



## THE MAIN CRITERIA FOR DEVELOPING COMPETENCE IN ORGANIZING AND CONDUCTING MASS SPORTS EVENTS AMONG STUDENTS

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### ABSTRACT

*This article highlights the main criteria for the formation and development of students' competence in organizing and conducting mass sports events. It analyzes the significance of organizational and managerial, communicative, methodological, and information-communication competencies in ensuring the effective implementation of mass sports activities. Furthermore, the study reveals the factors contributing to the development of leadership abilities, teamwork skills, responsibility, and initiative in students' professional activities. According to the research findings, the effective formation of these competencies largely depends on the use of practical training, project-based activities, and innovative pedagogical technologies in the educational process.*

**Introduction.** Nowadays, promoting a healthy lifestyle among young people, increasing their physical activity, and organizing their leisure time meaningfully are considered pressing issues. In this regard, organizing and effectively conducting mass sports events holds significant socio-pedagogical importance. One of the priority tasks of the higher education system is to develop the necessary knowledge, skills, and competencies in students in this area.

The process of organizing mass sports events requires complex organizational and managerial activities. In this process, students must acquire not only knowledge related to the field of sports but also competencies such as planning, coordination, teamwork, and problem-solving. Therefore, it is important to scientifically determine the main criteria for developing this competence.

In the modern education system, a competency-based approach plays a key role. In particular, forming students' readiness for practical activities in the field of physical education and sports is a pressing issue. Mass sports events are not only sports competitions but also an important means of promoting a healthy lifestyle, engaging young people in physical activity, and strengthening social cooperation.

Developing students' competence in organizing mass sports events serves as an important factor in preparing them for their future professional activities. This process

requires qualities such as strategic thinking, decision-making in management, effective teamwork, and taking responsibility.

The approach of integrating theory and practice provides students with the opportunity to gain real-world experience. However, implementing this approach requires strong collaboration between educational institutions and sports organizations. A comprehensive approach allows for covering all necessary competencies. Nevertheless, implementing this approach demands a complete revision and updating of curricula, which may require significant time and resources.

The use of innovative technologies makes the educational process modern and engaging. However, this approach can involve high financial costs, and not all teachers and students may be ready to use new technologies. Collaboration-based learning develops essential social skills in students. Yet, in this approach, some students may be active while others remain passive, which can create a sense of unfairness [45–49].

Developing students' competence in organizing and conducting mass sports events is an essential component of their professional training. This competence has a complex nature, encompassing knowledge, practical skills, personal qualities, and social activity.

To effectively develop this competence, it is important to apply innovative pedagogical technologies in the educational process, expand practice-oriented activities, and engage students in gaining experience in real-world conditions. This not only contributes to training qualified sports specialists but also promotes a healthy lifestyle among young people.

Organizing and conducting mass sports events allows students to develop not only sports-related knowledge and skills but also leadership, organizational, and communicative competencies. The essence of this process is manifested in the following key aspects:

**Development of organizational and planning skills:** Students acquire practical skills in planning sports events, allocating resources, managing time, and effectively coordinating a team. This prepares them to manage complex projects in their future professional activities [142].

### **The Structural Composition of Competence in Organizing Mass Sports Events**

his competence consists of the following components:

- a) Organizational and managerial competence – defining the goals and objectives of the event, developing plans and programs, allocating resources (financial, time, human), ensuring safety measures, and coordinating the entire process.
- b) Communicative competence – effective communication with participants, managing and motivating the team, establishing contacts with partner organizations, and resolving conflict situations.
- c) Methodological competence – developing the regulations of sports competitions, organizing the refereeing process, establishing evaluation criteria, and preparing analysis and reports.
- d) Information and communication competence – using information technologies, promoting the event (social networks, media), implementing online registration systems, and processing results electronically.
- e) Personal and social competencies – leadership, responsibility, initiative, stress tolerance, and social activity.

### Criteria for Developing Competence

To determine the level of development of this competence among students, the following criteria can be used:

**Knowledge criterion** – the level of theoretical knowledge on organizing mass sports events.

**Practical skills criterion** – the ability to independently develop and implement an event plan.

**Motivational criterion** – interest in organizing sports events and intrinsic motivation.

**Reflective criterion** – the ability to analyze one's own activities and draw conclusions from mistakes.

**Outcome criterion** – the effectiveness of the organized event and participants' feedback.

**Pedagogical Conditions for Competence Development.** The development of this competence can be facilitated through increasing the share of practical training, engaging students in organizing real sports events, using case-study and project-based methods, conducting trainings and seminars, and holding sports festivals and spartakiads among students.

### Stages of Competence Formation

**Information stage** – acquiring theoretical knowledge.

**Practical training stage** – organizing small-scale events.

**Independent activity stage** – planning and conducting full-scale sports events.

**Analysis and evaluation stage** – studying the results and making improvements.

### Conclusion

In summary, developing students' competence in organizing and conducting mass sports events is a multifaceted pedagogical process that requires a systematic approach. The key criteria of this competence include organizational and managerial abilities, communicative culture, methodological preparation, skills in using information technologies, as well as personal responsibility and leadership qualities.

To achieve effective results in this area, it is advisable to increase the volume of practical training in the educational process, actively engage students in organizing real sports events, and utilize innovative pedagogical technologies. This approach contributes to preparing skilled, proactive, and competitive specialists for the future.

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