NOVATEUR PUBLICATIONS
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN No: 2581 - 4230
VOLUME 12, ISSUE 11, November– 2026

A COMPETENCY-BASED PEDAGOGICAL MODEL FOR ORGANIZING SPORTS CLUBS IN HIGHER EDUCATION INSTITUTIONS

Khamroyev Samijon Salimovich
Doctor of Philosophy (PhD) in Pedagogical Sciences,
Associate Professor, Department of Types of Sports Activity,
Navoi State University
E-mail: hamroyev84@bk.ru
samijonh332@gmail.com
Tel :+99891 332-06-67
https://orsid.org/ 0000-0002-6477-2216
Science ID FNV-1126-0020

Abstract
This article examines the theoretical and pedagogical foundations, content, and organizational and methodological potential of organizing sports clubs in higher education institutions based on a competency-oriented approach. It analyzes ways of directing sports club activities towards students' physical development, adherence to a healthy lifestyle, and the development of their professional and social competencies. Within the framework of the study, a competency-oriented pedagogical model was developed to encompass students from all academic fields and provide for the operation of both specialized and comprehensive sports clubs across different sports disciplines. The model's target, content-related, organizational-activity, methodological, and monitoring and evaluation components are substantiated as an interconnected system.

Keywords: higher education institution, sports clubs, competency-oriented approach, pedagogical model, physical development, physical activity, healthy lifestyle, communicative competence, social competence, organizational and managerial competence, independent development, monitoring and evaluation.

Introduction

In the modern higher education system, improving students' professional training, ensuring their intellectual, physical, and social development, and preparing them for independent participation in society are among the key pedagogical priorities. Globalization, the rapid advancement of digital technologies, and transformations in the labor market have created the need to orient the content of higher education not only toward the acquisition of theoretical knowledge but also toward the development of competencies that students can apply in practical activities. From this perspective, the competency-based approach serves as one of the essential methodological foundations for organizing the educational process as an integrated pedagogical system that supports students' personal, professional, and social development.

The development of physical education and sports activities in higher education institutions represents an important component of this process. In particular, sports clubs offer considerable pedagogical opportunities for organizing students' leisure time constructively, promoting regular physical activity, developing healthy lifestyle habits, and fostering experience in teamwork. However,

organizing sports club activities merely as a set of training sessions focused on physical exercises and sporting achievements does not allow their full educational and developmental potential to be realized. Therefore, restructuring sports club activities as a purposeful, systematic, and outcome-oriented pedagogical process aimed at developing various student competencies is of particular relevance.

The World Health Organization's guidelines on physical activity and sedentary behaviour recommend that adults engage in 150–300 minutes of moderate-intensity aerobic physical activity per week or an equivalent amount of vigorous-intensity activity. These recommendations recognize physical activity as an important factor in improving public health and supporting physical and mental well-being. This further emphasizes the need to provide students in higher education institutions with regular, accessible, and diverse opportunities for sports participation.

The significance of the competency-based approach in international education policy is also reflected in the European Union's 2018 Council Recommendation on Key Competences for Lifelong Learning. It identifies personal, social, and learning-to-learn competencies, teamwork, self-management, problem-solving, and readiness for lifelong development as essential competencies. This approach makes it possible to design sports club activities not merely as a means of improving physical fitness but also as an educational environment that promotes students' personal and social development.

The pedagogical potential of sports club activities is primarily determined by students' direct involvement in various forms of practical activity. Processes such as planning training sessions, performing team tasks, organizing sporting events, collaborating with others, analyzing results, and setting individual development goals create favorable conditions for developing students' communicative, organizational and managerial, social, physical health and wellness, and independent development competencies. Consequently, the effectiveness of sports club activities should be assessed not only in terms of physical performance outcomes but also through the knowledge, skills, abilities, and personal qualities that students acquire throughout their participation in these activities.

At the same time, the practice of organizing sports clubs in higher education institutions requires a distinct scientific and methodological approach to several issues. These include establishing a direct link between the aims and objectives of sports clubs and competency-based learning outcomes, taking into account students' individual interests and physical capabilities, improving the organizational and methodological content of training sessions, and comprehensively assessing the results achieved. In particular, developing a competency-oriented pedagogical model that integrates the objectives, content, methods, organizational forms, pedagogical conditions, and expected outcomes of sports club activities into a unified system represents an important scientific task.

The scientific problem addressed in this study stems from the need to improve sports club activities in higher education institutions by extending their scope beyond the conventional organization of training sessions and transforming them into an integrated pedagogical system aimed at developing students' physical, communicative, social, organizational and managerial, and independent development competencies.

The aim of this study is to develop a competency-based pedagogical model for organizing sports clubs in higher education institutions and to provide a scientific and pedagogical rationale for its target-oriented, content-related, organizational-procedural, and outcome-based components.

Literature Review

The organization of sports club activities in higher education institutions has increasingly been examined in contemporary pedagogical research in close connection with students' development beyond formal academic education, their social engagement, and the formation of generic competencies relevant to their future professional careers. In particular, sports and other social clubs established within university environments are recognized as informal learning settings that contribute to students' personal development, collaborative engagement, and acquisition of skills essential for their future professional activities.

In their study entitled "University-Based Sport and Social Clubs and Their Contribution to the Development of Graduate Attributes," Foley et al. conducted a qualitative investigation of the experiences of 22 student leaders involved in university sports, social, and academic clubs. The findings revealed that active participation in sports and other student clubs contributes to the development of key graduate attributes, including leadership, teamwork, communication skills, and resilience. The authors interpret this process through the theoretical framework of learning through social interaction and participation in communities of practice.[1;]

The scientific significance of this study lies in its interpretation of university clubs not merely as a means of organizing students' leisure time but as an educational environment with the potential to develop personal and social competencies. This approach highlights the need to purposefully foster not only students' participation in training sessions but also their involvement in collective decision-making, mutual responsibility, and leadership activities when organizing sports club programmes.

In their study entitled "Extracurricular Activities, Graduate Attributes and Serious Leisure: Competitive Sport versus Social-Cultural Clubs in Campus Life," Foley, Darcy, and other researchers conducted a comparative analysis of the developmental potential of sports activities and socio-cultural clubs based on a survey of university students. The study involved 844 students. The findings indicated that participation in competitive sports is associated with the development of teamwork, time management, leadership, and personal skills. At the same time, the authors emphasized that certain organizational and time-related barriers may limit students' participation in such activities.[2; 971–988]

These scientific findings substantiate the importance of considering students' individual interests, time availability, levels of physical fitness, and motivation to participate in sports activities when organizing sports clubs. In our view, improving the pedagogical effectiveness of sports clubs requires going beyond the use of a single organizational format for training sessions and adapting their activities to students' needs and developmental objectives.

The potential of sports clubs to foster leadership competencies was also examined by Dugan, Turman, and Torrez in their study entitled "When Recreation Is More than Just Sport: Advancing the Leadership Development of Students in Intramurals and Club Sports." Drawing on multi-institutional data involving 29,811 participants, the authors analyzed the relationship between university sports and recreational activities and the development of student leadership. Particular attention was paid to such aspects as leadership capacity, self-confidence, social perspective-taking, and resilience.[3;]

This approach highlights the need to involve students in sports clubs not merely as participants in training sessions but also in planning activities, coordinating teams, organizing sporting events, and

making relevant decisions. Such an organizational mechanism creates favorable pedagogical conditions for developing students' organizational and managerial as well as social competencies.

The impact of extracurricular educational activities on the development of teamwork skills was analyzed by de Prada Creo, Mareque, and Portela-Pino in their study entitled "The Acquisition of Teamwork Skills in University Students through Extra-Curricular Activities." The authors examined how various forms of extracurricular activities, including sports, music, volunteering, participation in international groups, and professional internships, contribute to the development of students' teamwork skills. The study employed a quasi-experimental approach and statistical analysis methods. This research provides a basis for considering extracurricular activities as an additional pedagogical resource for developing students' collaborative competencies. [4; 165-181]

The theoretical and methodological foundations of the competency-based approach in higher education were examined by Tahirsylaj and Sundberg in their systematic review entitled "The Unfinished Business of Defining Competences for 21st Century Curricula-A Systematic Research Review." The authors analyzed 84 scientific articles on competency-based education and curricula published between 1997 and 2017. The study substantiated the fact that the concept of competence is interpreted differently across various scholarly and institutional sources and highlighted the need to adapt the competency-based approach to specific educational contexts. [5; 131-145]

Based on this scholarly approach, it is appropriate to consider competencies in sports club activities not merely as a set of generic skills but as an integrated combination of knowledge, practical skills, attitudes, and personal qualities manifested in specific activity-related situations. In this context, students' participation in sports training sessions, collaboration with team members, independent decision-making, and self-assessment of their own performance emerge as important indicators of competency development.

The study by Van den Broeck et al., published in 2024 in the journal Educational Research Review under the title "Unveiling the Competencies at the Core of Lifelong Learning: A Systematic Literature Review," further expands the theoretical foundations of this issue. Based on an analysis of 65 studies selected from the Scopus database, the authors identified six key competency domains essential for lifelong learning: information literacy; self-regulation and self-directed learning; autonomous motivation; learning strategies; initiative and perseverance; and adaptability and resilience. [6;]

These findings highlight the need to place particular emphasis on developing competencies such as independent development, self-management, initiative, and adaptability to challenging situations through sports club activities. This is because sports participation involves processes that require consistency, goal orientation, analysis of individual performance, and continuous improvement of one's capabilities.

The competency-based approach interprets the acquisition of knowledge in the educational process not as an ultimate goal in itself, but rather as a means of applying knowledge in practical activities, solving problem-based situations, making independent decisions, and supporting personal development. From this perspective, this approach provides an important theoretical foundation for reconsidering the objectives and content of sports club activities organized in higher education institutions.

In their study, Tahirsylaj and Sundberg (2020) analyzed various scholarly approaches to competency-based education, paying particular attention to the identification of competencies and their adaptation

to specific educational contexts. The researchers' conclusions indicate that the implementation of competency-based education should not be restricted to a single universal definition; rather, it should take into account learners' fields of activity and the expected learning outcomes.

When applying these theoretical perspectives to sports club activities, it is appropriate to develop competencies across the following interrelated dimensions:

- Activity orientation – students' active participation in sports training sessions and practical assignments;
- Social collaboration – teamwork, mutual assistance, and the distribution of responsibilities;
- Independence and initiative – setting individual goals and making independent decisions;
- Reflective practice – analyzing the outcomes of one's activities and identifying opportunities for improvement;
- Outcome orientation – demonstrating acquired competencies in practical activities.

A systematic approach is also of particular importance in organizing sports club activities. Their effective functioning requires the alignment of objectives, content, methods, organizational forms, pedagogical conditions, and assessment mechanisms. If the objectives of training sessions are limited solely to improving physical fitness, opportunities for developing students' communicative, social, and organizational and managerial competencies may not be fully realized.

Therefore, in designing sports club activities, it is necessary not only to organize training sessions according to different sports disciplines but also to introduce pedagogical mechanisms such as student activity management, team-based assignments, organization of sporting events, peer assessment, and reflective analysis.

The analyzed scholarly sources indicate that sports and extracurricular activities in higher education institutions offer considerable pedagogical opportunities for students' personal, social, and professional development. In particular, international studies have focused on the development of competencies such as leadership, communication, teamwork, time management, self-confidence, and independent development.

However, a comparative analysis of the reviewed studies has revealed the need to pay particular attention to the following scientific and methodological issues:

1. Ensuring integration between the physical education and health-related objectives of sports club activities and the goals of developing students' generic competencies.
2. Coordinating the target-oriented, content-related, organizational-procedural, and outcome-based components of sports club activities.
3. Identifying pedagogical conditions that take into account students' individual interests, physical capabilities, and developmental needs.
4. Developing criteria, indicators, and diagnostic tools for determining the level of competency development.
5. Improving mechanisms for developing students' independence, initiative, and organizational and managerial engagement in sports club activities.

Based on these considerations, the development of an integrated pedagogical model for organizing sports club activities through a competency-based approach is identified as the central scientific task of our study.

The proposed model is aimed at integrating traditional mechanisms for organizing sports training sessions with the objectives of students' competency development, systematizing pedagogical intervention methods, and comprehensively assessing the outcomes achieved.

Materials And Methods

This study was aimed at developing a pedagogical model for organizing sports clubs in higher education institutions based on a competency-oriented approach and providing a scientific rationale for its constituent components. In determining the research methodology, the study drew upon theoretical perspectives concerning the organization of the educational process as an integrated system, the promotion of students' activity-oriented development, and the assessment of educational outcomes based on competency-based criteria.

The methodological framework of the study was based on the following approaches:

Competency-based approach – involves directing sports club activities towards developing students' physical fitness and health-related, communicative, social, organizational and managerial, and independent development competencies. Within this approach, students' performance is characterized not only by sporting achievements but also by the demonstration of acquired knowledge, practical skills, attitudes, and personal qualities.

Systems approach – ensures the interrelationship between the objectives, content, methods, organizational forms, pedagogical conditions, and outcome-based components of the process of organizing sports clubs. On this basis, the constituent elements of the pedagogical model are integrated into a unified functional system.

Activity-based approach – focuses on ensuring students' direct participation in sports training sessions, team assignments, competitions, and the planning and organization of sporting events. Competencies are therefore interpreted as outcomes that are developed and demonstrated through practical activities.

Learner-centered approach – involves organizing sports club activities while taking into account students' individual interests, physical capabilities, sporting experience, motivation, and developmental needs.

Integrative approach – contributes to students' comprehensive development by harmonizing sports, health-promoting, educational, communicative, and organizational activities.

The integration of these approaches makes it possible to transform sports club activities from a conventional set of training sessions into a pedagogical system aimed at developing students' personal and social competencies.

Based on the research objectives and specified tasks, the following research methods were employed:

Scientific and theoretical analysis. Scientific literature on the competency-based approach, the organization of extracurricular activities in higher education, university sports clubs, and students' competency development was examined. This method contributed to identifying the theoretical foundations of the research problem and systematizing existing scholarly perspectives.

Comparative analysis. International research on the organization of sports club activities, their pedagogical objectives, organizational formats, and expected educational outcomes was examined comparatively. This method made it possible to identify aspects of best practices relevant to the research topic.

Systematization and generalization. Competencies that can be developed through sports club activities, their constituent elements, and interrelationships were analyzed and generalized. As a result, the principal dimensions of competency development were identified.

Pedagogical modeling. As one of the principal research methods, a pedagogical model for organizing sports clubs based on a competency-oriented approach was designed. Its target-oriented, methodological, content-related, organizational-procedural, diagnostic, and outcome-based components were defined in an interconnected manner.

Scientific abstraction and logical analysis. The key concepts, pedagogical conditions, and expected outcomes of the study were clarified, and their logical interrelationships were substantiated.

The development of the competency-oriented pedagogical model was guided by the following principles:

- Principle of goal orientation – directing all components of sports club activities towards predetermined competency-based outcomes.
- Principle of systematic organization and consistency – organizing the content of training sessions, organizational formats, and pedagogical intervention methods in an interconnected manner.
- Principle of practical orientation – expanding opportunities to apply theoretical knowledge in sports activities and practical team-based situations.
- Principle of individualization – taking into account students' physical fitness levels, interests, and individual developmental needs.
- Principle of collaboration – fostering interaction among coaches, educators, and students, as well as collective responsibility and active participation.
- Principle of reflection – ensuring that students analyze their own activities, evaluate their performance, and identify directions for further development.
- Principle of continuity – linking participation in sports clubs with students' ongoing physical and personal development.

Within the framework of the study, the development of the competency-oriented pedagogical model was structured according to the following logical sequence:

Stage 1 – Target-oriented and analytical stage. The existing theoretical and pedagogical foundations for organizing sports clubs in higher education institutions are examined, and students' competency development needs are identified.

Stage 2 – Content-related and design stage. The objectives, content, areas of activity, organizational formats, and methods of sports clubs are determined, and the content of training sessions aimed at competency development is designed.

Stage 3 – Organizational and practical stage. Mechanisms are designed to integrate sports training sessions, team assignments, competitions, sporting events, student initiatives, and independent activities.

Stage 4 – Diagnostic and outcome-based stage. Students' acquired competencies are assessed using relevant criteria and indicators, the results are analyzed, and directions for improving the pedagogical process are identified.

Thus, the research methodology was directed towards identifying the theoretical foundations of organizing sports clubs through a competency-based approach, designing a pedagogical model, and providing a scientific justification for its constituent components.

Results. The main outcome of the study was the development of a pedagogical model for organizing sports clubs in higher education institutions based on a competency-oriented approach. The proposed model was designed as an integrated pedagogical system aimed at aligning the traditional organizational content of sports club activities with the objectives of students' multidimensional development.

The conceptual foundation of the proposed model is the integrated development of students' knowledge, practical skills, social attitudes, initiative, and experience in independent activities through participation in sports. In this regard, the effectiveness of sports club activities is characterized not only by indicators of physical fitness but also by students' participation in teamwork, communication, the performance of organizational tasks, and processes of self-development.

The author-developed pedagogical model consists of six interrelated components:

1. Target component.
2. Methodological component.
3. Content-related component.
4. Organizational-procedural component.
5. Diagnostic component.
6. Outcome-based component.

The target component defines the strategic objectives of sports club activities. Its primary function is to organize a pedagogical process aimed at developing students' physical, communicative, social, organizational and managerial, and independent development competencies. In addition to the overall objective, this component takes into account the specific areas of sports club activities and students' individual development goals.

The methodological component constitutes the theoretical foundation of the pedagogical model and integrates competency-based, systems, activity-based, learner-centered, and integrative approaches. This component ensures methodological coherence among the objectives, content, methods, and expected outcomes. It also provides for the implementation of the principles of goal orientation, systematic organization, consistency, individualization, collaboration, and reflection.

The content-related component encompasses the educational, physical fitness and health-promoting, character-building, communicative, and organizational dimensions of sports club activities. Its content includes training sessions in various sports disciplines, the fundamentals of a healthy lifestyle, sports ethics, teamwork, the organization of sporting events, safety regulations, and independent physical development assignments. The alignment of the content with students' interests, sporting experience, and physical fitness levels is regarded as a key criterion in its development.

The organizational-procedural component represents the practical implementation mechanism of the model. It encompasses such processes as organizing sports training sessions, completing team assignments, planning and conducting sports competitions, supporting student initiatives, and promoting independent activities. In this context, the role of the coach or educator is not limited to managing training sessions but also involves pedagogically guiding students' independent and collaborative activities.

The diagnostic component serves to identify the current state of students' competency development, monitor their developmental progress, and assess the effectiveness of the pedagogical process.

Alongside physical fitness assessment, it предусматривает the use of criteria aimed at evaluating communicative engagement, teamwork, initiative, organizational activities, and reflective skills.

The outcome-based component represents the expected competency-related changes in students resulting from the implementation of the objectives and tasks established within the target and content-related components of the model. These outcomes include regular physical activity, a conscious attitude towards sports participation, effective teamwork, the ability to perform organizational tasks, independent decision-making, and the capacity to plan personal development.

Thus, the proposed model represents a pedagogical framework that enables sports club activities to be organized through the integration of objectives, content, organizational mechanisms, and assessment tools.

Within the framework of the study, five principal competency domains to be developed among students were identified based on the pedagogical potential of sports club activities.

First, physical fitness and health-related competence encompasses students' knowledge and practical skills concerning physical activity, healthy lifestyle practices, physical fitness management, and safety during training sessions.

Second, communicative competence refers to the ability to communicate within a team, exchange ideas, collaborate with others, resolve conflict situations constructively, and participate in collective decision-making.

Third, organizational and managerial competence includes the ability to plan sports training sessions, organize sporting events, distribute team responsibilities, and use time and resources efficiently.

Fourth, social competence is characterized by collective responsibility, leadership, sports ethics, mutual respect, social engagement, and an understanding of collective interests.

Fifth, independent development competence encompasses the ability to establish individual goals, analyze one's own activities, evaluate outcomes, work on mistakes, and develop personal development strategies.

These competencies do not develop independently of one another. Rather, they evolve in an integrated manner across various organizational formats of sports club activities. For example, when organizing a sports competition, a student may simultaneously demonstrate communicative, organizational and managerial, social, and independent development competencies.

To ensure the practical effectiveness of the proposed pedagogical model, the following mechanisms for organizing sports club activities were identified:

The first mechanism – individualization of sports activities. Training content is adapted by taking into account students' interests in particular sports disciplines, physical fitness levels, and individual capabilities.

The second mechanism – organization of collaboration-based training sessions. The development of communicative and social competencies is facilitated through team exercises, paired assignments, group discussions, and peer assessment.

The third mechanism – support for student initiative. Students are actively involved in planning sporting events, organizing competitions, and distributing team responsibilities, thereby developing their organizational and managerial competencies.

The fourth mechanism – implementation of reflective activities. Independent development competence is fostered through post-training analysis, assessment of individual performance, exchange of feedback, and the establishment of further development goals.

The fifth mechanism – organization of comprehensive monitoring. Students' physical development, engagement in training sessions, teamwork, and organizational activities are regularly monitored, and appropriate recommendations are developed to improve the pedagogical process.

The coordinated implementation of these mechanisms makes it possible to organize sports club activities as an integrated pedagogical process aimed at developing students' competencies.

Table 1. Structural Components of the Competency-Based Pedagogical Model for Organizing Sports Clubs in Higher Education Institutions

Model Components	Content	Implementation Mechanisms
Target Component	To develop the general and practical competencies of students across all higher education fields through their participation in sports club activities.	Defining the goals and objectives of sports club activities; identifying students' needs and interests; formulating expected competency-based outcomes.
Methodological Component	Application of competency-based, systems, activity-based, learner-centered, and integrative approaches.	Adherence to the principles of conscious engagement and active participation, individualization, consistency, collaboration, practical orientation, and continuity.
Content-Related Component	Developing the content of specialized and comprehensive sports clubs across different sports disciplines.	Specialized sports clubs: football, volleyball, basketball, gymnastics, athletics, and other sports disciplines. Comprehensive sports clubs: integrating several sports disciplines, general developmental exercises, and health-promoting activities.
Organizational-Procedural Component	Planning, organizing, and managing sports club activities, and encouraging students to participate actively.	Formation of sports clubs; development of training schedules; individual and group training sessions; sports competitions; student initiatives; mutual collaboration; and reflective activities.
Diagnostic Component	Identifying and monitoring the competencies developed by students based on established criteria and indicators.	Assessing physical fitness and health-related, communicative, organizational and managerial, social, and independent development competencies through observation, interviews, questionnaires, practical tasks, and assessment tools.
Outcome-Based Component	Developing students' multidimensional competencies through sports club activities.	Maintaining physical activity and a healthy lifestyle; engaging in effective communication; working in teams; demonstrating initiative; participating in organizational activities; and pursuing independent development.

Table 2. Competencies Developed through Sports Club Activities

Competency Domains	Core Content	Assessment Indicators
Physical Fitness and Health-Related Competence	Acquiring knowledge of physical activity, motor skills, and a healthy lifestyle.	Correct execution of exercises; regular engagement in physical activity; and compliance with safety rules.
Communicative Competence	Engaging in effective communication and exchanging ideas in sports activities.	Expressing ideas clearly; observing the principles of effective communication; and collaborating effectively with teammates.
Organizational and Managerial Competence	Planning, organizing, and coordinating sports training sessions and events.	Demonstrating initiative; allocating tasks; participating in event organization; and demonstrating a sense of responsibility.
Social Competence	Teamwork, mutual support, social adaptation, and adherence to the principles of sports ethics.	Making collective decisions; demonstrating mutual respect; resolving conflicts constructively; and adhering to the requirements of sports ethics.
Independent Development Competence	Planning, analyzing, and improving one's physical and personal development.	Setting personal goals; evaluating one's own performance; analyzing training outcomes; and engaging in independent self-improvement.

Table 3. Stages of Implementing the Pedagogical Model

Stages	Key Tasks	Expected Outcomes
Diagnostic and Analytical Stage	Assessing students' interests and needs in sports, their physical fitness levels, and the existing sports infrastructure.	Baseline data are established for organizing sports club activities.
Design Stage	Defining the content, training programmes, and competency-based objectives of specialized and comprehensive sports clubs.	The content-related and organizational structure of sports clubs is developed.
Implementation Stage	Conducting training sessions, competitions, team projects, and implementing student-led initiatives.	A pedagogical environment is created to promote students' participation in sports activities and the development of their competencies.
Monitoring and Evaluation Stage	Evaluating competency development based on established criteria and indicators, and analyzing the results.	The level of development of students' competencies related to sports activities is determined, the effectiveness of the activities is evaluated, and further development priorities are identified.

Conclusion

Organizing sports clubs in higher education institutions on the basis of a competency-based approach offers significant pedagogical opportunities not only for students' physical development but also for the development of their communicative, social, organizational and managerial, and independent

development competencies. The theoretical and methodological analyses conducted in this study have demonstrated the need to organize sports club activities not merely as sports training sessions and health-promoting events, but as an integrated pedagogical process aimed at students' personal and social development.

As the main outcome of the study, a competency-based pedagogical model was developed to encompass students across all fields of higher education. The model is based on the interconnectedness of six components: target, methodological, content-related, organizational-procedural, diagnostic, and outcome-based. This structural framework makes it possible to systematically design the pedagogical process, from defining the objectives of sports club activities to achieving the expected outcomes.

The content-related aspect of the model focuses on organizing specialized and comprehensive sports clubs. Specialized clubs facilitate regular participation in a particular sport and the improvement of sport-specific skills, whereas comprehensive clubs provide opportunities to integrate different sports disciplines and various forms of health-promoting activities. This organizational approach creates conditions for taking into account students' interests, needs, physical fitness levels, and individual capabilities.

Within the framework of the study, the competencies targeted for development through sports club activities were classified into five main domains: physical fitness and health-related, communicative, organizational and managerial, social, and independent development competencies. The integration of these domains makes it possible to enrich sports training with students' practical engagement, teamwork, initiative, and processes of self-assessment and reflection.

The implementation of the proposed model requires several key organizational and pedagogical conditions, including students' freedom to choose a sport, the adaptation of training sessions to individual capabilities, support for student initiatives, the provision of a safe and inclusive environment, and regular monitoring of competency development. In this regard, the activities of teachers and coaches should be directed not only towards organizing training sessions but also towards fostering students' independent and collective initiatives.

Thus, the developed pedagogical model provides a theoretical and methodological framework for organizing sports clubs in higher education institutions by integrating competency-based objectives, content, organizational mechanisms, and diagnostic assessment. Determining the model's practical effectiveness will require further experimental studies in various higher education institutions, empirical validation of the criteria and indicators for assessing competencies, and comparative statistical analysis of the findings.

References

1. Foley, C., Darcy, S., Hergesell, A., Almond, B., McDonald, M., et al. (2022). University-based sport and social clubs and their contribution to the development of graduate attributes. Active Learning in Higher Education. https://doi.org/10.1177/14697874221127692

2. Foley, C., Darcy, S., Hergesell, A., Almond, B., McDonald, M., et al. (2023). Extracurricular activities, graduate attributes and serious leisure: Competitive sport versus social-cultural clubs in campus life. Leisure Studies, 42(6), 971–988. https://doi.org/10.1080/02614367.2023.2168030

3. Dugan, J. P., Turman, N. T., & Torrez, M. A. When Recreation is More than Just Sport: Advancing the Leadership Development of Students in Intramurals and Club Sports. Recreational Sports Journal. https://doi.org/10.1123/rsj.2015-0008

4. de Prada Creo, E., Mareque, M., & Portela-Pino, I. (2021). The acquisition of teamwork skills in university students through extra-curricular activities. Education + Training, 63(2), 165–181. https://doi.org/10.1108/ET-07-2020-0185

5. Tahirsylaj, A., & Sundberg, D. (2020). The unfinished business of defining competences for 21st century curricula—a systematic research review. Curriculum Perspectives, 40, 131–145. https://doi.org/10.1007/s41297-020-00112-6

6. Van den Broeck, L., De Laet, T., Dujardin, R., Tuyaerts, S., & Langie, G. (2024). Unveiling the competencies at the core of lifelong learning: A systematic literature review. Educational Research Review, 45, 100646. https://doi.org/10.1016/j.edurev.2024.100646