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## Developing Professional Competence of the Future Specialists of Physical Science

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**Abstract:** *This article addresses issues such as the organization of scientific and pedagogical activities of future physical education teachers, improving their pedagogical skills and the formation of professional competence. The article also discusses the changes in the field of education in our country in recent years, in particular, the increase of professional competence of teachers of physical culture.*

**Keywords:** *education, upbringing, pedagogical skills, creativity, professional competence, pedagogical skills, pedagogical qualifications.*

### Introduction

During the years of independence, our country has considerably risen. Thanks to independence, it has been able to define the prospects of economic, political, social, spiritual and cultural spheres of life, to take a worthy place in the world community and to carry out large-scale reforms to strive to become one of the most developed countries in the world. Studying the experience of developed countries of the world, taking into account local conditions, economic and intellectual resources, reforms are being carried out in all spheres of public life and, as a result, many achievements are being made. In particular, the issue of training future teachers in higher education institutions, the formation of their professional motivation and professional competence, increasing the intellectual potential of future physical education teachers in various specialties, training as highly qualified personnel is also important today. and requires effective reform of the sector.

### Literature review

The main purpose of the Law “On Education” adopted for this purpose is to train qualified personnel for the future of our country. As a result of reforms in the field of education, Uzbekistan, in a short period of time, has been recognized by the world's leading experts in the field of education.

### Research methodology

In the 21<sup>st</sup> century, education is recognized worldwide as a key factor in ensuring sustainable development and the concept of international education set by UNESCO until 2030 sets the task of “strengthening and expanding the opportunities for diversity in education and training”[2]. This highlights the need to further improve the readiness of school children to make independent career choices and to use technologies aimed at developing their career choice thinking.

Today, the social order of society in the education system is not primarily aimed at training employees in a particular field (staff), but at training staff with new thinking, special abilities, creative thinking. This is one of the answers of educational institutions in the higher education system to the social order of society. For this reason, all social sciences face a number of pressing issues and tasks for future professionals to find and implement modern teaching technologies aimed at developing professional, pedagogical and vocational guidance skills.

Therefore, an important theoretical and methodological aspect of our research is aimed at increasing the professional and pedagogical training of future physical education teachers, their career motivation, professional competence. After all, the development and growth of any field depends on the activities of a professional who loves his profession and has good knowledge. Therefore, the main purpose and objectives of our research is to form a positive attitude of future physical education teachers to their profession, to strengthen their professional motivation, increase competence, and ultimately to develop the field of physical education.

Of course, the high level of development of any industry will depend on the state's attention to this area, the ongoing reforms and innovations in the development of the industry. In this regard, significant work is being done in our country. In particular, the Decree of the President of the Republic of Uzbekistan dated January 24, 2020 No. PF-5924 was adopted "On measures to further improve and popularize physical culture and sports in the Republic of Uzbekistan".

On the basis of this document, the Concept "Development of physical culture and sports in the Republic of Uzbekistan until 2025" was developed. The main goal of this Concept is: "to improve the health of the country's population by 2025; strengthening the number of children and youth sports schools and the material and technical base of sports education institutions and increasing the effectiveness of their financial support; increase the total number of citizens, pupils and students who are regularly engaged in physical culture and sports; to increase the weekly movement of the population through the organization of mass sports events; ensuring the successful participation of national sports teams of Uzbekistan in the Olympic and Paralympic Games, world and continental sports competitions; gradual increase in the quality of coaches and specialists in sports education institutions, in particular, the number of employees with higher education; in educating young people and ensuring their employment, such goals as "educational institutions - sports school - higher sports" and the gradual implementation of the system of membership and the process of training and selection of talented young athletes ..." [1]. The focus of public policy on the development of physical culture is to increase the number and competitiveness of personnel in this field, motivate them, as well as play an important role in improving their professional competence.

In studying the process of forming the professional competence of a teacher, in particular a physical education teacher, we need to pay attention to many aspects related to them. First of all, we found it necessary to analyze the essence of the concept of "competence", "competence-based approach", its structure and content. This is because the "Competency-Based Approach," "Competency-Based Education," and others together represent a structural-functional model for the formation and development of the professional competence of a future physical education teacher.

Before continuing to reveal the essence and structure of the professional competence of a future physical education teacher, we will in our study elucidate the content of the concept of competence and define the scientific definitions related to it.

There are many definitions and interpretations of the concepts of "competence", "competence", "basic competence", "competency approach", and the idea that they are formed and manifested in practice is widely discussed in all approaches to these concepts. This raises a number of questions. What is

Competence and Competency? What qualities are characteristic of professional competency? What qualities of competence should a teacher have? Only when we can find answers to these and similar questions will we be able to fully understand the content of the concept of competence. There are many definitions of the term competence. In particular, this term is explained in the Uzbek dictionary as follows. Competence lot. competere - to be worthy, talented. The scope of authority of a particular body or official established by official documents; authority[3.463]. Also, "Competence" - the ability to effectively use theoretical knowledge in practice, to demonstrate a high level of professionalism, skill and ability[4]. Competence is the ability to apply existing knowledge, skills and competencies in daily activities.

The Director of the Department of Education, Culture and Sport of the Council of Europe, M. Stobart, in his report, reflecting on the competencies, makes the following points:

- Political and social competencies: the ability to take responsibility, participate in joint decision-making, non-violent conflict resolution, participation in the functioning and improvement of democratic institutions);
- competencies related to life in a multi-ethnic society (understanding of differences in the traditions of nations, mutual respect, ability to live with representatives of other cultures, languages, religions);
- competencies related to the emergence of an informed society (for example, the ability to create and master new technologies, understand their application, the ability to critically approach the information and advertising disseminated through the media); - Competencies that enable lifelong learning in the professional field, as well as as a basis for continuous training in private and public life.

Today, the term "competence" is increasingly used to raise education to a new level of quality, to discuss it and to achieve new results. But so far, the pedagogical community is still debating what the competencies are, which of them is the main (important), how to shape them and evaluate them. The concepts of 'competence' and 'competency' should not be confused with knowledge, skills and qualifications. The concept of "competence" is broader than the concepts of "knowledge", "skills", "ability", and includes components of motivation, ethics, social and behavioral ones. Competence is a constantly evolving phenomenon that is shaped and developed in the learning process in the family, under the influence of the social environment, in the circle of friends, as well as under the influence of religion as a form of social consciousness. It follows that the formation and implementation of competence depends on the whole system in which a person lives and develops: the social, educational, cultural situation.

The meaning of the term competence varies according to the field of science. For example, in the social sphere: Competence is derived from the Latin word **competere**, which means to achieve, to conform, to be proper. At the same time, a certain set of knowledge, skills and abilities acquired by a person is also considered a competence. The word competence is also used in the sense of the authority and right given to an individual or organization to perform a particular task.

According to the definition given in the field of pedagogy, competence is a requirement for the educational training of a specialist, which is necessary for quality work in a particular field. Competence is a pre-determined social requirement at the disposal of the state, which applies to the educational (professional) training required for a student to work effectively in a particular field. In modern pedagogical dictionaries, the concept of competence (Latin *competentia* - legal affiliation) is understood as the rights and obligations of an official within its powers, and competence is the level of literacy, (in

the course of service activities, emphasis added. -Ya.D) is understood to have a sufficient set of knowledge, skills and abilities necessary to achieve[5.216].

From this it can be seen that from a pedagogical point of view, the concept of competence is a set of rights and responsibilities of the teacher, the field of professional matters that he is authorized to implement during his career. This allows the educational process to be effective as well as to achieve the desired result. "Competence is a set of behavioral competencies"[6].

From a psychological point of view, competence is a complex, educational structure of the individual, which includes a number of individual qualities of the individual (intellectual, volitional, creative, emotional), which ensure the realization of the goal of psychological activity in its changing conditions. Thus, competence is a high qualitative quality of a person, the formation of which is a decisive consequence of education. It appears that these meanings of competence constitute a process related to areas of human activity. For example: social competencies, practical skills, professional competencies, communicative competencies, etc.

When translated from Latin, (*competentia*) refers to a range of issues that a person is familiar with, has knowledge and experience. V.V.Kraevsky and A.V.Khutorskoy - writes, competence in a particular field - is the ability to rationally assess the field and acquire relevant knowledge and skills that will allow it to act effectively in it[7]. Bashev, on the other hand, says that competence is the formation of an individual's ability from the context in which it arises (i.e., the lower stage of formation), to the stage of creative thinking, intellectual development, the individual's ability to express a specific attitude to a social situation. Abilities are manifested when conditions change and this ability is transferred to other conditions. The scope gives it uniqueness and clarity (e.g., mathematical, linguistic, political, and other competencies).

Most scholars consider competence to be the ability to determine the relationship between knowledge and situation, and to apply knowledge and skills in problem solving. In other words, a qualification is a skill, it causes action and experience. According to Russian Scientist V.A.Bolotov, a competency-based approach is associated with the formation of the teacher's ability to act effectively in unusual situations in education and what is mastered in the educational process. For this reason, in the transition to competency-based education, it is important not to neglect the basics of science, knowledge and skills acquired in the field of education.

Analysis of competence in terms of readiness for pedagogical activity shows that competence is a teacher who is well aware of the secrets of his profession, knowledge of the field, and is ready to perform this activity on the basis of a new approach.

Also, S.E.Shishov and V.A.Kalney have introduced the following concept of competence into pedagogy: knowledge, experience, values, and consider the ability to make connections between general ability, knowledge, and situation based on knowledge acquired through learning. According to them, "competence is not an ability that can be manifested in any situation, but rather it is based on certain knowledge and experience" (S.E.Shishov, V. A.Kalney, 1995). From these considerations it can be concluded that competence is the pursuit of excellence in a particular profession, which is formed on the basis of certain knowledge and experience.

The introduction of the concepts of "competence" and "competence" in the field of pedagogy (education) is associated with psychological research. From a psychological point of view, competence can be understood as the ability of a teacher (specialist) to behave in complex situations, unexpected situations, to correctly assess the situation, to adapt, to communicate and to have a clear plan of action in unexpected situations and processes.

L.M.Dolgova defines competence as the ability to act on the basis of acquired knowledge. Unlike modern teaching methods, competence implies the experience of independent activity based on universal knowledge. Competence is the availability of knowledge and skills in the form of social practice, which is reflected in the socio-cultural requirements for the results of educational work.

Today, in the field of pedagogy, the term "competence" is increasingly used to raise the quality of education to a new level, to discuss the results. At the same time, in the field of pedagogy, discussions are currently underway to specify what competencies are most important (universal) in the educational process, and what are the methods of their formation and evaluation. Based on the above considerations, it can be said that "competence" and "competence" are concepts that are close in content and essence, and that these concepts should not contradict knowledge, skills, and abilities, but rather the ability to be formed through them.

To date, a number of studies have directly analyzed the issue of professional competence of the educator and studied its specific aspects. Such research works were developed by A.K.Markova and B.Nazarova. In her research, A. K.Markova analyzes the professional competence of the teacher and shows that it is based on the following components. They are following: Special or professional competence, social competence, personal competence, individual competence, and so on[8]. He explains these concepts of competence, special or professional competence (organization of professional activity at a high level), social competence, joint organization of professional activity), personal competence (self-development), individual competence (self-management, professional self-reliance), self-expression, development and innovation).

One of the Uzbek scientists, B.Nazarova, studies the specific aspects of professional competence of teachers based on national characteristics, and the research studied by them is of particular importance. In contrast to Markova, in her opinion, the basis of professional competence specific to a teacher is a special or professional competence, in addition to social competence, auto-competence, extreme professional competence (i.e ability to work in unexpected situations, self-development).

In the field of specific competency (especially in pedagogical activities, in particular, it is related to the occupational education of the conspiracy of the Pedagogical activity: Scientists of the Competence (important and special) are required by scientists, these competencies are needed to divide these competencies into three important groups. They are:

The base competence is competencies that are much wide, the field of application is much wide, which is conform to many profits and in all professions;

The competent of generally advocacy is - competencies that make up the basics of the main types of professional activity;

Vocational special competitions - specific competencies specific to the basic competencies necessary for the implementation of certain professional activities. They are "a certain professional and make up part of the variable composition of professional competence"[9.255].

The changes and updates performed in today's education are in particular to develop a scientific concept of the professional competence of the forthcoming physical culture specialist. In this part, this part of the dissertation we relied on the following principles, which is a methodological nature, based on the established tasks:

- formation of socio-economic active person, where social relations are accessible;
- in order to form and develop vocational and pedagogical directions, a complex, multifaceted effect;



- an improvement of the person's development of perfection, a new treatment of social and pedagogical activities;
- dependence on a number of factors of formation of professional and pedagogical competencies (such as skills, skills);
- higher quality based on the Concept of society, the state and the government and the civil, the harmony between school and social life;
- the principle is the principle of the scientific nature of higher education. At this stage, the professional competence is equally formed.

These methodological principles must serve as a clear guideline in the design of the professional competence of the future physical education teacher.

The above is to say that the professional competence of the pedagogy and psychology does not have a single view of students' knowledge and mind, the essence of professional age. K.Ya.Amina, A.A.Verbitsky, N.S.Rozov, I.I.Shaaevs The professional competence said that this is the combination of understanding of social experience and knowledge previously obtained as a result of professional activities and others. The integrative development approach was used by the professional competence, various researchers in various sense. "The necessary measure of the professional competence is a condition of professionalization, and the effectiveness of professionalism, as a purpose and outcome of professional education". This approach is very innovative for competence. Many researchers react to the competence from pedagogical point of view. The term "Competence" is a certain certified right to belong to a particular profession, as a special form of cognitive and practical activity through knowledge and experience of the person in any field of knowledge.

Socio-economic developments in society, entry into a market economy, reflect the development trends in the achievement of each intelligence, including the future teacher. The professional computer of the future physical education we understand coverage of an integral quality of the teacher, including personal, professional, communicative features; second, the higher education institution, as well as in the field of physical culture, will be taken up to the level of professional knowledge, skills and activities to the teacher, as well as professionalism. In the activities, it helps the person self-development and self-improvement.

The diversity of the concept of the competence has not yet been able to reach a uniform conference on competitive competitors. But many scholars have shown that the competence is "It can be thought about the existence or absence of competence outside the activities," they said[10. 138-144]. Another point of view is associated with understanding the competence as its general and readiness to professional knowledge and experience[11. 23-30]. It is clear that *the professional competence of the future physical education teacher is the ability to identify the situation in its pedagogical activity and to act in accordance with knowledge and experience.*

The professional competence is not limited to a high level of knowledge and experience, but also provides personal responsibility for the behavior in the process of performing their professional duties, the formation of responsibility. "The composition of the professional competence shows that it consists of its motivation, cognitive and emotional components. It is manifested"[12. 36-41].

The scientific competence concept is given in scientific psychological and pedagogical literature as follows:

- generalized methods of knowledge, skills, skill, professional activities, the characteristics involving personal and professional qualities[13. 384];

- component characteristics consisting of motivation, cognitive, emotional components[14. 20-26];
- integral characteristics, the sum of the competent integration quality[15. 304];
- characteristics of the person - the ability to carry out activities and readiness [16. 529].

The above authors can summarize the opinions - competitive competence, representatives of the teacher, consisting of personal and professional characteristics, are capable of exercising and professionalism to exercise their professional activities effectively. Any competence includes generalized general methods formed and developed in the implementation of unique knowledge, skills, skill, vocational activity.

### Conclusions and recommendations

It is known that the structural element of the Occupational Competence is the creative self-development, the modern concept of its modern controversy is based on a new paradigm. Of course, the priority of modern education should be a education aimed at personal self-development. This new pedagogical paradigm is based on the following postulates:

- understanding the inner values of every person;
- unlimited opportunities for each person's development;
- understanding the nature of the creative self-development as an integral character of "self." Components forming this system: self-knowledge, creative self-determination, self-government, such as self-government, the person's creative self-awareness of the person. In this process, a person becomes a stage of self-sufficiency in the state of self-discipline and development.

Based on the above considerations, the following paragraph called “Structural-functional model and content of professional competence of future physical culture teachers” can be concluded as follows:

Firstly, the competence is a complex synthesis of cognitive, practical and personal experience, which is a system of personal and professional characteristics, which is manifested in pedagogical activities, is the ability to effectively implement the professional activities of the teacher. It includes a complex and widely capacity building that combines professional, social-pedagogical, socio-psychological, legal and other features.

Second, the general criterion of professional competence is the results of the work of the specialist, the social significance of his work, his reputation, the state of social work in a particular field of knowledge, it is therefore important and necessary to develop a scientific concept of the formation of professional competence in each professional (future physical culture specialist).

Third, the formation of the professional compensation of the future physical culture teacher is based on a number of principles, and these methodological principles will serve as clear instructions in the formation of professional competence of the future physical culture teacher.

Fourth, each of the functional components has its own characteristics and raises a unique "burden" in the activities of the participants of the pedagogical process. The insulation of structural and functional components contributes to the unique approach to the organization and management of pedagogical phenomena, which will allow pedagogical systems, students, their parents, the most general patterns specific to managers.

Fifth, the education system we are implementing is humanized education, which focuses on the interests of the individual student as a process of education renewal, including the “humanization” of education in terms of content. As a result, it is the basis for the development of a mature specialist who is perfect in all respects and has his own personal opinion.

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