

**COMPETENCY-BASED APPROACH IN THE PHYSICAL EDUCATION SYSTEM:  
IMPLEMENTATION CHALLENGES AND DEVELOPMENT PROSPECTS**

**Kozlova Galina Gennadyevna**

Fergana State University, Senior Lecturer

**Jabborova Zarina**

Student of the Faculty of Physical Education

**Abstract:** The article examines the features of implementing the competency-based approach in the physical education system, its role in shaping the professionally significant qualities and skills of future specialists. The problems arising during the introduction of the competency-based learning model into the educational process are analyzed, and promising directions for its development are identified. Special attention is paid to the need to integrate theoretical and practical training, as well as the use of innovative pedagogical technologies to form stable competencies in students, ensuring their readiness for professional activity in the modern educational environment.

**Keywords:** competency-based approach, physical education, professional competence, pedagogical activity, educational process, innovations.

The modern higher education system is undergoing active modernization aimed at improving the quality of specialist training and aligning educational standards with the requirements of the labor market and society [1]. Under these conditions, the competency-based approach becomes the methodological foundation for educational reform, orienting the learning process toward results expressed in the knowledge, skills, activity experience, and personal qualities acquired by the student [2].

In the field of physical education, the competency-based approach is particularly relevant, as the activity of a physical education teacher requires not only theoretical knowledge and methodological skills but also practical readiness to implement educational, health-improving, and upbringing tasks [3]. A future specialist must possess a set of key and professional competencies that ensure successful work in various educational and sports institutions, as well as the ability for self-improvement and professional reflection [4].

**The essence of the competency-based approach in physical education.**

The competency-based approach in modern pedagogy is considered a strategic direction that ensures the transition from a knowledge-oriented learning system to a model aimed at developing students' ability to act effectively in diverse professional and social situations [5]. It involves the development of not only knowledge and skills but also personal qualities, value orientations, communication abilities, and readiness for continuous self-improvement.

In the context of physical education, the competency-based approach holds special significance, as the activity of a physical education teacher covers a wide range of tasks—from organizing physical activities and teaching motor skills to fostering students' values regarding physical culture and a healthy lifestyle. Therefore, training specialists in this area should focus on forming a comprehensive system of competencies that ensure their professional flexibility and effectiveness.

The competency-based approach in physical education includes three interrelated components:

**Cognitive component** — a set of knowledge in pedagogy, psychology, anatomy, physiology, and the theory and methodology of physical education necessary to understand the patterns of physical and personal development;

**Operational component** — a system of practical skills enabling teachers to effectively organize the educational and training process, apply modern teaching methods, and develop individual physical education programs;

**Value-motivational component** — conscious acceptance of professional values, a stable desire to improve one's activities, development of pedagogical responsibility, and orientation toward humanistic ideals [6].

**The main idea of the competency-based approach** is that the student should not simply absorb knowledge but be able to apply it in practice, analyze pedagogical situations, make decisions, and evaluate their consequences. This is especially important for a future physical education teacher, whose activity requires constant assessment of students' physical, emotional, and psychological condition, as well as the selection of appropriate methods and means of influence.

Professional competencies in students are formed through a combination of theoretical training and practical activity. Lectures and seminars provide theoretical and methodological foundations of physical education, while practical lessons, pedagogical, and production practices allow the development of specific professional skills. This approach ensures the gradual formation of students' professional identity and confidence.

To implement the competency-based approach, the use of interactive and innovative teaching methods is important. Among them, project and research activities, modeling pedagogical situations, training formats, and the use of digital technologies (online platforms, fitness trackers, video analysis of movements) show particular effectiveness. These tools contribute to activating students' cognitive activity, developing critical thinking, communication skills, and decision-making independence [7].

Moreover, the competency-based approach implies a **change in the role of the teacher**: from a source of knowledge to an organizer of educational interaction, mentor, consultant, and partner in the professional development of students. Such interaction fosters responsibility, reflection, self-assessment, and self-improvement among learners.

Thus, the essence of the competency-based approach in physical education lies in developing the personality of the future teacher as an active participant in the educational process, capable of professional activity, self-development, and creative problem-solving. Its implementation ensures the formation of not just a qualified specialist but a socially mature, motivated, and reflective individual ready to work effectively in the modern educational environment.

### **Challenges of implementing the competency-based approach.**

Despite its significant potential, the implementation of the competency-based model in the physical education system faces a number of challenges. The main issues include:

- insufficient readiness of teachers to transition from a knowledge-based to a competency-based paradigm [7];

- limited material and technical resources, especially when implementing innovative technologies;
- weak integration of academic disciplines with practical training;
- insufficient methodological support and assessment criteria for competencies [8].

Additionally, students often exhibit low motivation for independent and research work, which complicates the development of professional competencies. This requires revising curricula, assessment methods, and forms of organizing the learning process, emphasizing active student participation in forming their own competencies [9].

#### **Prospects for developing the competency-based approach.**

Further development of the competency-based approach in physical education requires comprehensive modernization of the educational process. Promising directions include:

- implementing digital technologies and online platforms for monitoring competency development;
- strengthening the practical orientation of training through pedagogical and production practices;
- developing individualized educational trajectories that ensure a learner-centered approach;
- fostering cooperation between educational institutions and the professional environment — sports schools, fitness centers, and health organizations [10].

Effective implementation of the competency-based approach is impossible without developing students' value-based attitude toward the profession and understanding the social significance of physical culture. In this context, pedagogical reflection plays a key role, enabling future teachers to analyze their experiences, identify challenges, and plan pathways for professional development.

**Conclusion.** The competency-based approach in physical education is a key direction in the development of modern pedagogical science and practice. Its implementation ensures the shift from transferring knowledge to forming students' ability to act professionally, creatively, and responsibly. Despite existing methodological and organizational challenges, the competency-based approach offers wide prospects for improving the quality of training specialists in physical education.

Successful implementation requires systemic cooperation among all participants of the educational process, updating academic content, improving pedagogical technologies, and creating conditions for students' professional self-development. Only a comprehensive approach can ensure the training of a competitive teacher capable of working effectively in the modern educational environment and contributing to the development of physical culture in society.

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