

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE FORMATION OF PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF FUTURE SPECIALISTS IN PHYSICAL CULTURE AND SPORTS BASED ON THE ACMEOLOGICAL APPROACH

Ibrakhimov Sanjar Urunbayevich

Alfraganus University "Sports Activities"

Professor, Doctor of Pedagogical Sciences (DSc)

ORCID 0000-0002-9347-5595

Annotation: This article presents the scientific and methodological foundations of professional-pedagogical training for a future specialist in physical culture and sports based on an acmeological approach, high professional qualification and competence, the diversity of effective professional skills and abilities, and modern methods for solving professional tasks.

Key words: professional skills, professional development, professional-pedagogical training, pedagogical acmeology, professional competence.

Introduction. In solving the problems of increasing the level of professional training in modern conditions, special attention is paid to the intellectual, spiritual, and cultural development, professional growth, and creative independence of the future specialist. In the implementation of these tasks, acmeology, a new interdisciplinary field of knowledge in the system of human sciences, is of decisive importance. The subject of this discipline consists of the laws of development and self-improvement of a mature person, as well as the processes of forming creative preparation for future professional activity.

Literature review. The foundations of pedagogical acmeology are reflected in the works of N.V. Kuzmina and representatives of her scientific school. Deep, substantial research by A.A.Bodalev, A.A.Derkach, M.T.Gromkova, E.A.Klimov, N.N.Nikitina, L.M.Mitina, and other well-known pedagogical psychologists is devoted to the study of the specifics of teaching skills, the psychology of teacher labor, and professional development. These studies led to the understanding of pedagogical labor as a holistic and developing reality.

The subject area of pedagogical acmeology includes:

- a) laws and mechanisms for achieving high peaks in pedagogical activity;
- b) study of the processes of gradual formation of a highly qualified teacher;
- c) Ways to become a professional teacher.

Also, at present, the first examples of acmeographic descriptions and acmeograms of teachers have been developed, which are becoming increasingly widely used in practice. However, at this stage of improving the system of professional training of a specialist in physical culture and sports, acmeology has not developed sufficiently. At the same time, identifying the conditions and factors that determine the professional formation of teachers and mentors creates the opportunity for targeted and effective management of this process.

At the present stage of the development of acmeology, its main concepts are "professional skills" and "competence."

Analysis and results. Professionalism of activity is a qualitative characteristic of the subject of labor, reflecting high professional qualifications and competence, a diversity of effective professional skills and abilities, including skills based on creative solutions, mastery of modern algorithms and methods for solving professional tasks. This makes it possible to carry out activities with high and stable efficiency.

A person's professional skills are considered as a qualitative characteristic of the subject of labor. This characteristic reflects a high level of professionally significant or personal-business

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

qualities, creativity, an appropriate level of aspirations, a motivational sphere and value orientations aimed at professional development.

One of the main aspects of the formation of a teacher's professional skills is competence in pedagogical activity. While studying in higher education, a student should have a clear understanding of the nature of teacher work, professional deformation and probability, requirements for the teacher's personality, and the specifics of their working conditions. It is during this period that a system of knowledge and skills is formed, which will become the basis for future self-improvement. At this stage, a system of knowledge and skills is accumulated, which serves as the basis for further self-improvement.

One of the most complex tasks of the period of study at a higher educational institution is the formation of pedagogical skills. In particular, possessing pedagogical skills allows a young specialist to react correctly in emergency situations and in a new social environment, overcome difficulties without falling into depression, and create a unique style of activity and communication. Pedagogical mastery serves to manifest the internal content and external expression of the teacher's activity in a harmonious unity.

A student who has mastered the basics of pedagogical skills adapts more easily to social conditions, since pedagogical skills include:

- the ability to control one's actions (facial expression, body movements);
- the ability to manage one's emotional state (creating a positive atmosphere during a lesson or training, eliminating excessive mental strain);
- mastering speech skills (phonic breathing, voice placement, control of pronunciation and speech speed).

The responsibility of a specialist in physical culture and sports for the formation of the physical and spiritual health of the younger generation requires not only knowledge of the basics of professional activity, but also a special attitude to the pedagogical process. This attitude manifests itself in the teacher's position. Physical education and sports training should be combined with positive emotions, expressed in the joy and emotional satisfaction of the participants. However, such a positive influence of physical culture and sports can be realized only under the conditions of applying a personality-oriented approach in the practical activities of a specialist in this field and thereby demonstrating a humanistic pedagogical point of view.

We consider the humanistic pedagogical position as a holistic characteristic of pedagogical activity. The essence of a pedagogical position is determined by the unity of three components: non-violence based on the acceptance of moral values; subjectivity and personal attitude. The highest manifestation of a formed humanistic position is a stable orientation towards personal relationships based on the subjective realization of moral values.

The quality of implementing moral values has different levels, which are characterized by the expression of cognitive and affective components. The intuitive level is characterized by a very low level of development of the moral-cognitive component and the absence of a conscious desire to realize morality. The normative level is characterized by the formation of the moral-cognitive component at a medium or high level, but the subject exhibits a generally negative or conditionally positive emotional attitude towards implementing moral norms. The spiritual level is characterized by a high degree of formation of the cognitive component and deep emotional experiences of moral activity.

The comprehensive methodology for forming a humanistic pedagogical position is based on activating the moral-cognitive and subjective spheres and is implemented in several stages: diagnostic, organizational, procedural, and result-oriented. At the diagnostic stage, the manifestation of the subjective and moral-cognitive spheres is activated. The activating function of the diagnostic stage serves to launch the entire pedagogical process. The content of the second stage consists of organizing thinking activities and the communicative environment in a moral-subject context. The process stage includes lectures and seminars. The essence and specificity of this stage is the implementation of a series of educational situations with elements of cognitive-

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2025

communicative training. The main condition for implementing the methodology is the integration of thinking activities into the subject environment, which directs students' attention to the peculiarities of professional activity and the moral content of the work of a coach and physical education and sports teacher. The methodology is organized in two directions: the first direction involves the student's independent thinking in developing a small project of educational technology that necessarily includes moral foundations, and the second direction involves the exchange of students' ideas, group discussions, and the presentation of the results of the subjects' thinking activities in a dialogic mode according to the subject content.

The introduction of the proposed comprehensive methodology into the process of professional training made it possible to qualitatively improve the indicators of the formation of components of the humanistic pedagogical position. In the process of conducting classes, it is necessary to apply special pedagogical methods that create a non-violent environment allowing students to demonstrate their subjective and moral potential. These include: assistance and support related to collaborative activities; counseling, understood as assistance; encouraging attention to moral values; intellectual cooperation; "exercising" in the field of moral aspirations perceived by the individual; proposing new goals that correspond to the moral inclinations consciously perceived by the individual. Through intellectual communication in free and natural interaction, one can understand the possibilities of comprehending moral values and applying them in professional and pedagogical activity. It is necessary to avoid pedagogical methods aimed at suppressing the personality of students: strict requirements, emotional pressure and threats, giving orders, passing judgments, imposing penalties, coercion, etc. It is necessary to avoid pedagogical methods related to suppressing the personality of students: strict requirements, emotional blackmail and threats, giving orders, sentencing, imposing fines, coercion, etc.

The subject of our research is "grammar of pedagogical speech behavior," which consists of a set of units, forms, laws, regularities, and rules of speech behavior. This grammar is primarily related to the skill of using verbal and nonverbal means to achieve communicative goals.

To determine the level of formation of students' professional speech behavior skills, the following criteria were established: the formation of skills in using verbal means (communicative qualities of speech), acoustic means (voice quality and pronunciation), kinetic means (gestures, facial expressions, body movements), and proxemic means.

Conclusion. In conclusion, it should be noted that in the process of studying the professional and pedagogical orientation of students, a high level of orientation towards organizational and communicative activity in students of higher educational institutions of physical culture and sports is important. The work of a future physical education teacher and coach requires comprehensive skills in this area. However, the characteristic of development in such areas as science and intellect is somewhat low, which indicates the need to increase interest in the content of the subject and increase and develop the creative potential of students.

References

1. Кузьмина Н.В. Основы общей и прикладной акмеологии: Учеб. пос. М., 1995.
2. Бодалев А.А. Вершина в развитии взрослого человека: характеристики и условия достижения. М, 1998. — 168 с.
3. Акмеология: Учеб. пос. / А. Деркач, В. Зазыкин. — СПб.: Питер, 2003. — 256 с.