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PRACTICAL OPPORTUNITIES FOR DEVELOPING THE PROFESSIONAL AND PERSONAL COMPETENCIES OF FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract

The preparation of future physical education teachers requires the formation of both professional and personal competencies that enable them to effectively organize educational activities, promote healthy lifestyles, and foster the holistic development of students. In contemporary pedagogical education, particular attention is paid to identifying practical opportunities that support the systematic development of these competencies during university training. The purpose of this study is to analyze the practical opportunities for developing the professional and personal competencies of future physical education teachers within higher pedagogical education. The research examines the role of practice-oriented learning, pedagogical practice, sports training activities, interactive teaching methods, and independent learning in shaping professional readiness among students of physical education faculties. The study also explores the influence of reflective learning, collaborative work, and innovative pedagogical technologies on the development of leadership qualities, communication skills, and pedagogical responsibility. The findings indicate that the integration of theoretical knowledge with practical training creates favorable conditions for the formation of sustainable professional competencies. Practical opportunities such as simulated teaching situations, methodological workshops, project-based learning, and participation in sports events contribute to the development of pedagogical initiative, self-confidence, and professional motivation. The results



demonstrate that the effectiveness of competency development increases when practical activities are systematically embedded into the curriculum and supported by an innovative educational environment. Such an approach ensures the preparation of future physical education teachers who are capable of applying pedagogical knowledge in real educational contexts and continuously improving their professional skills.

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

Introduction

BO‘LAJAK JISMONIY TARBIYA O‘QITUVCHILARINING KASBIY- SHAXSIY KOMPETENSIYALARINI RIVOJLANTIRISHNING AMALIY IMKONIYATLARI

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Annotatsiya:

Bo‘lajak jismoniy tarbiya o‘qituvchilarini tayyorlash jarayoni ularga ta‘lim faoliyatini samarali tashkil etish, sog‘lom turmush tarzini targ‘ib etish va o‘quvchilarning har tomonlama rivojlanishini ta‘minlash imkonini beradigan kasbiy hamda shaxsiy kompetensiyalarni shakllantirishni talab etadi. Zamonaviy pedagogik ta‘limda ushbu kompetensiyalarni oliy ta‘lim jarayonida tizimli ravishda rivojlantirishga xizmat qiluvchi amaliy imkoniyatlarni aniqlashga alohida e‘tibor qaratilmoqda. Mazkur tadqiqotning maqsadi oliy pedagogik ta‘lim tizimida bo‘lajak jismoniy tarbiya o‘qituvchilarining kasbiy va shaxsiy kompetensiyalarini rivojlantirishning amaliy imkoniyatlarini tahlil qilishdan iborat. Tadqiqotda jismoniy tarbiya yo‘nalishi talabalari kasbiy tayyorgarligini shakllantirishda amaliyotga yo‘naltirilgan ta‘lim, pedagogik amaliyot, sport-mashg‘ulot faoliyati, interfaol o‘qitish metodlari hamda



mustaqil ta'limning o'rni yoritilgan. Shuningdek, refleksiv ta'lim, hamkorlikdagi ish va innovatsion pedagogik texnologiyalarning yetakchilik sifatleri, kommunikativ ko'nikmalar va pedagogik mas'uliyatni rivojlantirishga ta'siri ham ko'rib chiqilgan. Tadqiqot natijalari nazariy bilimlarni amaliy tayyorgarlik bilan integratsiyalash barqaror kasbiy kompetensiyalarni shakllantirish uchun qulay sharoit yaratishini ko'rsatadi. Modellashtirilgan dars vaziyatlari, metodik seminarlar, loyiha asosida o'qitish hamda sport tadbirlarida ishtirok etish kabi amaliy imkoniyatlar pedagogik tashabbuskorlik, o'ziga ishonch va kasbiy motivatsiyani rivojlantirishga xizmat qiladi. Natijalar shuni ko'rsatadiki, amaliy faoliyatlar o'quv dasturiga tizimli ravishda kiritilib, innovatsion ta'lim muhiti bilan qo'llab-quvvatlanganda kompetensiyalarni rivojlantirish samaradorligi yanada ortadi. Bunday yondashuv bo'lajak jismoniy tarbiya o'qituvchilarini real ta'lim sharoitlarida pedagogik bilimlarni qo'llay oladigan va o'z kasbiy mahoratini uzluksiz takomillashtirib boradigan mutaxassislar sifatida tayyorlashni ta'minlaydi.

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

Introduction

In the modern system of pedagogical education, the training of future physical education teachers is increasingly associated with the formation of an integrated set of professional and personal competencies. The contemporary teacher of physical education is expected not only to possess theoretical knowledge in sports pedagogy, anatomy, physiology, and teaching methodology, but also to demonstrate leadership, responsibility, communication culture, emotional stability, organizational ability, and a sustained commitment to students' physical and personal development. This broad professional profile makes it necessary to reconsider the content and organization of university training and to identify practical opportunities that can ensure the effective development of these competencies during the period of higher education.



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The relevance of this issue is determined by the growing social and pedagogical significance of physical education in the holistic upbringing of the younger generation. In educational institutions, physical education teachers perform multiple functions: they teach movement skills, promote healthy lifestyles, support the development of discipline and teamwork, motivate learners to engage in regular physical activity, and create a psychologically supportive atmosphere during lessons and extracurricular sports events. Such a wide range of responsibilities requires that future specialists be trained in conditions that closely reflect the real demands of pedagogical practice. Therefore, practical opportunities within higher education become one of the key conditions for the effective formation of professional and personal competencies.

In this context, practical opportunities should be understood as the pedagogical conditions, educational formats, and activity-based mechanisms that allow students to transform theoretical preparation into real professional readiness. These opportunities include pedagogical practice, participation in sports and training sessions, modeling of teaching situations, methodological workshops, project work, independent learning, reflective tasks, and various forms of collaborative educational activity. Their educational value lies in the fact that they engage students not as passive recipients of knowledge, but as active participants in professional formation. Through such activities, future teachers gain experience in planning lessons, organizing student groups, solving instructional problems, communicating in pedagogical situations, and evaluating the results of their own work.

The competence-based approach in education has significantly strengthened interest in practical training as a central component of teacher preparation. Within this approach, competencies are not limited to formal knowledge or isolated skills, but are viewed as integrated capacities that include cognitive, operational, motivational, and personal elements. For future physical education teachers, the development of these elements is especially important, because their professional activity takes place in dynamic, interactive, and often unpredictable settings. A teacher must be able to make prompt decisions, adapt methods to the needs of learners, maintain discipline without suppressing



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initiative, and combine educational tasks with health-preserving principles. Such readiness can be formed only through systematic participation in practical learning environments.

At the same time, practical opportunities are effective only when they are pedagogically structured and methodologically supported. Random participation in practice or sports events is insufficient if it is not connected with reflection, guidance, and purposeful competency development. For this reason, higher pedagogical institutions must create an educational environment in which practical activity is integrated with theoretical instruction and oriented toward personal growth. This requires the introduction of innovative teaching methods, active learning technologies, and forms of independent work that encourage students to analyze their own experience and continuously improve their professional qualities.

The purpose of this article is to examine the practical opportunities for developing the professional and personal competencies of future physical education teachers and to identify the pedagogical conditions that make this process effective within the system of higher pedagogical education.

Methods

This study was based on a qualitative-analytical and pedagogical-descriptive design aimed at identifying the practical opportunities for developing the professional and personal competencies of future physical education teachers in higher pedagogical education. The methodological foundation of the research relied on the competence-based approach, the activity-based approach, and the personality-oriented approach. These approaches made it possible to examine the training of future physical education teachers not only as a process of mastering theoretical knowledge, but also as a system of educational influences that shape practical readiness, reflective ability, communication culture, and professional self-awareness. The selected methodological perspectives were considered appropriate because the development of competencies in the field of physical education depends on the integration of knowledge, experience, values, and personal participation in pedagogical activity.



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The competence-based approach served as the principal framework for defining the educational outcomes of teacher preparation. Within this framework, professional and personal competencies were understood as integrated formations that include subject knowledge, methodological preparedness, practical skills, motivation, responsibility, leadership qualities, and readiness for self-improvement. The activity-based approach was used to analyze how practical participation in pedagogical tasks, sports training, teaching simulations, and educational interaction contributes to the formation of stable professional behavior. The personality-oriented approach enabled the study to consider the role of individual characteristics such as self-confidence, professional interest, emotional stability, reflection, and communicative openness in the process of competency development.

The research employed several interrelated methods. First, a method of theoretical analysis was applied to pedagogical, psychological, and methodological literature devoted to teacher education, physical education pedagogy, competency formation, practical training, and independent learning. This stage made it possible to identify the main scientific interpretations of professional and personal competencies and to determine the pedagogical conditions that support their development. Through synthesis, comparison, and generalization of scholarly ideas, the study formulated a conceptual understanding of practical opportunities in the professional preparation of future physical education teachers.

Second, a comparative analysis was used to classify the practical opportunities that exist in the university training process. These opportunities were grouped into several categories: pedagogical practice, sports-training activity, simulation of professional situations, methodological workshops, project-based learning, reflective tasks, and independent educational work. Each category was examined according to its developmental potential in relation to specific competencies. For example, pedagogical practice was analyzed as a means of strengthening lesson planning, classroom management, and instructional responsibility, while sports-training activity was considered an important condition for developing discipline, perseverance, teamwork, and leadership.



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Third, elements of pedagogical observation were conceptually incorporated into the research. Observation in this context referred to the analysis of typical educational and training situations in which students manifest initiative, cooperation, self-organization, and decision-making. This method helped to interpret how competencies are expressed in practice-oriented environments and how participation in real or modeled pedagogical tasks contributes to professional growth.

In addition, the method of systematization was used to organize the identified practical opportunities into a coherent pedagogical framework. This allowed the study to examine not isolated forms of activity, but their interconnection within the broader structure of higher pedagogical education. The reliability of the research was ensured through the consistent use of established pedagogical concepts, logical interpretation of the literature, and the integration of educational, psychological, and methodological perspectives.

Overall, the selected methods provided a sufficient basis for analyzing how practical opportunities function as a meaningful mechanism for developing the professional and personal competencies of future physical education teachers and for determining the conditions under which this development becomes most effective.

Results

The study found that the development of professional and personal competencies of future physical education teachers becomes most effective when practical opportunities are systematically integrated into the structure of university training. The obtained results show that the educational value of practical activity lies not only in the acquisition of applied skills, but also in the gradual formation of responsibility, confidence, communicative flexibility, leadership, and reflective readiness. As a result of the analysis, it became clear that the practical component of teacher preparation serves as a key mechanism through which theoretical knowledge is transformed into stable professional behavior.



One of the main results of the study concerns the role of pedagogical practice. It was established that regular participation in school-based teaching practice and university-organized practical classes significantly strengthens students' ability to plan lessons, organize group activity, maintain pedagogical discipline, and adapt educational tasks to learners' age and physical capabilities. Practical teaching situations create conditions in which students begin to understand the real complexity of pedagogical work and develop a more responsible attitude toward their future profession. At the same time, pedagogical practice contributes to the formation of emotional restraint, decision-making ability, and situational thinking, which are especially important in physical education lessons where instructional processes are dynamic and require constant attention to safety and motivation.

Another important result is related to sports-training activity as a practical resource for competency development. Participation in training sessions, sports competitions, and team-based physical activities was found to contribute to the development of discipline, endurance, initiative, teamwork, and leadership. These qualities, although shaped in a sports context, later become professionally significant in pedagogical work. Students who actively engage in such activities demonstrate higher levels of self-organization and stronger readiness to manage groups of learners in educational settings. This confirms that sports activity in teacher education should be viewed not only as physical preparation, but also as an important medium for shaping personal and social competencies.

The study also showed that simulated teaching situations and methodological workshops have substantial developmental potential. Role-play tasks, lesson modeling, case analysis, and demonstration sessions enable students to rehearse pedagogical actions before entering real professional environments. As a result, they acquire greater methodological confidence and learn to connect educational goals with concrete instructional strategies. Such practical formats also support the development of analytical thinking, because students are required to evaluate situations, choose methods, and anticipate the consequences of their decisions. This strengthens their professional independence and improves their readiness for classroom interaction.



A further result of the study concerns the significance of independent learning. It was found that practical forms of independent work, such as preparing lesson plans, analyzing sports exercises, designing methodological materials, and reflecting on pedagogical experience, contribute to self-regulation, responsibility, and sustained professional motivation. Independent learning helps students move from externally guided activity to internally organized professional growth. This transition is particularly important because the future teacher must be capable of continuous learning and self-correction throughout professional life.

The findings additionally indicate that collaborative forms of practical work positively influence both professional and personal development. Group projects, peer teaching, and collective preparation for sports events improve communication culture, mutual support, tolerance, and the ability to work in a pedagogical team. Thus, the results confirm that practical opportunities function most productively when they are diverse, systematically organized, and oriented toward both professional mastery and personal maturity.

Discussion

The findings of the study demonstrate that the practical opportunities available in higher pedagogical education play a decisive role in the development of the professional and personal competencies of future physical education teachers. These results support the idea that competency formation in teacher education cannot be achieved through theoretical instruction alone. In the field of physical education, where teaching is closely connected with movement, direct interaction, emotional regulation, motivation, and the organization of collective activity, practical experience becomes the central medium through which pedagogical readiness is formed. Therefore, the development of competencies should be interpreted as a process of active professional immersion rather than simple academic accumulation.

A key issue emerging from the analysis is the close relationship between practical experience and personal growth. The study shows that pedagogical practice, training sessions, simulated teaching situations, and collaborative



educational tasks do not merely teach students how to conduct lessons or demonstrate exercises. These activities also shape responsibility, leadership, communicative flexibility, self-confidence, and reflective awareness. This is especially important for future physical education teachers, whose effectiveness depends not only on subject mastery but also on their ability to inspire, guide, protect, and emotionally support learners in dynamic educational contexts. In this sense, personal competencies should not be regarded as secondary traits; they represent an integral part of professional effectiveness.

The discussion also highlights the importance of integrating different forms of practical activity into a unified system. The results indicate that isolated practical tasks have limited developmental effect when they are not connected to broader educational goals. For example, participation in sports events or teaching simulations becomes pedagogically meaningful only when accompanied by reflection, methodological guidance, and opportunities for self-assessment. This means that the value of practical opportunities lies not simply in experience itself, but in structured experience that is consciously interpreted and linked to future professional responsibilities. Consequently, higher pedagogical institutions should focus not only on increasing the quantity of practice, but also on improving its pedagogical quality and developmental orientation.

Another important aspect concerns the role of independent learning within the practical preparation of future teachers. The findings suggest that independent work has strong potential for strengthening professional autonomy, self-organization, and internal motivation. In modern education, teachers are expected to remain flexible and capable of continuous self-improvement in response to changing educational requirements. For physical education teachers, this includes the ability to adapt teaching strategies, evaluate physical development, design training tasks, and respond to the diverse needs of students. Independent practical work, such as planning lessons, preparing methodological materials, and analyzing teaching situations, creates the basis for such professional autonomy and encourages a more conscious approach to self-development.



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The identified significance of collaborative and interactive forms of activity also deserves special attention. Practical opportunities that involve peer learning, teamwork, and collective problem-solving contribute not only to methodological competence but also to social maturity. In pedagogical professions, the ability to cooperate with colleagues, build constructive communication, and participate in educational communities is highly valuable. For future physical education teachers, collaboration is particularly relevant because their work often includes team sports, group instruction, joint organization of events, and shared responsibility for students' development. Thus, collaborative practice supports the formation of both instructional and interpersonal competencies.

Overall, the discussion confirms that the practical development of professional and personal competencies must be based on an integrated pedagogical strategy that unites theory, practice, reflection, and self-development. The most productive model of preparation is one in which future physical education teachers are consistently placed in meaningful practical situations, supported by methodological guidance, and encouraged to interpret their experience as a source of professional and personal growth.

Conclusion

The study has shown that the development of the professional and personal competencies of future physical education teachers depends to a great extent on the availability and pedagogical quality of practical opportunities within higher education. In contemporary teacher preparation, it is no longer sufficient to concentrate only on theoretical instruction, because professional readiness in the field of physical education is formed primarily through active participation in pedagogical, sports, and methodological practice. The future teacher must be able not only to understand educational principles, but also to apply them in dynamic learning situations, interact constructively with students, organize physical activity safely and effectively, and demonstrate a mature professional position. For this reason, practical opportunities should be regarded as a central mechanism of competency development rather than an additional component of professional training.



The research confirms that pedagogical practice occupies a particularly important place in this process. Through participation in real educational settings, future teachers develop lesson planning skills, organizational abilities, communicative confidence, and a responsible attitude toward professional tasks. Practical teaching situations allow them to experience the complexity of instructional work and to transform theoretical preparation into pedagogical action. At the same time, practice contributes to the development of such personal qualities as emotional stability, discipline, empathy, and self-control, all of which are especially significant in physical education, where teaching requires constant attention to students' physical condition, motivation, and safety.

An equally important conclusion concerns the educational value of sports-training activity, simulated professional situations, methodological workshops, and collaborative forms of learning. These practical opportunities support not only the development of technical and methodological competence, but also the formation of leadership, initiative, teamwork, and the ability to make decisions in changing circumstances. In this respect, the preparation of future physical education teachers should be organized in such a way that students regularly engage in professionally meaningful forms of activity that reproduce the logic and demands of real pedagogical work. The closer the educational process is connected with real and modeled teaching situations, the more stable and functional the formed competencies become.

The study also demonstrates the strong role of independent learning in competency formation. Practical forms of самостоятельной работы help students develop self-organization, internal motivation, reflection, and readiness for continuous professional improvement. In modern educational conditions, where teachers must constantly adapt to innovations and changing learner needs, the ability to independently expand one's professional knowledge and evaluate one's own practice becomes a necessary element of pedagogical competence. Therefore, independent work should be purposefully linked with practical tasks, methodological analysis, and reflective assignments.



Overall, the findings make it possible to conclude that the successful development of the professional and personal competencies of future physical education teachers requires an integrated pedagogical approach. Such an approach should combine theoretical instruction, practice-oriented learning, sports activity, interactive methods, reflective tasks, and independent educational work within a coherent university environment. Only under these conditions can higher pedagogical education prepare specialists who are professionally competent, socially mature, methodologically flexible, and personally ready for effective work in the modern educational system. The practical opportunities identified in this study may therefore serve as an important basis for improving teacher education programs and strengthening the quality of training in the field of physical education.

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