

Development of Professional Competence of Future Physical Education Teachers Based on Innovative Approaches

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Article History: Received: 10 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 20 April 2021

Abstract: Relevance. This article examines the development of the professional competence of future physical culture teachers based on an innovative approach. Aim. The aim of the study is to determine the basic concepts for ensuring the educational process for the development of professional competence of future physical culture teachers on the basis of an innovative approach. Methods. In this article were used methods of abstraction and concretization, statistics, comparative analysis, work with documents and forecasting, questionnaires. Results. The types of competence, researches of scientists on the chosen topic are analyzed. Conclusion. Conclusions are given about the forms, methods and means for the development of professional competence of future physical culture teachers on the basis of an innovative approach.

Keywords: physical education, future teachers, professional competence, innovative approach.

1. Introduction

The organization and conduct of higher vocational education is characterized by the introduction of a multi-level system of personnel training, the development of new mechanisms, innovations and technologies for teaching and educating future personnel, the formation of a harmoniously developed personality, proficient in dialectics and critical, as well as creative thinking, capable of identifying the most significant problems of the educational process. Today's requirements imply the construction of the learning process based on a competence-based approach in order to ensure the end result, which is a certain level of formation of professional and general cultural competencies of a physical education teacher. Therefore, the study of the formation of professional and pedagogical competence of future teachers, as well as innovative approaches to the process is an integral part of the general problem of improving the quality of training of future teachers of physical education. The level of professionalism of a sports teacher is the leading condition for organizing educational processes in physical culture at a high organizational, methodological and practical level.

2. Materials and methods

Research methods. In this article were used methods of abstraction and concretization, statistics, comparative analysis, work with documents and forecasting, questionnaires.

3. Literature survey

The development of professional competence of future physical culture teachers in different contexts was studied by scientists V.V. Abramova [1], Z.M. Bagautdinov [2], P.A., Makarov [3], N.V. Nikiforov [4], I. G. Litvintseva [5], Yu.V. Tikhomirov [6], M.A. Pravdov [6], E. S. Lavitskaya [7, 9], O.S. Korshunova [8], and innovative approaches, informatization of the educational process were studied by N.R. Rustamova [16, 17, 18, 25], S.N. Vostokova [19], L.V. Shkerina [21], N. Yu. Zvyagintseva [20], B. Kh. Rakhimov [23, 24] and others.

4. Discussion

The appeal to an innovative approach in the development of the professional competence of future teachers leads to the emergence of a new goal of pedagogical education, including physical education. Previously, the main goal of teacher training was technological growth, but today there has been a reorientation towards his professional development, which is a consequence of self-organization and generalization of special, activity and personal experience. From this point of view, professional competence is considered as a category determined by the level of professional education, experience and individual abilities of the teacher, and presupposes, along with the technological and pedagogical readiness to solve professional problems, his humane pedagogical position, value attitude to pedagogical activity and a high level of general and professional culture [1]. In light of the above, it is necessary to modernize the teacher training system based on the introduction of new approaches and modern technologies into the educational space of the university.

Yu.V. Senko confirms the heightened interest of scientists in the training of a new type of teacher and at the same time shows that the existing system of pedagogical education considers the future teacher “as an object of mass reproduction of personnel, ignores him as a subject of mental and professional development, does not create conditions, encouraging him to search for a personally meaningful meaning of the profession, to professional introspection, do not form him as a carrier of pedagogical reflection” [10]. And V.V. Abramov believes that “Among the problems of the pedagogical transformation of culture, the question of the relationship between professional training and the processes of upbringing a personality is of particular importance” [1].

- The problem remains insufficiently investigated;
- development of creativity;
- make professional decisions;
- the level of professional competence of the teacher;
- fundamentally significant qualities of a teacher, in demand by modern socio-cultural and pedagogical realities;
- humanization of teacher education.

Also, the culture of the pedagogical process is not considered by didactics as a special element of the content, the teacher's personal experience is ignored.

It should also be recognized that the professional formation of the personality of a future teacher takes place in a cultural crisis caused by the collapse of the traditional value system. This leads to negative consequences in the moral sphere of a person. The situation is aggravated by financial discrimination of a significant proportion of professions, including teaching, and not always sufficiently high-quality personal parameters of the students themselves (low level of preparedness for university studies, consumer attitude to the education system, insufficient cognitive and professional aspirations) [1].

As the analysis of the educational process built on the principles of the subject-oriented paradigm of education in universities shows, in practice the functional approach dominates, which is expressed in weak connections between individual disciplines, preparation not for a holistic future professional activity, but for certain types of educational and pedagogical work, and is aimed at the development of the procedural functions of thinking, and not the value content of consciousness. Today, a system of professional training of a teacher has not been developed, which would ensure his all-round formation, self-determination and subjective readiness to carry out professional activities in the context of innovative education; the conditions for the formation of professional competence of future physical culture teachers have not been determined; no criteria for the professional competence of a teacher have been identified, taking into account the new requirements for qualifications in this area.

The study of special scientific literature and the realities of the sociocultural situation revealed the following contradictions between:

- increased demands on the part of society and its members for the quality of education, including vocational and physical education, and the level of competence of today's graduates of pedagogical universities;
- the real needs of society for specialists with high cultural and creative potential, an active life position and organization of the pedagogical process in higher education on the basis of the traditional knowledge paradigm;
- the objective need for the humanization of education and the technocratic type of professional pedagogical education;
- the presence of theoretical developments in the field of a personality-oriented approach to education and the undeveloped mechanisms of its implementation in the educational process, especially in higher physical education;
- the integrity of the system of professional tasks solved by the teacher in the process of teaching and educational work, and their fragmentary study through the implementation of block type of teaching in a higher school.

In connection with the reforms taking place in the education system, the approaches to teaching disciplines have changed. Now the standard is built on the basis of a competence-based approach, the leading idea of which is the mastery by students of the basic professional and general cultural competencies characteristic of a future teacher. In this regard, the educational process in sports culture changes its content: the amount of hours for the theory of sports games and the rules of the game has been reduced, the teaching load for practical classes and educational practices has been increased. In addition to mastering the technique and tactics of the game, future teachers use various formats of educational practices to a greater extent.

The professional competences associated with mastering the technologies of teaching motional actions in physical culture with various contingents of students are gradually formed. This approach will increase the

professional readiness of future teachers to work with a real contingent in a general education school to enter continuous teaching practice. It is assumed that the implementation of this approach will lead to an increase in the quality of training for bachelor students, which will be expressed in a significant increase in the final rating of students in the discipline "sports games", as well as in a statistically significant increase in the level of formation of professional competencies of students [9].

Formation and development in pedagogical science in its most generalized form is a process of development and formation of a personality under the influence of external influences of learning, social environment, which are always determined by various kinds of conditions in which this process takes place [11, p. 160].

We understand the process of an innovative approach for the development of the professional competence of a future teacher as a system of purposeful psychological and pedagogical influence, the result of which will be the mastery of the required competence. As a result, the future teacher will develop abilities and skills to plan, design, create and introduce new things into professional and pedagogical activities. This process has regularities, meaningful and dynamic characteristics, is provided by the mechanisms of mastering, assimilation and self-knowledge, self-affirmation, self-expression, self-realization [12].

It is believed that the process of mastering innovative competence by a teacher cannot take place spontaneously, accidentally, spontaneously, unorganized, it requires not only modeling the process, but also determining its various determinants.

When identifying and substantiating the pedagogical conditions affecting the success of the formation of innovative competence, we propose to rely on:

- the definition of an innovative approach for the development of the professional competence of a future teacher, specified in the study;
- Achievements of pedagogical theory and practice of substantiation and description of pedagogical determinants, including the process of personnel training;
- target, content-methodological and technological support of the model of the formation of an innovative approach for the development of the professional competence of the future teacher.

Concretization of the concept of "an innovative approach for the development of the professional competence of a future teacher" consists in its consideration in the form of the teacher's level of proficiency in special competencies (knowledge, skills, abilities in the specialty), the ability to use an innovative approach to classes in the form of design, creation of a new one and its implementation in educational a process that ensures the transformation of the intellectual, motivational and creative potential of students' personalities.

The above problems pose tasks and pedagogical conditions require the development of a construct of a model for the formation of an innovative approach for the development of the professional competence of a future teacher with the help of integrating blocks:

- conceptual and theoretical (methodological approaches and principles, goals, objectives, components, indicators and levels of development of professional competence, innovative approach);
- experimental and practical (pedagogical workshop and pedagogical conditions);
- productive and analytical.

The results of the comparative analysis allow us to conclude that for the application of an innovative approach, conditions must first be created. The concept of "condition" is general scientific and can be saturated with a specific meaning depending on the scientific position, point of view, views of the scientist. In this study, by the conditions for the formation of a teacher's innovative competence, we mean purposefully created circumstances that are necessary and sufficient for the successful formation of a teacher's innovative competence in the process of intra-school professional development [12].

Analysis of the results of numerous scientific and pedagogical studies, the works of various scientists showed that today there is no clearly expressed generally accepted classification of pedagogical conditions. There are various interpretations and attempts to classify the pedagogical conditions of influence on any phenomenon, the process of the component composition, the content of the formed competence, competence.

G.V. Kalkova studies this topic in the context of retraining and staff development, she has identified and tested in the course of a formative experiment the leading pedagogical paths and conditions that have a productive effect on improving the process of improving the qualifications of teaching staff. The author proves the natural influence of such conditions on the studied process as:

- introduction of the problem-activity approach in the process of professional development of teaching staff;
- modeling of pedagogical situations;

- activation of the exchange of experience between teachers of different age groups and different levels of adaptation to the profession;
- introduction of block-modular construction of training courses in the system of additional professional education for teachers;
- formation and expansion of network systems for professional development;
- development and implementation of projects; development of a strategy and tactics for the development of innovative potential and a unified innovation policy;
- determination of directions in the search for sources of innovative ideas and the formation of conditions for their implementation [14, p. ten].

LN Moskvitina believes that it is possible to develop the professional competence of teachers through “advanced training courses in the system of additional professional education” [15].

NR Rustamova proposes an innovative approach to the development of professional competence of personnel, it is necessary to rely on media education: since in media education there are all the necessary materials for an innovative approach, from knowledge to the means of conducting lessons [16, 17, 18].

Z.M. Bagautdinov believes that education should form "professionally important personal qualities of a teacher of physical culture, among which: the ability for reflection, problem thinking, foreseeing the immediate and distant consequences of decisions made, the ability to promptly correct them"

VV Abramov confirms that “One of the main qualification requirements in the training of specialists in physical culture are also the requirements for knowledge and skills of the basics of information technology support of education, science and technology; didactic patterns in physical education and sports; methods of organizing and conducting research work; possession of the technology of teaching various categories of people to motor actions and the development of physical qualities in the process of physical culture and sports activities” [1].

S.N. Vostokova empirically proves the influence of a set of pedagogical conditions (system-organizational, organizational-pedagogical, psychological-pedagogical) on the effectiveness of the successful formation of a teacher's readiness for innovative activities in the regional system of postgraduate education. The author considers the integration of traditional practices of advanced training and innovative models of network and contextual learning to be system-organized conditions. Among the psychological and pedagogical conditions of S.N. Vostokova focused on the implementation of partnership, subject-subject interaction, cooperation in the process of accompanying the preparation of a teacher for innovative activities. Organizational and pedagogical conditions in the study include the management of the teacher's professional development in an indirect-reflexive way through his involvement in the problem-situational environment [19, pp. 9-10].

Based on the above, it is possible to present the following classification of conditions for the development of professional competence of future physical culture teachers based on innovative approaches:

- management conditions;
- psychological conditions;
- pedagogical conditions;
- material and basic conditions;
- motivational conditions.

For the development of professional competence of future physical culture teachers on the basis of innovative approaches, it is necessary to define and understand professional competence. “The concept of a teacher's professional competence expresses the unity of his theoretical and practical readiness to carry out pedagogical activities and characterizes his professionalism” [7]. In our opinion, this concept of competence contains a very important component - readiness to carry out activities, that is, this concept is applicable to any other activity of a specialist. Thus, the concept of professional competence of a specialist can be defined as the unity of his theoretical and practical readiness to carry out the relevant activity.

In accordance with the occupation and scientific interests, researchers, along with "professional competence", develop such categories as "social competence", "communicative competence", "information competence", etc. There are different points of view about the relationship between these categories. According to some, these competencies are included in the structure of professional, according to others - professional competence contains social, communicative, informational, etc. The concept of "innovative competence" (LO Kocheshkova) was considered from the point of view of the head of a secondary school in the structure of his professional competence [20]. In his doctoral research L.V. Shkerina. the concept of "innovative pedagogical competence" of students of a pedagogical university is considered. She understands it as a complex of competencies:

- key (informational, communicative, general educational, diagnostic, prognostic, analytical-reflexive, research);

- innovative basic (in the field of education, development and education of children and parents);

- innovative special (in the field of subject and interdisciplinary training of students) [21].

Some scholars define competence as:

- competence combines the intellectual and skills components of education;

- the concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral; it includes learning outcomes (knowledge and skills), a system of value orientations, habits, etc .;

- competence means the ability to mobilize the acquired knowledge, skills, experience and ways of behaving in a specific situation, specific activity;

- the concept of competence contains the ideology of interpreting the content of education formed from the result ("standard at the output");

- competencies are formed not only in the learning process in an educational institution, but also under the influence of the environment [22].

The competence-based approach is in its infancy, there are different definitions of it. A competency-based approach is defined as:

- the type of educational content, which is not limited to a knowledge-orientated component, but presupposes a holistic experience in solving life problems, performing key (that is, related to many social spheres) functions, social roles, and competencies;

- an approach that focuses on the result of education, and the result is not considered the sum of acquired information, but the person's ability to act in various problem situations;

- gradual reorientation of the dominant educational paradigm with the predominant transmission of knowledge, the formation of skills to create conditions for mastering a set of competencies, meaning the potential, the ability of a graduate to survive and sustainable life in a modern multifactorial socio-political, market-economic, informational and communication-rich space;

- priority focus on goals-vectors of education: learning ability, self-determination, self-actualization, socialization and development of individuality [20].

Based on the above, we can assume that competence and competence is the generalization of knowledge, skills, skills and personal qualities aimed at a certain activity. And if competence is a qualitative characteristic of a developing personality (a certain result of a person's educational achievements), then competence is a range of issues that reflect the essential positions of the required quality, the normative content of signs of any experience of human activity in its holistic representation [20].

To develop the professional competence of future physical education teachers on the basis of innovative approaches, it is necessary:

- a) innovative methods in the context of innovative activities;

- b) personally, practice-oriented forms of education;

- c) tools for assessing the effectiveness of an innovative approach for the development of professional competence in subjects of the educational process and the improvement of their professional culture;

- d) art technology in the educational space of the university for training physical education teachers;

- e) scenarios of simulations, strategies and business games for personally, practice-oriented learning;

- f) visual means as modern forms of broadcasting information and ways of developing visual thinking.

5. Conclusion

At this stage, we can formulate the following conclusions:

1. The development of the professional competence of future teachers in the construction of the educational process in universities should be based on an innovative approach, the purpose of which is the formation of professional competencies of students.

2. Indicators of students' rating are theoretical knowledge of students and their motor competencies, although high enough, they are not enough for a high level of their professional readiness.

3. It is necessary to develop an innovative content and structure of the educational process for the training of future physical culture teachers, based on increasing the practice-orientation of the educational process, changing the formats of educational and pedagogical practices, on modeling professional activity in the context of training sessions, workshops and educational practices.

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