



COMPETENCY DEVELOPMENT OF FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract. *The article addresses the issue of developing the competency framework of future physical education teachers. From the perspective of modern educational requirements, pedagogical activity involves not only the acquisition of knowledge and skills but also the formation of personal, communicative, and innovative competencies. Therefore, a physical education teacher must be prepared as a specialist capable of promoting a healthy lifestyle, fostering social and moral values among students, and effectively applying modern pedagogical technologies in practice.*

The article analyzes the essence and structure of pedagogical, methodological, communicative, personal, and innovative competencies, substantiating their importance in the professional formation of future specialists. The study emphasizes the need for an integrated approach to competency development as a key factor in ensuring the effectiveness of teacher education in the field of physical culture.

Keywords: *future physical education teacher, competency development, pedagogical competence, methodological competence, communicative competence, personal development, innovative technologies, healthy lifestyle.*

Introduction. At present, one of the most relevant directions in the field of education is the formation of professional training for future teachers based on a competency-based approach. In particular, in the process of training future physical

education teachers, special attention is paid not only to theoretical knowledge but also to the development of practical skills, methodological mastery, and communicative abilities. This is due to the fact that a physical education teacher performs the vital function of promoting a healthy lifestyle among students, ensuring their physical development, and fostering moral and social values [1, 4. 5].

The competency-based approach implies that a future specialist applies not only knowledge and skills in their activity but also develops the abilities of self-improvement, independent decision-making in pedagogical situations, and the effective use of modern technologies [8, 10]. Therefore, the professional competence of a physical education teacher represents an integrated system that encompasses pedagogical, methodological, communicative, ethical, and innovative potential.

The competency framework of future physical education teachers includes the following main components:

1. Pedagogical competence - the ability to plan, organize, control, and evaluate the learning process. Pedagogical competence constitutes a set of knowledge, skills, abilities, and personal qualities necessary for the effective implementation of professional pedagogical activity. It includes not only theoretical understanding but also the ability to apply knowledge in practice, manage and improve the educational process [2, 3, 6].

The main structural elements of pedagogical competence are as follows:

- Knowledge base - mastery of scientific knowledge in pedagogy, psychology, didactics, and teaching methodology;
- Lesson organization skills - the ability to plan lessons and select exercises according to students' age and individual characteristics;
- Educational activity - developing students' interest in a healthy lifestyle, forming discipline and volitional qualities;
- Classroom management skills - maintaining discipline and organizing students' activity effectively during lessons;

- Evaluation and analysis - assessing students' physical preparedness and development dynamics, as well as self-analysis and improvement of one's own pedagogical performance [7, 9, 11].

Pedagogical competence enables the physical education teacher to:

- effectively plan and conduct lessons and training sessions;
- motivate and encourage students toward active participation;
- continuously improve their professional mastery and self-development.

Hence, pedagogical competence occupies a central place in the system of professional competencies of future physical education teachers [14, 15].

2. Methodological Competence. Methodological competence refers to the ability of a future physical education teacher to effectively organize lessons and training sessions using scientifically grounded methods and to adapt them to the individual characteristics of students. It encompasses the skill of applying diverse pedagogical methods, technologies, and tools within the educational process, as well as the ability to integrate innovative approaches [12, 13].

Methodological competence involves the capacity to design and implement instructional activities that align with students' physical, psychological, and age-specific features while ensuring the achievement of pedagogical objectives. This competence enables the teacher to transform theoretical knowledge into effective pedagogical practice through systematic planning, adaptation, and evaluation.

The main components of methodological competence include:

- Didactic knowledge - the ability to select appropriate content, forms, and methods of instruction when planning physical education lessons;
- Adaptation skills - the capacity to modify exercises and workloads according to students' age, gender, and psychophysiological characteristics;
- Application of innovative technologies - the effective integration of digital resources, interactive methods, and gamification elements into physical education lessons;

- Management of the learning process - the ability to regulate physical load, ensure safety measures, and organize the lesson in a step-by-step, structured manner;
- Analysis and evaluation - assessing students' physical fitness levels, evaluating the effectiveness of the session, and identifying and correcting methodological errors [16].

Methodological competence enables future physical education teachers to:

- plan and conduct lessons in accordance with scientific and methodological principles;
- create favorable conditions for students' individual physical development;
- achieve high effectiveness in the physical education process;
- continuously improve their professional practice in line with modern educational standards.

Thus, methodological competence constitutes a key structural component within the system of professional competencies of future teachers, serving as the foundation for the development of practical pedagogical mastery.

3. Communicative, Personal, and Innovative Competencies. Communicative competence refers to the ability of a future physical education teacher to establish effective communication with students, parents, and colleagues, fostering pedagogical cooperation and mutual understanding in the educational environment. It involves the mastery of verbal and nonverbal communication skills, empathy, tolerance, and the ability to resolve conflicts constructively. A teacher with high communicative competence is able to create a psychologically safe and motivating atmosphere, encourage student participation, and promote collaboration among all stakeholders in the learning process.

Personal competence reflects the teacher's ability for self-development, psychological stability, responsibility, and creativity in professional activity. It includes self-reflection, emotional intelligence, time management, and the pursuit of continuous improvement. A personally competent teacher demonstrates moral

integrity, resilience, and adaptability, serving as a positive role model for students both in professional and personal contexts.

Innovative competence is characterized by the ability to effectively use modern information technologies and to apply advanced practices in sports pedagogy. It involves creativity in lesson design, the use of digital and interactive tools, and openness to educational innovation. Teachers who possess innovative competence are capable of integrating digital learning platforms, virtual simulations, and gamified methods to enhance students' engagement and learning outcomes.

The formation of these competencies within the system of higher education is ensured through theoretical instruction, practical training sessions, pedagogical internships, and independent research activities. A balanced combination of these elements supports the comprehensive professional development of future physical education teachers.

Conclusion. The competency development of future physical education teachers plays a decisive role in their professional formation. A physical education teacher is not only an instructor conducting lessons but also an educator who promotes a healthy lifestyle and contributes to the physical, moral, and social development of students. Therefore, the formation of pedagogical, methodological, communicative, personal, and innovative competencies constitutes one of the priority tasks of higher education.

Pedagogical competence enables teachers to organize the learning process effectively and harmonize educational and upbringing objectives, while methodological competence ensures scientifically grounded instruction adapted to students' individual characteristics. Communicative competence serves as a key factor in establishing effective interaction with students, parents, and colleagues. Personal and innovative competencies, in turn, strengthen teachers' self-development, creativity, and readiness to apply new technologies in educational practice.

The competency-based approach enhances future specialists' professional adaptability, enabling them to make independent pedagogical decisions, promote students' physical and moral development, and effectively employ modern educational technologies. As a result, the professional competency of physical education teachers directly contributes to improving the quality of education, fostering a healthy and well-rounded young generation, and supporting the social and moral advancement of society.

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