

PEDAGOGICAL CONDITIONS FOR DEVELOPING PRACTICAL COMPETENCE IN SPORTS ACTIVITY SPECIALISTS BASED ON A COOPERATIVE APPROACH

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Abstract

This article analyzes the pedagogical foundations and effective implementation conditions of the cooperative approach in the process of forming and developing practical competence among sports activity specialists. The research highlights the opportunities for enhancing the professional skills of future physical education and sports professionals through methods of group learning, collaborative activities, and peer learning. Furthermore, the study substantiates the significance of the cooperative learning environment in fostering communication culture, collective responsibility, problem-solving abilities, and initiative among students. The article also reveals the role of pedagogical technologies, innovative methods, and reflective analysis in developing practical competence.

Keywords: Cooperative, approach, competence, development, technology, education, knowledge, qualification, activity, specialist.

Introduction

The rapid pace of the new era in our country has made the integration between science and production more crucial than ever before. The implementation of newly introduced decrees and resolutions clearly and firmly substantiates the priority of the state governance system in the development of the scientific sphere.

In the era of globalization, as renewal processes and reforms are being implemented in our country, there is a growing need to form a new worldview in the New Uzbekistan—one that is grounded in our national values—in order to achieve profound changes in the socio-economic and political life of the nation and to ensure its prosperous future. Therefore, in today's context, special attention to education and upbringing plays a crucial role in nurturing the spirit of patriotism and love for the homeland among the younger generation.

Today, in our country, conceptual foundations and practical criteria for the development of education are being developed with the aim of nurturing a modern generation of youth who deeply feel their involvement in the processes of renewal and reform, who clearly understand their role and participation in bringing our nation among the most developed countries, and who possess an active civic stance, as well as creative and innovative thinking and vision.

Assuming this responsibility, we have deemed it necessary to present the following considerations within the scope of our current research.

The content of our reflections is consistent with our ongoing scientific research and is dedicated to the topic “Pedagogical Conditions for Developing Practical Competence in Sports Activity Specialists Based on a Cooperative Approach”.

Cooperative learning activity is a form of education that encourages students to work collaboratively in small groups to implement a project directed toward a common goal. In this process, students are not limited to merely mastering the learning materials but also strive to contribute to each other's success, achieving results through mutual assistance and support.

The foundation of the cooperative approach lies in collaboration. The process of cooperative learning engages each student in consistent and active intellectual work, fostering conscious thinking and the ability to make independent decisions. At the same time, this approach helps develop a sense of personal dignity, strengthens confidence in one's own abilities and potential, and enhances the sense of responsibility throughout the learning process.

The teaching technology based on the cooperative approach enhances students' sense of responsibility by making them aware that their individual academic success directly affects the overall performance of the group. This, in turn, motivates them to engage in independent and diligent intellectual work, complete learning tasks thoroughly and effectively, and achieve a deeper understanding of the study material.

Research Methodology

The Decrees of the President of the Republic of Uzbekistan — PF-60 dated January 28, 2022, “On the Development Strategy of New Uzbekistan for 2022–2026” [1]; PF-5712 dated April 29, 2019, “On the Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” [2]; PF-6108 dated November 6, 2020, “On Measures for the Development of Education, Upbringing, and Science in the New Stage of Uzbekistan's Development” [3]; PQ-4884 dated November 6, 2020, “On Additional Measures to Further Improve the Education System” [4]; and PQ-4963 dated January 25, 2021, “On Measures to Support Scientific Research Activities and Introduce a System of Continuous Professional Development in the Field of Public Education” [5] — serve as the legal foundation for the issues we intend to discuss concerning the significance of the cooperative approach in developing practical competence in the training of sports activity specialists.

In the training of sports activity specialists based on the cooperative approach, emphasis is placed on enhancing the quality of personnel preparation in higher education and increasing their competitiveness through the development of practical competence. In this process, mechanisms for improving students' skills in a professional environment and real educational settings are refined, while the individual's professionally significant competencies are developed. This approach is implemented in practice based on models of continuous education.

The scientific basis of the significance of the cooperative approach in developing practical competence in the training of sports activity specialists is manifested through the participation of students in the “Sports Activity (by Types of Activity)” program of higher education institutions, as well as through their engagement as mature professionals and active subjects in their professional activities. At the same time, this approach provides students with opportunities to gradually and continuously improve and develop themselves as both subjects and specialists.

When organizing teaching sessions based on the cooperative approach, various organizational forms are utilized, including: “student–classroom,” “student–small group,” “student–large group,” “teacher–student,” “student–student” (pair work), “small group–small group,” “small group–classroom,” and other variations.

Cooperative teaching is a widely recognized concept that involves the teacher effectively organizing collaboration with the “student group,” the “individual student leader,” and the “entire classroom” in the educational process, as well as facilitating the instructive and interactive processes through which students engage in mutual supportive cooperation.

Literature Review

The teacher’s task is to optimally integrate these types of thinking and activity during the lesson. Consequently, such integration is a key factor in enhancing lesson effectiveness. In order to approach lesson problems correctly, the teacher must be familiar with the main components of the educational process and understand their interconnections and mutual influences. Understanding the essence of objective reality is one of the fundamental goals of education. [6, 123]

In today’s rapidly developing era, leading corporations place special emphasis on training their personnel based on modern knowledge, retraining them, enhancing their skills, providing favorable and appropriate working conditions, and fostering the ability to work cohesively as a unified team.

From this, it follows that today our youth are pursuing higher education in the “Sports Activity (by Types of Activity)” specialization, acquiring the relevant professional qualifications, engaging in activities at educational institutions, promoting various sports, and working to foster the health of the growing generation. However, in order for their skill levels, knowledge, and abilities to develop adequately, long-term practical processes are required.

Programs and textbooks developed for physical education are not fixed; their content is constantly evolving and improving. The basis for enhancing these programs lies in advanced practical experiences in physical education, which are systematically studied and generalized by experts in physical education, pedagogy, research and educational institutions, as well as practitioners such as teachers and coaches. The outcomes of work in physical education are accounted for and evaluated in accordance with scientifically grounded normative systems—ranging from program requirements for preschool children to those for adults, and up to sports classifications for qualified athletes—ensuring that standards consistently meet progressively increasing demands. [7, 32]

In the process of training sports activity specialists based on the cooperative approach, research is being conducted to develop practical competence, enhance professional skills, and integrate information technologies into the educational process. At the same time, issues related to the development of technologies for continuous professional development based on the cooperative approach are also being explored.

At the same time, special attention is being given to research on developing practical-professional competencies based on individual development trajectories in the training of sports activity specialists, implementing forms of informal education within the continuous learning process, creating methodological support for teaching, and applying it in practice.

At the world's leading higher education institutions, the improvement of technologies for developing practical competence in the training of sports activity specialists based on the cooperative approach is being carried out in the following areas:

- Fostering professional motivation in teachers to conduct effective pedagogical activities through the practical implementation of innovative teaching technologies;
- Ensuring adaptability to an individualized learning environment;
- Enhancing technologies for continuous professional development based on the combination of pedagogical practice and professional growth;
- Implementing mechanisms for self-directed practical-professional development and evaluating its quality within the cooperative approach.

It can be observed that the professional-pedagogical activities of future sports activity specialists, their professional competence, and contemporary forms of self-directed professional development have been studied by a number of foreign scholars, including E.Baker, P.Chambers, P.Fongkanta, H.Gandhi, N.Hauck, X. Karamanos, S.E.Lee, A.J.Medina, V.Montoro, F.Osmin, P.Peerthy, M.K. Trehearn, T.L.Vega, R.T.Williams, Ch.R.Wright, and K.Yoon.

Analysis and Results

Cooperative teaching technologies are aimed at improving the pedagogical process and orienting it toward the individual student. These technologies help create a creative environment that fosters the development of a creative personality, as well as enhance the quality and effectiveness of education.

In the training of sports specialists, cooperative teaching sessions include the following key processes: exchanging ideas collaboratively, engaging in discussions, analysis, debates, and negotiations; performing practical tasks together and making comparative assessments during sports training; solving educational problems jointly; and other similar activities.

Based on the evidence presented above, the following tasks have been identified:

- To determine the personal, social, general professional, specialized, and introspective components of practical competence development in future sports activity specialists based on the cooperative approach;
- To develop a model for enhancing practical competence in future sports activity specialists through a cooperative approach using collaborative technologies;
- To improve technologies and acme-technologies for applying various forms of informal education in developing practical competence in future sports activity specialists based on the cooperative approach;
- To refine the algorithm for applying technologies that develop practical competence in future sports activity specialists based on the cooperative approach through the integration of traditional and electronic learning;
- To scientifically and pedagogically define the criteria and indicators for assessing the level of practical competence development in future sports activity specialists based on the cooperative approach.

Based on the tasks outlined above, we aim to advance and support the following scientific perspectives:

Firstly, the components of practical competence development in future sports activity specialists based on the cooperative approach are enhanced through the adequate activation of their internal integration, which links the specialist's understanding of process-organizational stages with the level of intellectual development of their dynamic reflective position in the areas of translation and professional monitoring;

Secondly, the development of practical competence in future sports activity specialists based on the cooperative approach is intended to be enhanced through cooperative and collaborative technologies using a model of continuous professional development. This model ensures a multi-vector environment for independent and ongoing professional growth and improves management capabilities by adapting pedagogical, methodological, technical, and organizational conditions to the real educational setting;

Thirdly, it is envisaged to enhance the didactic capabilities of integrating cooperative teaching technologies for the use of various forms of informal education in training future sports activity specialists based on the cooperative approach. This process is carried out by harmonizing skills related to physical education and sports training;

Fourthly, the refinement of the algorithm for applying technologies to develop practical competence is carried out by incorporating the opportunities provided by the combination of pedagogical activity and professional development, as well as the functions of the interaction system between the object and the subject that ensure feedback;

Fifthly, the criteria and indicators for assessing the development of practical competence in future sports activity specialists based on the cooperative approach are intended to be refined through the functional integration of the reproductive, interpretive, creative, and acme levels of continuous professional development into the individual educational trajectory.

The goal of developing practical competence in future sports activity specialists based on the cooperative approach is to continuously enhance their professional and pedagogical skills in relation to the positions and specializations they may hold in the future; to ensure the regular updating of their professional knowledge, abilities, and skills through advanced innovative technologies and interactive teaching methods; and, in accordance with state educational standards and requirements, to provide ongoing familiarization with the relevant legislation in the field.

Cooperative teaching makes it possible to achieve the following outcomes:

- Enriches the process of students' acquisition of professional knowledge;
- Distributes learning tasks among students, providing them with a consolidated set of acquired cognitive information;
- Stimulates students' interest in studying the material;
- Expands opportunities for students to develop their personal knowledge and worldview;
- Enhances the effectiveness of two-way information exchange;
- Provides students with the necessary knowledge to prepare for independent professional activity.

There exists a system for classifying and practically applying lessons based on cooperative teaching methods. Some examples of these lessons include:

- Three-tiered interview;
- Methodologically grounded roundtable discussion;
- Stepwise list creation;

- Organizing problem-solving activities;
- “Life-timer” tasks;
- Cooperative annotations;
- Leader observation;
- Assessment trajectory;
- Rare unit;
- Team expectation;
- Reciprocal questioning.

Conclusion/Recommendations

The scientific significance of the research lies in the technologies for developing practical competence in future sports activity specialists based on the cooperative approach, the favorable conditions and mechanisms for their practical implementation, and the application of the developed recommendations.

The practical significance of the research lies in the fact that the developed scientific-methodological approaches and recommendations serve to enhance technologies for developing practical competence in future sports activity specialists based on the cooperative approach.

Kooperativ yondashuv asosida bo'lajak sport faoliyati mutaxassislarida amaliy kompetentlikni rivojlantirish texnologiyasini takomillashtirish quyidagi bosqichlarni o'z ichiga oladi: ehtiyojlarni o'rganish va tahlil qilish, loyihalash, ishlab chiqish, amaliyotga joriy etish, yo'naltirish, aloqa o'rnatish, baholash-analitik (tahlil) hamda takomillashtirish. Mazkur bosqichlar kooperativ yondashuvga asoslangan bo'lajak sport faoliyati mutaxassislarini uzluksiz kasbiy rivojlantirish algoritmini takomillashtirishning asosini tashkil etadi.

Based on the ideas presented above, we consider it appropriate to implement the following recommendations:

- Enhance the professional potential of future sports specialists studying in higher education;
- Eliminate obstacles in relationships among students through the implementation of the cooperative approach;
- Foster healthy interpersonal relationships among students, taking into account their psychological state and intellectual potential;
- Develop friendly and healthy competition among students by strengthening the collaboration established among them.

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