledge not as abstract information, but as a meaningful instrument for future pedagogical activity.

The second result highlights the decisive role of practical experience in competency formation. Regular participation in pedagogical practice, sports instruction, and simulation of real teaching situations significantly contributes to the development of organizational ability, communication culture, leadership, and pedagogical responsibility. Students involved in practice-oriented activities show a higher capacity to adapt to educational challenges, manage group dynamics, and apply methodological knowledge in real contexts. These findings confirm that the professional training of future physical education teachers becomes more effective when practice is not treated as an additional component, but as a central element of the curriculum.

The third result demonstrates the importance of independent learning in strengthening professional and personal competencies. Independent learning activities were found to develop self-discipline, responsibility, critical thinking, and the ability to organize one's own educational trajectory. Students who actively engage in self-directed study, analytical tasks, reflective assignments, and methodological preparation tend to show stronger professional motivation and a greater willingness for continuous self-improvement. Independent learning also enhances the transition from external pedagogical guidance to internal professional self-regulation, which is essential for future teachers working in dynamic educational environments.

Another important result concerns the influence of psychological factors. Motivation, self-confidence, communicative openness, and reflective ability were identified as key personal conditions affecting professional formation. Students with a strong internal motivation toward pedagogical activity show more persistent engagement in learning tasks and greater interest in improving their instructional competence. Reflective ability supports self-assessment and helps future teachers recognize their strengths and limitations, while communication

skills enable them to establish constructive interaction with learners, colleagues, and mentors.

The results also show that innovative pedagogical technologies positively affect competency development. Interactive methods, collaborative tasks, case analysis, and problem-based learning contribute to greater student engagement and foster creativity, initiative, and pedagogical flexibility. These methods stimulate active thinking and allow students to develop not only subject-specific knowledge, but also broader personal and professional qualities required for successful teaching practice.

In general, the results confirm that the development of professional and personal competencies of future physical education teachers is most effective when pedagogical, psychological, and organizational factors are harmonized within a unified educational process oriented toward active learning, practical experience, and personal growth.

Discussion

The results of the study confirm that the development of professional and personal competencies of future physical education teachers should be understood as a comprehensive pedagogical process in which external educational influences and internal personal resources are closely interconnected. This finding corresponds to contemporary views in teacher education that interpret competence not as a static sum of knowledge and skills, but as an integrated ability to act effectively, responsibly, and reflectively in real professional situations. In the context of physical education, this interpretation becomes especially important because the teacher's role extends beyond subject instruction and includes health promotion, motivation, leadership, emotional support, and the organization of collective physical activity.

One of the central issues emerging from the analysis is the balance between theoretical preparation and practical readiness. In many cases, higher pedagogical education provides sufficient theoretical knowledge but does not always ensure its consistent transformation into stable pedagogical behavior. The present study shows that future physical education teachers develop professional confidence more successfully when theoretical learning is systematically linked to pedagogical practice, sports training, and simulated instructional situations. This suggests that the effectiveness of university training depends not merely on the



volume of academic content, but on the extent to which that content is professionally contextualized and methodologically activated.

The discussion also demonstrates that personal competencies should not be treated as secondary or auxiliary to professional preparation. Qualities such as responsibility, empathy, communication culture, self-regulation, and reflective thinking are not optional additions to a teacher's profile; rather, they are structural components of pedagogical competence itself. In physical education, where the educational process involves direct interaction, movement-based activities, and constant emotional contact with learners, these qualities strongly influence lesson effectiveness and the overall educational climate. Therefore, the development of personal competencies must be intentionally embedded into teacher education programs through collaborative learning, reflective assignments, leadership tasks, and practice-based interaction.

Another important aspect concerns the role of independent learning. The findings indicate that independent educational activity promotes self-organization, internal motivation, and a more conscious attitude toward professional growth. This has particular significance in modern higher education, where students are increasingly expected to construct their own learning trajectories and engage in lifelong professional development. For future physical education teachers, independent learning may include methodological analysis, lesson planning, observation of sports activities, preparation of training programs, and reflective evaluation of practice. Such forms of activity prepare students for professional autonomy and help them adapt to changing educational demands.

The identified significance of innovative pedagogical technologies also deserves attention. Interactive methods, case-based tasks, and problem-oriented learning create conditions in which students become active participants in their own professional formation. This is especially valuable in the preparation of physical education teachers because their future work requires flexibility, situational judgment, and the ability to respond quickly to the needs of learners. Innovative teaching technologies stimulate these qualities by placing students in dynamic learning situations that imitate real pedagogical challenges.

At the same time, the discussion suggests that competency development cannot be reduced to isolated interventions. The most productive results are achieved when motivational, methodological, organizational, and practical factors are coordinated within a unified educational system. This means that universities

preparing physical education teachers should focus on creating an integrated pedagogical environment in which curriculum design, teaching methods, practical experience, and personal development are mutually reinforcing.

Thus, the study supports the view that the professional and personal formation of future physical education teachers is most successful under conditions of pedagogical coherence, reflective learning, and sustained interaction between theory, practice, and self-development.

Conclusion

The development of professional and personal competencies of future physical education teachers represents a complex and strategically important objective of modern pedagogical education. The conducted analysis has shown that this process depends on the combined influence of pedagogical, psychological, organizational, and socio-cultural factors, each of which contributes to the formation of a competent, responsible, and adaptive specialist. In the context of higher pedagogical education, professional preparation can no longer be limited to the transmission of theoretical knowledge or the mastering of isolated practical techniques. It must ensure the formation of an integral professional identity in which knowledge, skills, values, attitudes, motivation, and self-development are interconnected.

The study has demonstrated that one of the most influential factors in competency formation is the educational environment of the university. A well-organized educational environment creates conditions for active participation, cooperation, professional reflection, and meaningful engagement with pedagogical content. When students are involved in an atmosphere that supports initiative, dialogue, and practice-oriented learning, they are more likely to develop the confidence and responsibility required for future professional activity. This confirms that the quality of teacher preparation is directly related to the quality of the pedagogical environment in which future specialists are trained.

The results also indicate that practical training occupies a central position in the development of competencies. For future physical education teachers, practical experience is especially important because their profession requires immediate application of methodological knowledge in real and dynamic instructional contexts. Through pedagogical practice, sports instruction, and participation in simulated educational situations, students learn to make decisions, organize

collective activities, communicate effectively, and respond to the needs of learners. Therefore, practical preparation should be viewed not as an auxiliary stage, but as a core mechanism of professional formation.

Another important conclusion concerns the role of independent learning. Independent educational activity encourages self-regulation, discipline, critical thinking, and a conscious attitude toward professional growth. It strengthens students' capacity for lifelong learning and prepares them for the demands of continuous self-improvement in their future careers. In this sense, independent learning functions not only as a method of academic work, but also as a means of developing internal professional maturity.

The study further confirms that personal qualities such as motivation, communicative openness, empathy, leadership, responsibility, and reflective ability are essential components of pedagogical competence. In physical education, where the teacher works in direct interaction with learners and influences not only their physical development but also their attitudes, confidence, and social behavior, personal competencies are inseparable from professional effectiveness. Their deliberate formation should therefore become a priority in teacher education programs.

In summary, the successful development of professional and personal competencies of future physical education teachers requires an integrated pedagogical approach that combines theoretical learning, practical activity, innovative teaching methods, and purposeful personal development. Only under such conditions can higher pedagogical education prepare specialists who are professionally competent, morally responsible, communicatively effective, and capable of responding to the evolving demands of modern education. The findings of this study suggest that the future improvement of teacher education should be directed toward strengthening competency-based curricula, enriching practical training, and creating educational environments that support both professional mastery and personal growth.

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