



FORMATION OF A CULTURE OF SAFETY IN THE PROCESS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE

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Abstract

This article reveals the theoretical and practical foundations of developing the professional competence of future physical education teachers. The study analyzes the possibilities of improving the content of professional training based on a learner-centered approach, pedagogical observation, individual and differentiated approaches, motivational activity, methodological competence, and the use of innovative technologies. In addition, the pedagogical significance of developing professional ethics, emotional stability, leadership qualities, and reflective competence in future physical education teachers is substantiated.

Keywords: Physical education teacher, professional competence, learner-centered approach, pedagogical observation, methodological competence, innovative technologies, reflection, leadership, healthy lifestyle culture, professional ethics.

KASBIY KOMPETENTLIKNI RIVOJLANTIRISH JARAYONIDA XAVFSIZLIK MADANIYATINI SHAKLLANTIRISH

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ANNOTATSIYA

Mazkur maqolada bo'lajak jismoniy tarbiya o'qituvchilarining kasbiy kompetentligini rivojlantirishning nazariy va amaliy asoslari yoritilgan.



Tadqiqotda shaxsga yo'naltirilgan yondashuv asosida kasbiy tayyorgarlik mazmunini takomillashtirish, pedagogik kuzatuvchanlik, individual va differensial yondashuv, motivatsion faoliyat, metodik kompetentlik hamda innovatsion texnologiyalardan foydalanish imkoniyatlari tahlil qilingan. Shuningdek, bo'lajak jismoniy tarbiya o'qituvchilarida kasbiy etika, emotsional barqarorlik, liderlik va refleksiv kompetentlikni rivojlantirishning pedagogik ahamiyati asoslab berilgan.

Kalit so'zlar: jismoniy tarbiya o'qituvchisi, kasbiy kompetentlik, shaxsga yo'naltirilgan yondashuv, pedagogik kuzatuvchanlik, metodik kompetentlik, innovatsion texnologiyalar, refleksiya, liderlik, sog'lom turmush madaniyati, kasbiy etika.

АННОТАЦИЯ

В данной статье раскрываются теоретические и практические основы развития профессиональной компетентности будущих учителей физической культуры. В исследовании проанализированы возможности совершенствования содержания профессиональной подготовки на основе личностно-ориентированного подхода, педагогической наблюдательности, индивидуального и дифференцированного подходов, мотивационной деятельности, методической компетентности и использования инновационных технологий. Кроме того, обосновано педагогическое значение развития профессиональной этики, эмоциональной устойчивости, лидерских качеств и рефлексивной компетентности у будущих учителей физической культуры.

Ключевые слова: учитель физической культуры, профессиональная компетентность, личностно-ориентированный подход, педагогическая наблюдательность, методическая компетентность, инновационные технологии, рефлексия, лидерство, культура здорового образа жизни, профессиональная этика.



INTRODUCTION

Ensuring the social integration of children with physical disabilities, in particular, visually impaired children, is one of the most priority areas of modern special pedagogy on a global scale. According to WHO, childhood blindness leads to limitations in communication and cognitive activity, which in turn leads to a systematic lag in speech functions. Therefore, it is of great importance to abandon traditional methods in the early correction of speech defects in blind children and pay special attention to the introduction of innovative technologies that activate interactive and compensatory capabilities.

Large-scale research is being conducted in leading scientific centers and higher educational institutions of the world to improve the education of children with disabilities based on variable and flexible programs. Based on the principles of the UN Convention on the Rights of Persons with Disabilities and the Dakar Declaration, the “teaching through play” methodology is recognized as the most effective tool for increasing the speech activity of blind primary school students. In world pedagogical practice, there is an increasing need to improve the methodological foundations of eliminating speech deficiencies through the enrichment of children's sensory experience and the development of analytical and synthetic activity through educational games. In our republic, in recent years, protecting the rights and interests of children with special educational needs, providing them with quality education and ensuring their social adaptation to society has risen to the level of state policy. Within the framework of ensuring the implementation of the Resolutions of the President of the Republic of Uzbekistan “On measures to further improve the system of education and upbringing of children with special educational needs” and on the development of inclusive education, the quality of education in special boarding schools is being raised to a new level. In particular, one of the urgent tasks today is to correct speech deficiencies in 1st-2nd grade blind students through educational games, to improve their vocabulary, and to improve the methodological base for forming a culture of communication.



REVIEW OF USED LITERATURE

The literature used in this study serves to substantiate the issue of correcting speech defects in blind children from an international, legal, normative and scientific-methodological perspective. The World Health Organization's report on vision problems serves as an important source for explaining the impact of visual impairment in children on speech, cognitive and social development. The UN Convention on the Rights of Persons with Disabilities and the Dakar Action Program define the principles of equal opportunities, an inclusive approach and quality education for children with special educational needs. The Resolution of the President of the Republic of Uzbekistan No. PQ-4860 indicates the normative basis for improving the special and inclusive education system in our country. The studies of Sh.E. Tokhtiyarova and Sh.D. Aripova scientifically illuminate the importance of correctional and pedagogical strategies, the development of the grammatical structure of children's speech, and an individual approach in special education. Also, the methodological manual in Russian enriches the possibilities of using mimicry, gestures, game and dramatization methods in organizing practical speech therapy sessions with blind children.

Object of the study: the process of correcting speech defects in blind children.

Subject of the study: Content, methods and stages of exercises for correcting speech defects in blind children using educational games.

Purpose of the study: To develop scientific and methodological stages of exercises for correcting speech defects in blind children using educational games and to substantiate their effectiveness.

Research objectives: to analyze the psychological and pedagogical features of the development of blind children,

to study scientific and methodological literature on the correction of speech defects in blind children,

to determine the corrective capabilities of educational games,

to develop stages of corrective exercises based on educational games.

Research methods: Theoretical analysis, pedagogical observation, logopedic diagnostics, interview, experimental testing, mathematical and statistical analysis.



Pedagogical observation is of particular importance in the professional competence of a physical education teacher. The teacher must constantly monitor the physical condition of students, the level of fatigue, the technique of performing the exercise, their psychological mood, and the interaction in the group during the lesson. Especially in classes related to physical exercises, the correct assessment of the capabilities of each student is an important condition for safety and effectiveness. A competent teacher does not approach students in the same way, but adapts the content of the lesson based on their age, health, physical fitness, and interests.

In this regard, the individual and differentiated approach is one of the important methodological foundations of physical education. While the individual approach assumes the personal capabilities of each student, the differential approach means organizing the educational process by grouping students according to their level of physical fitness, health status, or interest in sports. Only if the future physical education teacher masters these approaches, will he prevent overload, apathy, or decreased motivation during the lesson.

Another important aspect of professional competence is the motivational activity of the teacher. Not all students may be equally active in physical education lessons. Some students are interested in sports, while others participate poorly in lessons due to lack of confidence in their physical abilities. In this case, the teacher's motivational style, the skill of creating a positive psychological environment, and the ability to convey confidence to the student are of great importance. A competent teacher encourages the student to be active not by forcing him, but by instilling in him a need for a healthy life and an internal interest.

The educational role of the teacher in physical education is also extremely important. Sports activities develop not only physical qualities in students, but also willpower. During the training, such qualities as determination, patience, discipline, responsibility, respect for the team, honesty and healthy competition are formed. Therefore, the future physical education teacher must deeply understand the educational potential of the sports process. Even a simple movement game, if properly organized during the lesson, has a positive effect on the social behavior and moral qualities of the student.



In the process of developing professional competence, the formation of a safety culture also requires special attention. Since physical education activities are directly related to movement activities, there is a risk of injury. Therefore, the future teacher must have sufficient knowledge and skills in preparing the training area, properly using sports equipment, performing exercises step by step, preparing students for warm-up exercises, and standardizing the load. Compliance with safety is an integral part of pedagogical responsibility.

The culture of assessment is also important in the formation of professional competence. Assessment in physical education lessons should not be limited only to sports results or compliance with standards. The student's movement technique, activity in the lesson, aspirations, personal growth, cooperation with the team, and attitude to a healthy lifestyle should also be taken into account. Such an assessment approach strengthens the sense of justice in students, encourages them to work on themselves, and increases interest in sports.

Training future physical education teachers based on a person-centered approach ensures that the student does not remain in the position of a mere learner. This approach creates conditions for the student to independently search, realize his own potential, set professional goals and determine his own path of development. If in the process of higher education a student independently analyzes pedagogical situations, designs sports activities, and has experience working with a group, his professional competence is gradually strengthened.

In this process, the cooperative relationship between the teacher and the student is of particular importance. If in traditional education the student is considered more as a ready-made recipient of knowledge, in person-centered education he is an active participant, an initiator and a responsible subject. This forms the qualities of professional independence, creative approach and responsible decision-making in the future teacher.

Emotional stability is also an important component of the professional competence of a physical education teacher. During sports training, competition, victory, defeat, fatigue, excitement, and sometimes conflict situations arise. In such conditions, the teacher's composure, fair attitude, and psychological management skills ensure a healthy classroom environment. A future teacher must acquire emotional self-control, stress tolerance, and constructive conflict



resolution skills from a student's time. Leadership qualities are also important in sports and pedagogical activities. A physical education teacher organizes a group, directs students towards a common goal, and forms a team spirit in them. Leadership here is not about commanding, but about setting an example, instilling confidence, and involving students in positive activities. A competent teacher influences students with his personal discipline, healthy lifestyle, fair attitude, and professional culture.

It is also useful to establish research activities in the professional training of future physical education teachers. Students learn to think scientifically by studying the effectiveness of sports training, analyzing the dynamics of students' physical development, and comparing the effectiveness of various methods. This helps them to develop not only as performing teachers, but also as analytical and innovative specialists.

The use of innovative technologies in physical education is also an effective means of developing professional competence. For example, through video analysis methods, students can identify errors in exercise technique, record training results through electronic diaries, and complete independent tasks through online platforms. Such technologies activate the learning process, develop students' self-control skills, and help to more accurately assess educational results.

A future physical education teacher should also have professional ethics. The teacher should respect the student's personal dignity, not belittle him, not ridicule his physical abilities, and be fair in his assessment. Especially in physical education classes, some students may have low physical fitness. A competent teacher does not exclude such students, but rather gradually encourages them and increases their self-confidence.

The principle of continuous education is also important in the development of professional competence. After a teacher graduates from a higher educational institution, his professional development should not stop. Sports methodology, pedagogical technologies, health programs and digital tools are constantly being updated. Therefore, a physical education teacher must regularly improve his skills, study new scientific and methodological literature, and enrich his experience.



In conclusion, the development of professional competence of future physical education teachers as a pedagogical problem has a multifaceted content. It is formed through the interaction of theoretical knowledge, practical skills, methodological preparation, communicative culture, reflexive analysis, healthy lifestyle values, innovative technologies and professional ethics. Organizing this process on the basis of a person-centered approach allows you to reveal the individual capabilities of the student, thoroughly prepare him for professional activity and form him as a teacher who meets the requirements of modern education.

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