



PEDAGOGICAL FOUNDATIONS FOR FORMING A COMPETENCY-BASED APPROACH IN PHYSICAL EDUCATION LESSONS

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ABSTRACT

This article provides a theoretical and practical analysis of the pedagogical foundations for forming a competency-based approach in physical education lessons. Issues regarding the organization of an effective learning environment based on interactive methods, innovative pedagogical technologies, and a student-centered approach in physical education classes will also be considered. The article also develops methodological recommendations that serve to develop students' physical activity, healthy lifestyle, and social and communicative competencies..

Introduction

In today's era of globalization and informatization, one of the most important tasks facing the education system is not only to equip an individual with knowledge but also to prepare them for life activities, teach them to think independently, actively participate in social relations, and consciously choose a healthy lifestyle. In this sense, the competency-based approach is of particular importance in the modern educational paradigm. This approach is characterized by the student's ability to apply acquired knowledge in real-life situations, the ability to use it effectively in practical activities, and the ability to make correct decisions in problematic situations. In particular, physical education lessons possess great pedagogical potential in this regard, serving not only as a means of physical development but also as an effective means of forming social, communicative, moral, and personal competencies.

Although physical education has for many years primarily performed the tasks of forming motor skills, developing physical qualities, and improving health, its content and functional capabilities are expanding today. Now, physical education lessons must develop not only the student's physical fitness but also their life activity, volitional qualities, teamwork skills, a responsible attitude toward their health, and social adaptability. Because today's society needs young people who are not only educated but also healthy, proactive, disciplined, ready for cooperation, and capable of managing themselves in various situations. Physical education occupies a special place in the formation of such qualities.

The introduction of the competency-based approach into the physical education system is no coincidence. This is primarily due to a change in attitudes toward educational outcomes.

Previously, the primary focus of the educational process was on the student's acquisition of specific knowledge, skills, and abilities; now, the life-practical value of these knowledge and the level of their use are becoming priority criteria. In physical education lessons, a student should not only know how to perform an exercise but also understand why they perform it, its impact on the body, its place in health, and methods for assessing and controlling their capabilities. Only then will the educational process truly serve the formation of competence.

In our country, the modernization of the education system, bringing it to the level of international standards, and raising a harmoniously developed generation are considered among the priority areas of state policy. The role of physical education in this process is also increasingly strengthening. After all, such urgent tasks as raising a healthy generation, forming physical culture among young people, increasing interest in sports, and popularizing a healthy lifestyle require a pedagogical review of the content of physical education lessons. It is precisely the competency-based approach that meets this need and serves as one of the methodological foundations for increasing the practical effectiveness of education.

The issue of forming a competency-based approach in physical education lessons is not only a methodological innovation but also a problem of profound pedagogical, psychological, and social significance. Because in the process of physical training, the student learns to control their body, plan physical activity, follow rules, act correctly in a competitive and cooperative environment, and adequately accept defeat and victory. This enriches their general life competencies. Consequently, a physical education lesson is not merely a set of sports movements, but a field for educating the individual, revealing their inner potential, and enriching their social experience. At this point, it is worth noting one aspect: the competency-based approach requires a completely new pedagogical position from the teacher. From now on, the teacher must act not only as an instructor or supervisor, but also as a facilitator who guides the student toward independent thinking, self-assessment, teamwork, and a conscious attitude toward their health. This approach requires the effective use of interactive methods, problem situations, group work, reflective analysis, and an individual approach during the lesson. As a result, the content of the lesson is enriched, the active participation of the student increases, and the effectiveness of education increases.

Today, the decline in students' physical activity, excessive dependence on digital technologies, a sedentary lifestyle, and the aging of health problems require a further strengthening of the attitude toward physical education. In such conditions, physical education lessons should not be limited solely to the fulfillment of normative program tasks, but should also fulfill important educational tasks such as forming a healthy lifestyle culture in students, conveying the importance of physical exercises, and awakening a sense of responsibility toward one's own body. The competency-based approach meets these needs precisely because it views the student not as a consumer of ready-made knowledge, but as an active, conscious, and responsible subject.

The study of the pedagogical foundations for forming a competency-based approach in physical education lessons is one of the pressing scientific and practical problems of modern education. An in-depth study of this issue serves to enrich the content of physical education lessons, improve teaching methods, harmonize the physical and personal development of students, and raise the quality of education to a new level. Consequently, a physical education

lesson organized on the basis of a competency-based approach becomes an important factor in raising a healthy, active, independent-thinking, and harmoniously developed individual with life skills.

Discussion.

The fundamental changes occurring in the modern education system necessitate a revision of traditional views on the educational process. Especially in the teaching of physical education, it is becoming increasingly evident that it is no longer enough to simply perform exercises, pass standards, or develop physical qualities. This is because today's student must be formed as an active member of tomorrow's society, a person responsible for their own health, and a person capable of making independent decisions and choosing the right path in life situations. From this perspective, the issue of establishing a competency-based approach in physical education lessons is a pressing problem of not only methodological but also socio-pedagogical significance.

The essence of the competency-based approach lies in the fact that it determines the learning outcome not only through knowledge, skills, and abilities but also through the student's readiness for real-world activity, the ability to apply their knowledge in practical situations, independent thinking, and the ability to manage their behavior. In physical education, this approach is particularly effective. The reason is that this subject, by its nature, is closely related to practical activity, in which the student is not only a listener or observer, but also a direct participant. Every exercise, every movement, and every sports game requires specific physical, volitional, mental, and social activity from the student. Thus, the physical education lesson creates a favorable pedagogical environment for the formation of life competencies in the student.

Analyzing this issue more deeply, we first see that the range of competencies formed in physical education lessons is broad and multi-layered. On the one hand, the student develops special competencies related to the implementation of motor activity. For example, practical skills such as correct running, jumping, maintaining balance, participating in team games, and performing technical actions are improved. On the other hand, through this activity, general basic competencies are also developed: qualities such as teamwork, mastering a competitive culture, following rules, managing one's emotions, treating others with respect, a conscious approach to one's health, and proper time management are gradually strengthened. Thus, the educational and upbringing potential of physical education is inextricably linked not only to physical education but also to the upbringing of the individual.

In traditional physical education practice, the result was often evaluated by external indicators: who ran faster, who jumped more, and who met the standard. Although such an approach is necessary in a certain sense, it cannot fully reveal the dynamics of the student's internal development, personal growth, social adaptation, and attitude toward a healthy lifestyle. The competency-based approach fills this gap. It focuses not only on the product of the student's activity but also on the activity process itself. For example, how consciously a student performs an exercise during a lesson, whether they feel their shortcomings, how they cooperate with their peers, how they behave when faced with failure, and whether they follow health and safety rules are all important components of competence.

To effectively organize the competency-based approach in physical education lessons, it is first necessary to change the teacher's pedagogical position. Now the teacher should not be only a commanding, controlling or demonstrating subject of exercises. First and foremost, he must act as a teacher who organizes the educational process, motivates, directs, and manages reflection. One of the central requirements of the competency-based approach is to elevate the student to the level of an active subject in the lesson, allowing them to make independent choices, evaluate themselves, correct mistakes, and work on themselves. Therefore, during the lesson, it is important not only to give the student an assignment but also to explain the purpose of the assignment, explain its health benefits, analyze the result, and determine the path of further development.

Here, the importance of interactive methods is particularly evident. Group exercises, pair work, problem-based tasks, elements of competition, mutual assessment, self-control, and reflexive conversations are effective tools that bring the physical education lesson into a competency-based orientation. For example, when students are given the task of developing a strategy for cooperation within a team rather than winning a sports game, they develop not only physical activity but also communication skills, the ability to exchange ideas in problem situations, and a sense of leadership and responsibility. Or after the exercise, reflection based on questions such as "Why was it difficult to perform this action?," "What should be paid attention to to improve it?" strengthens the analytical and self-development competence of the student.

When implementing the competency-based approach, it is also important to take into account the age characteristics, individual capabilities, and interests of the student. Not every student has the same level of physical fitness. Some run fast, some are flexible, and others are active in team games. If the lesson is organized only according to a single standard, some students may develop a sense of insecurity, indifference, or withdrawal from the lesson. The competency-based approach mitigates this problem, as the student's personal growth trajectory is considered important. That is, in evaluation, not only the overall result is taken into account, but also the student's growth, aspiration, participation activity, discipline, and movement culture compared to their previous state. Such an approach ensures psychological comfort in the lesson and creates a sense of success for all students.

Another important aspect during the discussion is related to the role of physical education lessons in shaping a healthy lifestyle. The competency-based approach encourages students not only to be active during lessons but also to value physical activity in their daily lives, consciously acquiring skills such as healthy eating, a daily routine, hygiene, and monitoring their health. If a student understands the essence of exercise, its impact on the body, and its health benefits, physical education becomes an internal need rather than an external obligation. From a pedagogical point of view, this is one of the most important results. Because the true goal of education is not the forced assimilation of knowledge, but the formation of a conscious need and stable values in an individual.

Certain problems encountered in physical education classes today also indicate the need for a deeper implementation of the competency-based approach. In particular, in some cases, the monotony of lessons, low motivation of students, focus of assessment only on the result, limited teaching aids and little opportunity for independent participation of the student

reduce the effectiveness of the lesson. In such a situation, it is advisable to enrich the educational process with new content, introduce game technologies, a differentiated approach, health-improving exercises, national active games, integrative tasks, small projects, and observation elements. In particular, physical education lessons organized in harmony with national values and modern pedagogical technologies not only increase students' interest but also develop national identity, collectivism, and activity.

Furthermore, the formation of a competency-based approach in physical education lessons requires a revision of the assessment system. If the teacher considers only the final result, the educational and developmental potential of the lesson will not be sufficiently manifested. Therefore, it is important to use tools such as process assessment, formative observation, self-assessment, and individual development maps. For example, if, along with a student's physical endurance, their aspiration, orderliness, activity in the group, compliance with safety rules, and responsible attitude toward exercises also become evaluation criteria, this encourages the student to develop comprehensively. Such an assessment system fully corresponds to the essence of the competency-based approach. Another important issue is that the formation of a competency-based approach in physical education lessons should not be limited solely to intra-school activities. Cooperation between the family, school, and mahalla, sports events, extracurricular health improvement activities, and mass sports competitions must be an integral part of this process. This is because competence is formed not only within a single lesson but also through regular experience, repeated activities, and the influence of the social environment. If a student hears about a healthy lifestyle at school and encounters the opposite at home and in the neighborhood, it will be difficult for them to form sustainable skills. Consequently, the competence-based capabilities of physical education must be supported by a broader educational space.

Conclusion.

Based on the above analysis and discussions, it was determined that the formation of a competency-based approach in physical education lessons is one of the important pedagogical directions of the modern education system. This approach serves not only the physical development of students but also the comprehensive formation of their personal, social, communicative, and healthy lifestyle competencies. In this regard, physical education appears as an important field of education with great potential for the comprehensive development of the individual. To effectively implement the competency-based approach in physical education lessons, it is first necessary to revise the lesson content, give it a life-practical orientation, ensure the student's active participation, and make extensive use of interactive methods. Teaching students to think independently, evaluate their own activities, work in a team, and maintain a conscious attitude toward their health is considered the primary criteria of the competency-based approach. At the same time, it is important to improve the assessment system, that is, to take into account not only the result, but also the process of student development.

Furthermore, the pedagogical skills of the teacher, their openness to innovative approaches, and their ability to establish effective communication with students are among the decisive factors in forming a competency-based approach in physical education classes. The teacher

must act as an organizer, guide, and motivator during the lesson, turning students into active subjects of learning.

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