

Improvement Of Physical Culture Training In Higher Education on The Basis of A Health-Oriented Competency Model

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Abstract. The article examines the problem of salomatlikka yo'naltirilgan kompetensiyaviy jismoniy madaniyat modeli within the framework of sport pedagogy, physical culture theory and health-oriented higher education. The relevance of the study is determined by the need to transform physical education from a predominantly normative lesson into a pedagogical environment that develops health literacy, independent exercise habits, movement safety, social interaction and self-regulation. The object of the research is oliy ta'lim muassasalarida talaba-yoshlarning jismoniy madaniyat mashg'ulotlaridagi harakat faolligi, salomatlik savodxonligi va o'zini o'zi boshqarish ko'nikmalari; the subject is jismoniy madaniyat ta'limini salomatlik, kompetensiya, motivatsiya va hayotiy harakat madaniyati mezonlari asosida tashkil etish mexanizmlari. On the basis of theoretical analysis, comparative pedagogical generalization and model design, the article proposes diagnostika, maqsadli rejalashtirish, differensial yuklama, sog'lomlashtiruvchi faoliyat, refleksiya va barqaror odatni qo'llab-quvvatlash bloklaridan iborat kompetensiyaviy model. The scientific novelty is connected with jismoniy madaniyat darsini faqat normativ topshirish maydoni emas, balki talabaning kundalik turmush tarzini tartibga soluvchi, sog'liqni saqlovchi va refleksiv baholovchi pedagogik tizim sifatida qayta talqin qilish. The results clarify the structural components, pedagogical conditions and expected educational effects of the proposed approach. The practical value lies in the possibility of using the model in higher education institutions for lesson planning, differentiated workload management, student reflection and sustainable physical activity promotion.

Keywords: physical culture, competency-based approach, health literacy, higher education, healthy lifestyle, physical activity.

Introduction.

First of all, the social function of physical culture in a higher educational institution should be rethought: as the gap between the auditorium and the gym decreases, the student approaches the conscious management of his body, health, mental stability and working capacity. The student contingent is not the same: in one group there are young people with sports school experience, students who come with chronic fatigue, representatives of directions with a strong technological sitting regime, and those who have a negative stereotype about physical activity. Therefore, the value of the lesson is not reflected in who passes the standard faster, but in the movement culture, safe exercise competence and long-term health motivation of each student. The issues of mass physical education, youth coverage and use of sports infrastructure are priorities in the sports policy of Uzbekistan, and physical culture in higher education is one of the scientific and pedagogical pillars of this system [1; 2]. At the international level, the World Health Organization identifies regular physical activity, muscle-strengthening exercises and reduced sedentary time as essential for health for children, adolescents and adults [3; 4]. UNESCO defines quality physical education as an educational field that develops not only sports skills, but also life skills, inclusive participation and social responsibility [5]. A competency-based approach is particularly important in this area, as it combines knowledge, skills, values and real behavior; it provides the student with a conscious roadmap of 'why and how to do it safely' rather than an order 'what to do'. The role of a physical education teacher is not limited to demonstrating the exercise; he or she acts as a pedagogical diagnostician, load designer, motivational moderator and scientific advisor on health culture. Based on this, the purpose of this article is to identify the theoretical and methodological foundations of the health-oriented competency-based physical culture model, to express it in the form of a pedagogical model suitable for use in higher education, and to substantiate the mechanisms of practical implementation. The object of the study was the movement activity, health literacy and self-management skills of students in physical culture classes in higher educational institutions, and the subject of the study was determined in the

form of mechanisms for organizing physical culture education based on the criteria of health, competence, motivation and vital movement culture. The scientific hypothesis of the article is as follows: if physical culture classes are organized as a system that combines the components of diagnostics, targeted planning, differential loading, safety, motivation and reflection, then not only the physical fitness of students, but also a responsible attitude to health and independent movement activity will increase. The scientific significance of the topic at the DSc level is precisely that it requires viewing teaching methodology not as a set of separate exercises, but as a multi-level pedagogical system that connects the institute, department, teacher, student, sports infrastructure, and healthy lifestyle policy. The relevance of the topic is further deepened by the fact that physical education today is not just a set of exercises performed in the gym, but an integrative educational system that affects the biological, psychological, social and professional readiness of the younger generation. In the daily lives of students, factors such as prolonged sitting, excessive use of transport, spending a lot of time in front of the screen, improper rest and irregular nutrition reduce the level of physical fitness; these factors are directly visible in the lesson process, because the same task can cause easy adaptation in some students, and excessive stress in others. Therefore, the article sees physical education not at the level of a general health slogan, but at the level of a system of specific pedagogical decisions: which exercise is chosen, why it is chosen, to whom and in what volume, what danger signs are observed, how the student understands his condition and how he moves on to independent activity after the lesson. In higher education, the importance of this issue increases even more, because the student is no longer a schoolboy; he must make independent decisions, manage his time and maintain a health resource suitable for future professional activities. In addition, the status of physical culture in higher education is often overshadowed by general professional disciplines, as if this discipline serves only to fulfill physical standards. In fact, for any profession, a healthy spine, functional reserve of the cardiovascular system, stress management through physical activity, teamwork and a responsible attitude to oneself are hidden but powerful factors of labor productivity. Therefore, physical culture should be interpreted in a modern university not as a secondary auxiliary activity, but as a fundamental pedagogical resource serving to maintain and develop human capital. From a competency point of view, a physical culture lesson simultaneously tests the student's knowledge, physical experience, and volitional determination. This science is not only theoretical by its nature: a wrong understanding can immediately lead to wrong action, and wrong action to fatigue, injury or negative motivation. Therefore, health-promoting competence requires the student to think before action, listen to his body during action, and draw conclusions after action.

Methods.

The research methodology was based on a theoretical analysis of the health-oriented competency model of physical culture, a comparative generalization of regulatory legal acts, international recommendations, sources of sports pedagogy and higher education practice. Methodologically, the article was aimed at designing a scientifically based model, rather than artificially absolutizing the empirical result; in this case, the principles of a systematic approach, activity theory, a competency approach, person-centered education, health-promoting pedagogy and periodization of sports training were used together. At the first stage of the analysis, the normative framework on the topic was reviewed, including documents on state support for physical education and sports, training of specialists, attracting young people to sports, and developing a healthy lifestyle [1; 2]. At the second stage, the principles from the WHO, UNESCO, ACSM, and sources of sports psychology and sports medicine were analyzed in accordance with the conditions of national higher education; in this case, the criterion was not the direct transfer of the recommendation, but its compatibility with the curriculum, lesson time, group size, gym capacity, student motivation, and safety requirements [3; 4; 5]. At the third stage, the components of the pedagogical model were distinguished: the goal block, the diagnostic block, the content block, the methodological block, the control-evaluation block, the reflexive block, and the organizational-pedagogical conditions block. Indicators were determined for each block: endurance, strength, flexibility, coordination, and agility in physical training; in health literacy, understanding the purpose of exercise, knowing safety rules, and recognizing signs of fatigue; in the motivational domain, intrinsic motivation, self-esteem, and sustained participation; in the social domain, partnership, communicative culture, and ethical management of competition. Since it is not enough to rely only on the final standard in the assessment, process assessment, progress assessment and reflexive assessment were

combined; there is a pedagogical subtlety here: a strong student should be assessed not only for showing high results, but also for scientifically managing his abilities, and a student at the initial level should be encouraged for showing real progress. When compiling a competency model, each stage of the lesson was linked to a specific competency: motivational and safety competencies are developed in the introductory part, movement competencies in the main part, and reflexive and health literacy competencies in the final part. The methodology was divided into three levels depending on the student's movement experience: initial adaptation, functional development and preparation for independent exercise. Thus, the methodology led to the development of a competency model consisting of blocks of diagnostics, targeted planning, differential loading, health-promoting activities, reflection and support for a stable habit, and served to identify the pedagogical conditions necessary for applying this model in real classroom conditions of higher education. The limitation of the study is that the article is conceptual and methodological in nature; therefore, the proposed model can be further tested through experimental testing, control and experimental groups, dynamic tests, and statistical analysis at the next stage. However, the advantage of the conceptual model is that it provides the teacher with not a ready-made motto, but a practical algorithm for planning, monitoring, adjusting, and evaluating the lesson on a scientific basis. In methodological design, a balance was maintained between scientificity and practical application: the model should not become an overly complex theoretical construct, but at the same time not turn into a simple set of instructions. Therefore, each methodological decision was checked through three questions: first, does it take into account the real physical condition of the student; second, does it allow the teacher to make quick and safe decisions during the lesson; third, does it affect the student's long-term independent motor activity. Based on these questions, a micro-algorithm for planning training was formed: introductory observation, brief explanation of the goal, demonstration of the movement technique, initial light attempt, main load, intermediate feedback, simplification or complication, final recovery and reflexive conclusion. This algorithm can be adapted to different sports, faculties and group conditions, since it is based not on strict exercise names, but on pedagogical functions. In the methodological process, an observation sheet, a short interview, self-assessment questions, expert assessment of exercise technique and, if necessary, simple digital recording methods can be used. In this case, the ethics of scientific research should be maintained, the student's personal data should not be disclosed, and physical indicators should not become a means of social comparison. Each method has its own task: the test shows the level, the interview reveals the motive, observation identifies technical errors, and reflection reveals the student's internal attitude. In this regard, the methods were considered as a complementary diagnostic complex. The competency map was presented in four areas: movement competence, health literacy, social-communicative competence and reflexive-self-management competence. For each area, an observable behavioral sign in the lesson was distinguished: technically correct execution of the exercise, explanation of the safety reason, cooperation with a partner and explanation of one's progress with evidence.

Results.

As a result of the analysis, a multi-component pedagogical model was developed as the main scientific result of the health-oriented competency-based physical culture model, and its content was adapted for physical culture classes in higher education. At the heart of the model is a competency model consisting of blocks of diagnostics, targeted planning, differential loading, health-promoting activities, reflection and support for a stable habit; these blocks are not separate mechanical parts, but work as a single cycle that controls the content, loading, communication and assessment of the lesson. The first result was the clarification of the hierarchy of goals: while the general goal was to increase the student's physical activity, the specific goals were to develop movement skills, strengthen health literacy, teach safe exercise, strengthen social interaction, and form the competence to create an independent exercise plan. The second result is that diagnostics is not an auxiliary element of the lesson, but rather a primary mechanism for determining the content; if the student's level of preparation, signs of fatigue, motivation, and previous sports experience are not taken into account, even a well-chosen exercise can give the wrong load. The third result is that three levels of differentiation are proposed: the minimum safe participation level, the developmental norm level, and the level of extended sports training; such a separation does not violate equality in the lesson, but on the contrary, ensures pedagogical justice, since each student receives a task that is appropriate to his or her capabilities. The fourth result is that integrative assessment criteria are developed: the result, progress, quality

of technique, theoretical understanding, compliance with safety, cooperation in the group, and reflexive conclusion are considered together. The fifth result is that a functional map of the teacher's activities is proposed: he or she selects the exercise, foresees the risk, creates a motivational environment, manages the load, corrects the error, records the result, and forms the student's independent movement experience. The sixth result — reflection in the final part of the lesson was defined as a mandatory methodological component; after the exercise, the student understands not only that he is tired, but also what he has learned, which movement is safe, which sign indicates excessive strain, and what he needs to improve in the next lesson. As a result of the competency-based approach, the expected product of a physical education lesson has expanded from a single indicator such as 'jumping high' or 'running a distance quickly': the student must have the skills to consciously choose an exercise, monitor his body condition, make decisions about a healthy lifestyle, and evaluate his progress. The model has a separate health-improving block, since the majority of modern students come to class in a different functional state due to sedentary work, dependence on phones and computers, and unstable sleep and hygiene regimes. Based on the results, a general formula for lesson effectiveness was proposed: a physical education lesson will have a sustainable pedagogical effect only when a scientifically based goal, realistic diagnostics, appropriate load, safe technique, motivational environment, and reflective assessment are combined. If one of these components is missing, the system will weaken: a lesson without a goal turns into a set of exercises, a lesson without diagnostics into guesswork, a lesson without motivation turns into an obligation, and a lesson without reflection turns into short-term fatigue. Therefore, the results developed in the article can serve as a methodological basis for improving subject plans, lesson designs, independent study assignments, and student progress sheets in the practice of the department. A sample lesson structure was also determined to implement the model in practice. The introductory part includes observation of the student's condition, a short motivational comment, a note on safety, and exercises for general activation of the body; this part can last 10-15 minutes, depending on the content of the lesson. The main part offers three levels of movement tasks appropriate to the topic: the basic level serves to safely master the technique, the developmental level serves to improve physical quality, and the extended level serves to make it more athletic. The final part includes recovery exercises, a brief analysis, the student's assessment of his own condition, and the next independent task. The result indicators are also divided into two types: obvious indicators - time, distance, number of repetitions, stability of technique; hidden, but pedagogically important indicators - self-confidence, understanding of the purpose of the exercise, safe behavior, positive attitude to the lesson, and readiness to continue independently. Such a two-tiered system of indicators does not limit the result of the lesson to sports standards. As another result of the model, a three-stage implementation mechanism was developed that can be used at the department level: a methodological seminar for teachers at the preparatory stage, reviewing existing lesson developments and determining safety criteria; at the main stage, the gradual introduction of diagnostic, differential loading, and reflexive assessment elements in selected groups; At the final stage, summarize indicators such as student opinion, attendance, progress, complaints or injuries, and interest in independent study. This mechanism does not imply a forced replacement of the model in one day, but a natural introduction through scientific observation, methodological discussion and practical adjustments. It was also justified to create short instructions for educational and methodological support, a bank of exercise options, safety notes, student self-assessment sheets and a set of competency indicators across topics. When interpreting the results, it was proposed to view the effectiveness of the lesson at the semester, academic year and long-term levels: at the semester level, the student demonstrates indicators of correct execution of exercises and regular attendance at the lesson; at the academic year level, a steady increase in physical qualities, motivation and readiness for independent training can be observed; at the long-term level, such results as independent decisions regarding a healthy lifestyle, inclusion of sports or recreational activities in the lifestyle, and management of professional fatigue through physical activity appear. Therefore, the effectiveness of the model should be assessed not only by visible activity in the lesson, but also by changes in the student's behavior outside the lesson. As the final product of the health-oriented model, a student's weekly action plan, a set of short home exercises, a self-assessment sheet, and a list of healthy microhabits were recommended. These products take the lesson outside the classroom and increase the life value of the subject.

Discussion.

In the process of discussion, the theoretical and practical value of the health-oriented competency-based physical culture model is explained, first of all, by the fact that it can link the physical culture lesson not to a narrow sports result, but to personal health, social competence, and professional work ability. Today's higher education student lives in a rapidly changing labor market, digital lifestyle, mental pressure, and lack of movement; therefore, physical culture should not be a simple subject in his weekly schedule, but a strategic subject that restores the body, educates willpower, and forms a culture of self-control. Unfortunately, in practice, sometimes the content of the lesson does not go beyond the chain of 'we did the exercise - we passed the standard - we gave the grade'; such an approach, although organizationally convenient in the short term, does not guarantee the student's independent physical activity in the long term. The advantage of the proposed model at this point is that it connects the exercise with purpose, understanding, motivation, safety and reflection; in other words, the student knows what he is doing, understands why he is doing it, and then learns how to continue it independently. International sources have widely proven that physical activity has a positive effect on health, but the most important question for higher education methodology is: how to translate these recommendations into a real 80-90-minute lesson process, how the teacher manages this in conditions of a large group, and how the student transforms it from a mandatory subject into a personal need [3; 4; 5]. This article attempts to fill this gap: it does not mechanically repeat the clinical recommendation, but translates it into the language of goals, methods, communication and assessment of sports pedagogy. Another important aspect of the discussion is the professional competence of the teacher; the physical education teacher is not an instructor who is limited to demonstrating exercises, but acts as a diagnostician, methodologist, psychological supporter and safety engineer. Without fulfilling this requirement, it is difficult to improve the quality of the lesson, since a modern physical education teacher must combine anatomical and physiological knowledge, pedagogical communication, digital literacy, assessment culture and a person-centered approach. The advantage of the competency-based approach is that it turns the student from a passive performer into an active subject; if the exercise in the lesson does not continue in the student's life, then the pedagogical result is half-way there. Therefore, the lesson can also include short exercise complexes to be performed at home, walking standards, body posture control, sleep and recovery micro-recommendations; this may seem small, but in health pedagogy, small habits give a big result. Three organizational conditions are important for implementing the approach proposed in the article: first, there must be a single methodological concept at the department level; second, lesson plans should be structured not only by the name of the subject, but also by competencies and indicators; third, practical modules on sports medicine, digital monitoring and pedagogical psychology should be strengthened in the process of teacher training. Also, simple, unbureaucratic tools for monitoring students' independent training - a personal progress sheet, a weekly activity diary, video feedback or small group project assignments - can be effective. Most importantly, a physical education lesson should not be a punitive normative field, but an environment that teaches a scientifically based culture of movement; in the gym, the student should not only sweat, but also think, because conscious movement is the most economical and longest-lasting method of training. In this sense, the article can be assessed as a scientific and methodological platform aimed at modernizing physical education in higher education, increasing the health-improving value of the lesson, and ensuring the integral development of the student's personality. Of course, some problems may arise when implementing the proposed approach. The first problem is the numerical size of the groups; in such conditions, an individual approach looks beautiful on paper, but difficult in practice. However, individualization does not mean assigning a separate coach to each student; it is also carried out by grading exercise tasks, pre-determining the risk group, working in pairs and small groups, and establishing student self-control. The second problem is the usual stereotypes in assessment; only a high assessment of a strong result will exclude a student at the initial level, while only an assessment of participation will discourage sportsmanship. Therefore, combining the result and progress in assessment is the most optimal way. The third problem is the methodological load of the teacher; the new model requires additional planning, but this planning prevents chaos in the lesson, the risk of injury, and a decrease in motivation. Thus, the initial work serves subsequent pedagogical effectiveness. The fourth problem is the distance between scientific research and everyday classroom practice; many methodological ideas look good in the article, but in the gym they are tested with time, equipment, group discipline, and student motivation. Therefore, the strength of the proposed model is its flexibility: it does not provide a mandatory single list of exercises, but allows the teacher to choose

the movement task and control its level of complexity, based on the purpose of the lesson. The fifth problem is the lack of cooperation with parents, the dean's office, sports clubs and medical services; the effectiveness of physical culture in higher education cannot be solved only within the department, it is associated with student housing, mass sports events, a healthy diet, psychological services and meaningful organization of students' free time. In this regard, the approach put forward in the article encourages us to view the department not as a closed teaching unit, but as a scientific and methodological center that forms a healthy environment at the university. The most difficult task for a teacher in the competency model is to make the lesson interesting and not lose its scientificity. Game elements alone are not enough, nor is theoretical explanation alone; there must be a clear methodological bridge between them.

Conclusion.

The theoretical and methodological analysis conducted showed that the health-oriented competency-based physical culture model can be an important scientific and practical basis for qualitatively updating physical culture classes in higher education. The article defines the object of research as the movement activity, health literacy and self-management skills of students in physical education classes in higher educational institutions, and the mechanisms for organizing physical education based on the criteria of health, competence, motivation and vital movement culture as the subject of research, and their relationship is revealed through the components of the lesson's goal, content, method, control and reflection. As the main scientific result, a competency model was developed consisting of blocks of diagnostics, targeted planning, differential loading, health-promoting activities, reflection and support for a stable habit; this model allows organizing physical education classes not as a one-time load, but as a system that forms the student's movement culture, health literacy, safety competence and independent exercise habits. The scientific novelty of the article is determined by the reinterpretation of the physical culture lesson not only as a normative delivery area, but also as a pedagogical system that regulates the student's daily lifestyle, preserves health and evaluates reflexively, and this innovation serves to modernize the content in the field of physical culture, humanize assessment, and increase the health-improving effect of training. As a practical recommendation, it is advisable to enrich the lesson plans of the departments with competency indicators, determine the student's readiness through initial diagnostics, differentiate the load, include safety protocols in the lesson plan, give short, clear and achievable tasks for independent training, and include final reflection in the assessment system. In further studies, it is necessary to verify the effectiveness of the proposed model through experimental work, conduct a statistical analysis of the differences between the control and experimental groups, determine the dynamics of student motivation and functional indicators across different faculties, as well as deepen the mechanisms for adaptation by sport, gender, level of preparation, and health status. The general conclusion is that the future of physical education is not in prescribing more exercises, but in explaining the meaning of each exercise, ensuring its safety, showing personal progress, and forming a culture of movement that will be transferred to the student's entire life. In this regard, a health-oriented competency model serves to prepare healthy, socially active, and self-controlled young specialists in the higher education system. At the same time, the proposed model should be viewed not as an absolute and final scheme, but as an open pedagogical constructor: each department can adapt it to its own sports base, student contingent, curriculum, and regional conditions. It is important that the basic principles of the model — scientificity, safety, a differentiated approach, motivation, reflection, and the formation of a stable movement habit — be preserved. To enhance the practical value of the article, it is advisable to organize a small experimental platform at the department level in the future, test the model elements in selected groups for one semester, compare functional and motivational indicators before and after the lesson, conduct content analysis of teacher and student opinions, and compare the results across faculties. Such an approach will not leave the article at the level of theoretical considerations, but will turn it into a ready-made platform for the next scientific article, dissertation research, or scientific and methodological project of the department. At the stage of preparation for scientific publication, it is recommended to shorten or expand the text of the article in accordance with the specific journal requirements, align the list of references with the journal style, enrich it with tables and diagrams if there is an empirical test, and if there is none, strengthen the level of substantiation of the theoretical model as a conceptual article. The most optimal way is to support the theoretical model with the results of a small experiment; then the article will become not just a set of ideas, but a complete scientific

product combining evidence, methods and practical recommendations. In conclusion, it should be noted that any modern article in the field of physical culture will be strong only when it combines three layers: a social need related to national education and sports policy, a theoretical foundation based on international scientific recommendations, and a methodological mechanism that can be implemented in real classroom conditions. This article attempted to preserve these three; therefore, even if the text is edited in the subsequent publication process according to the requirements of a specific journal, its main scientific direction and practical value will be preserved. In the practice of the department, such articles can serve not only as a publication unit, but also as a working document for educational and methodological renewal: revising the subject plan, organizing seminars, conducting small projects with students on a healthy lifestyle, and enriching sports classes with scientific observation. This approach strengthens the connection between the scientific article, lesson development and practical training of the physical culture teacher; as a result, theory does not remain on paper, and practice does not turn into a set of random exercises. This provides the most necessary criterion for scientific work in the field of physical culture - the criterion of influencing the quality of the real lesson. It is for this reason that the balance between theoretical rigor and methodological simplicity was maintained and strengthened in the article. As a result, a physical culture lesson teaches the student not a task in the gym, but a decision in life.

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