

# Requirements For the Professional Competence of Physical Culture Students

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**Abstract.** The problem of increasing the level of professional competence of a student who has the ability to think freely and actively, model the educational process, develop and implement new ideas and technologies of teaching and upbringing is considered urgent in modern socio-economic conditions.

**Key words:** competence, professional competence, competent approach, physical culture, principles of professional competence formation, requirements for professional competence.

Improving the quality of education is one of the most pressing problems in the entire world community today. To solve it, however, it is necessary to modernize the content of Education, revise the technologies of the educational process and the ultimate goal of unconditional education.

The competency approach is aimed at the formation of the social, legal, communicative, educational and adaptability, self-development, information literacy, professional and personal qualities of the learner, making it possible to implement modern conditions in itself. The goal of competitive education is to achieve quality – effectiveness of Education.

The term "competence" has been defined by many researchers in their work. For Example, V.N. Vvedensky believes that competence is some kind of personal description, and competence is a complex of specific professional or functional descriptions [4].

M.A. Kholodnaya, on the other hand, defined competence as: competence is a special type of Organization of subject-specific knowledge that allows effective decisions in appropriate activities [10].

G.K. Selevko understood competence as a form of a complex of knowledge, skills and competencies that allows you to set a goal for changing the environment and achieve it. Competence is an integrated quality that is based on the knowledge and experiences acquired by an individual in the process of education and socialization and focused on his independent and successful participation in activities, manifested in his overall ability and training in his activities [9].

N.A. Muslimov defined competence as: "competence is expressed in the acquisition of the knowledge, skills and qualifications necessary for the implementation of the personal and socially significant professional activities of the student and their ability to apply them in professional activities" [7,8].

A.X. Mahmudov, on the other hand, defined competence as: "competence is the individual-specific integrated qualities that allow for the effective conduct of professional activities of a specialist in ever-changing conditions or" [5,6].

Competency, then, is the description of a person who has the knowledge and experiences to carry out a specific activity, which implies the acquisition of knowledge and qualities integrated in each independent direction, and not individual knowledge and skills by the learner.

Competence does not reject knowledge, skills and qualifications, but is fundamentally different from them. The difference from knowledge is that they do not exist as information about activities, but as an activity view.

Skills differ in that they can be used to solve problems of different appearance. The difference from qualifications is that it is understood, but not automated. This allows a person to act not only in a normal, but also in a new non-standard state.

From the point of view of the requirements for the level of professional training of graduates of higher educational institutions, competence refers to the ability of a future specialist to

purposefully apply a complex of knowledge, qualifications and methods of activity in certain situations.

The main elements of competence, which are important in the organization of professional activities, are embodied in state educational standards.

To determine the professional competence of students of the direction of physical culture, we will focus on some studies dedicated to the study of this concept.

V.A. Adolf explained professional competence as follows: professional competence is a generalized personal education that includes theoretical, methodological, subject, psychological - pedagogical and technological training in productive pedagogical activity.

From his point of view, it can be noted that full-fledged professional competence is manifested only in a mobile and innovative specialist. [1].

V.I. Bidenko described the concept of "professional competence" as follows:

- to have the knowledge, skills, qualifications and abilities necessary to operate in his specialty, the characteristics of autonomy and flexibility at the same time in the partial solution of professional problems;

- development of cooperation with colleagues in a professional interpersonal environment;

- standards design structure, which includes the criterion of activity (quality measure), the field of application, the required knowledge;

- effective use of abilities that allow you to effectively carry out professional activities according to the requirements of the employer;

- an integrated combination of knowledge, characteristics and skills that allows a person to successfully carry out work activities in the modern labor environment [3].

N.S. Aulova cited the following criteria for their readiness:

- the level of reflexive activity of a person - attitude to colleagues, choosing the image of an ideal specialist expressed in personally important professional qualities, evaluating the suitability of one's profession, the formation of reflexive actions;

- mastering the level of formation of the content-process, operational component, tools, methods and ways of professional activity as the main technological preparation;

- the level of cognitive activity - the mastered system of professional knowledge, the ability to apply methods of solving professional problems;

- the formation of reliability in the high social definition of the profession;

- understanding the importance of the need to master effective professional methods;

- strive to find ways to implement them in their professional activities;

- level of prediction activity [2].

The main goal of modern education is to meet the current and future needs of the individual, society and the state, to prepare a multifaceted personality of a citizen of his country who is capable of social adjustment in society.

An important requirement for the development of professional competence of managers in the field of physical culture and sports is, first of all, the pedagogical principles of its formation. The analysed scientific researches in the field of physical culture and sports reveal and substantiate the generalisations, specifics and certain subjectivism of each author, reflecting his/her philosophical position regarding the principles of forming the professional competence. The analysis of scientific works made it possible to distinguish the following groups of principles: basic, regulating the adaptive process of managers study in higher educational institutions (the principle of an adaptive function of teaching professional disciplines; the principle of individualisation of an adaptive development of a student personality when obtaining a sports manager profession; the principle of adaptive-guided learning; the training principle aimed at developing the professional competence of the future manager of physical culture and sports); key principles that facilitate the adaptation of these students to interpersonal, interactive, technology training (the principle of optimal combination of direct and indirect education; the principle of the priority use of methods and means of indirect interaction (student-content-teacher-student) in the context of personality-oriented adaptive learning; the principle of the determining role of self-adaptation; the principle of spiritual comfort in the conditions of open interaction among subjects

of the educational process) and general didactic principles (scientific knowledge; systemicity; education; connection of learning process with the environment; reality; individualisation; activity; apparency), which regulate THE educational process of an educational institution with the purpose to master disciplinary, interdisciplinary and general knowledge, skills and determine the abilities of professional managers in the field of sports to apply them in practice. It has been established that any of these principles becomes meaningful only in relation with others. A consistent and integral interaction of these principles at each stage of the learning of future managers in the field of sports will guarantee the acquisition of professional competence, taking into account the needs of the labor market.

Formation of the following competencies in students of physical culture leads to the development of their overall professional competence: basic (formation of the desire to win); universal; social (sports games as a means of developing social competence); cognitive; personal; informational, communicative, self-education, competent attitude to one's health, flexibility, organizational (routine), movement (motor) - practical competencies.

It is also appropriate to add the following to the requirements for the professional competence of students of the field of physical culture:

- being able to apply theoretical views and leading concepts of modern directions of physical education in professional activity;
- application of innovative and information technologies, professional activity-activating methods in physical education classes;
- effective use in professional practice of interactive educational forms, methods and tools that serve to increase the activity of athletes in the physical education process;
- to be able to apply all acquired knowledge, acquired skills and qualifications to the educational process of physical education;
- to be able to apply the best practices in the teaching methodology of pedagogy and psychology as a specialty in developed countries to professional activities.

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