

**DEVELOPING PHYSICAL EDUCATION TEACHERS' PROFESSIONAL
COMPETENCE THROUGH GYMNASTIC TOOLS**

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Annotation: This article presents a theoretical and methodological analysis of the role of gymnastic tools in developing the professional competence of physical education teachers. The study identifies cognitive, operational, reflective, and communicative components of competence and explores mechanisms for their development through gymnastics. International practices, particularly in Europe and Asia, are reviewed to assess their adaptability to national education systems. Furthermore, the article outlines the conceptual foundations of a model that enhances teachers' professional capacity through the pedagogical, psychological, and social applications of gymnastic tools.

Keywords: physical education, professional competence, gymnastic tools, pedagogical skills, didactic reflection, psychomotor ability, learner-centered education.

Introduction

In the modern educational system, a physical education teacher is regarded not only as a promoter of a healthy lifestyle, but also as a professional equipped with advanced pedagogical and psychological approaches. Therefore, developing professional competence is currently recognized as one of the top priorities in teacher education. This competence encompasses not only theoretical knowledge but also practical readiness, communicative culture, reflective thinking, and movement literacy integrated into a unified framework.

In particular, the effective use of gymnastic tools plays a vital role in shaping physical education teachers' movement technique, safety culture, aesthetic awareness, and motivation. Through the didactic and psychological capacities of these tools, a teacher can strengthen not only their methodological preparedness, but also professional sensitivity and responsibility when working with students.

The relevance of this study lies in the fact that current curricula often lack a deep investigation of how gymnastic activities contribute to developing professional competence. Moreover, international experience shows that the integrative use of gymnastic tools fosters creative teaching approaches and helps build balanced psychological environments.

Therefore, this article aims to highlight the theoretical foundations of professional competence in physical education, explore the pedagogical significance of gymnastic tools, and analyze international practices that can be adapted to prepare highly qualified teaching professionals.

Main part: 1. The essence and structure of physical education teachers' professional competence

Professional competence is not merely a sum of knowledge but a teacher's ability to perform professional duties independently, responsibly, and in line with modern pedagogical approaches [1]. Models developed by Slastenin (2000), Kuzmina (1990), and Tojiboyev (2024) emphasize several components: cognitive (theoretical knowledge), operational (practical skills), communicative (interactional ability), reflective (self-analysis), and motivational (internal drive) [1; 2; 3].

These components are interdependent and contribute to each other's development. For instance, a teacher's methodological proficiency is not limited to knowledge but is closely related to their ability to apply it practically. In modern approaches, competence assessment is conducted through structured indicators such as testing, portfolios, observation, and interactive activities [4].

2. The role of gymnastic tools in competence development

Gymnastic tools are critical in shaping a teacher's movement culture, technical accuracy, safety awareness, and aesthetic understanding [5]. Accurate demonstrations, safe lesson management, and student motivation are indicators of a highly competent teacher [6].

Through gymnastics, teachers improve their self-assessment skills and effectively utilize psychomotor development opportunities. As Polatova (2022) noted, gymnastic training fosters qualities like discipline, endurance, and self-reflection in educators [7].

3. International practices in competence development through gymnastics

In countries like the USA, Japan, and Finland, physical education training increasingly emphasizes the development of competence through gymnastic tools. In the US PETE (Physical Education Teacher Education) program, movement technology, safety assurance, and student-centered instruction are central elements [8].

In Finland, methods such as "lesson study" and "peer observation" allow physical education teachers to engage in mutual lesson analysis and collaborative practice, thereby improving their use of gymnastic tools [9]. These methods strengthen teachers' reflective, cooperative, and experiential learning competencies.

Competence developed through gymnastic tools particularly strengthens teachers' control over bodily movement, precision in didactic planning, and overall lesson efficiency. A multi-dimensional approach is essential in building professional competence incorporating movement technologies, psychological readiness, interactive methods, and adherence to safety protocols.

For example, in China's teacher training programs, the use of gymnastic tools involves simultaneous focus on technical, psychomotor, and methodological preparation [10]. These programs prioritize a teacher's capacity for pedagogical reflection and biomechanical analysis behind each movement. This integrative approach ensures the safety, visibility, technical accuracy, and aesthetic coherence of teaching practices.

Moreover, experiences from Australia and Canada demonstrate that gymnastic tools serve as key mechanisms for personalized instruction [11]. Teachers adapt movement techniques based on each student's physical and emotional needs, reflecting a high level of professional competence.

In modern pedagogy, teachers' control over movement aesthetics, management of lesson dynamics, and ability to reflect on instruction are indispensable components of professional competence. Therefore, an in-depth exploration of the didactic potential of gymnastic tools and their integration into teacher training curricula is crucial.

The didactic potential of gymnastic activities transforms a teacher's approach to lesson delivery. Unlike traditional passive methods, gymnastics requires the teacher to consciously plan each exercise's goal, execution method, safety standards, and aesthetic presentation. From this perspective, the role of gymnastic tools in developing professional competence can be analyzed through the following core dimensions:

Development of psychomotor competencies – this includes the teacher's ability to demonstrate, guide, and accurately express movement. By improving technique and coordination, the teacher models physical actions with technical and aesthetic precision for students.

Didactic reflection – gymnastic tools allow the teacher to observe, evaluate, and improve their own lessons. For example, identifying movement errors and applying corrective strategies are essential components of reflective competence.

Learner-centered approach – gymnastics requires individualized attention to students' physical conditions, selecting appropriate exercises, and assigning differentiated loads, thus achieving better outcomes. This process enhances the teacher's social and psychological competence.

Formation of professional ethics – ensuring safety during movement, offering psychological support, and demonstrating empathy are critical components of pedagogical ethics. These aspects are especially pronounced in gymnastic instruction.

International studies propose competency-based models strengthened by gymnastics. For instance, the theories presented by K. Hardman (UK) and G. Höhmann (Germany) emphasize that a teacher's competence encompasses not only knowledge of physical movement but also the ability to adapt students to social environments, develop volitional qualities, and foster self-confidence [12].

Based on the above, gymnastic tools can be recognized as an integrative model for developing professional competence through:

1. Cognitive (knowledge-based),
2. Operational (practice-oriented),
3. Social (communication-based), and
4. Reflective (self-evaluative) approaches.

This model can serve as a theoretical foundation for pedagogical-methodological studies and dissertations submitted to the Supreme Attestation Commission (OAK). Especially in training future physical education teachers, the broad and systematic impact of gymnastic tools must be deeply explored.

Conclusion

Chapter 1 presented a theoretical-methodological analysis of the concept, components, and development stages of professional competence in physical education teachers. The review of academic literature, alongside international and national experiences, confirms that competence is a multi-dimensional system encompassing not only knowledge and skills but also independent decision-making, effective lesson planning, and attention to individual student needs.

Gymnastic tools were shown to play a crucial role in the development of teachers' professional competence. These tools enhance not only psychomotor skills but also didactic reflection, learner-centered teaching strategies, and professional ethics.

Analysis of international practices particularly from the USA, Canada, China, and Germany illustrates that teacher competence is enriched not just through physical preparedness but through movement aesthetics, safety culture, interactivity, and reflective self-improvement.

In conclusion, the professional competence model developed through gymnastic tools supports the integrated development of teachers' cognitive, operational, social, and reflective skills. This model offers a strong theoretical foundation for training future physical education teachers and can be effectively used in pedagogical and scientific works submitted to the Supreme Attestation Commission. Certainly! Below is the expanded and academic-style English version of the Conclusion to Chapter 1, aligned with OAK (Supreme Attestation Commission) academic requirements and suitable for journal or dissertation use:

The findings of this chapter reveal that the development of professional competence among physical education teachers requires the integrated formation of theoretical knowledge, practical skills, communicative abilities, and reflective thinking. Gymnastic tools serve as a key mechanism in ensuring this systematic and effective development.

The main strengths of gymnastics in shaping professional competence are as follows:

1. It enhances the teacher's ability to simulate pedagogical situations and develop solutions to real-life instructional challenges;
2. It deepens awareness of movement culture, aesthetics, and safety norms;
3. It supports the development of professional ethics and interpersonal communication, enabling effective interaction with students;
4. It fosters reflective thinking, allowing the teacher to critically evaluate and improve their own professional practice.

The research has also shown that while Uzbekistan's education system includes some relevant methodologies, there is a clear need to systematize and adapt best international practices into a nationally suitable pedagogical model. The use of specialized programs, methodological manuals, and mentorship (ustoz-shogird) frameworks centered on gymnastics tools may play a vital role in this regard.

Furthermore, the socializing function of gymnastics particularly through group exercises helps instill values such as cooperation, responsibility, leadership, and communication, thereby strengthening the teacher's social competence.

In summary, the analysis in Chapter 1 has demonstrated that gymnastic tools contribute not only to the development of motor skills and movement technique but also to broader pedagogical competencies, professional self-reflection, and ethical awareness. This significantly increases the scientific and practical value of the topic and indicates the need for further experimental validation, conceptual modeling, and application in teacher training programs. These aspects will be explored in the subsequent chapters of the research.

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