






## The main pedagogical aspects of the formation of professional competence of students of physical culture

## Os principais aspectos pedagógicos da formação da competência profissional dos alunos de cultura física

## Los principales aspectos pedagógicos de la formación de la competencia profesional de los estudiantes de cultura física

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### ABSTRACT

The main purpose of the article is to analyze, systematize and research the main pedagogical aspects of the formation of professional competence of students of physical culture. In modern conditions, the developing information society requires significant changes in the domestic education system, while creating for each person significant opportunities to receive information in the volume that he needs for self-development and self-improvement. At the same time, it is obvious that the transition to a new model of education excludes the passive role of participants in the educational process, since only an active position in obtaining knowledge will allow students to form “the ability to live and work in an information society”, to determine the individual trajectory of education. The increased requirements for the quality of education in the context of its structural restructuring and integration into the global educational space significantly change the level of social expectations in relation to the effectiveness of the entire complex of pedagogical sciences. For this, the methods of theoretical analysis of specialized literature in the field of introducing and improving the basic pedagogical technologies of the process of developing professional competence of students of physical culture were used. As a result of the study, the main modern trends and aspects the main pedagogical aspects of the formation of professional competence of students of physical culture were revealed.

**Keywords:** Pedagogical technologies. Pedagogy. Professional competence. Self-development and self-improvement. Students of physical culture.

## RESUMO

O objetivo principal do artigo é analisar, sistematizar e pesquisar os principais aspectos pedagógicos da formação da competência profissional de estudantes de cultura física. Nas condições modernas, o desenvolvimento da sociedade da informação exige mudanças significativas no sistema educacional doméstico, ao mesmo tempo em que cria para cada pessoa oportunidades significativas de receber informações no volume de que necessita para seu autodesenvolvimento e autoaperfeiçoamento. Ao mesmo tempo, é óbvio que a transição para um novo modelo de educação exclui o papel passivo dos participantes no processo educacional, uma vez que somente uma posição ativa na obtenção de conhecimento permitirá aos alunos formar “a capacidade de viver e trabalhar em uma sociedade da informação”, para determinar a trajetória individual da educação. As crescentes exigências de qualidade da educação no contexto de sua reestruturação estrutural e integração no espaço educacional global alteram significativamente o nível de expectativas sociais em relação à eficácia de todo o complexo das ciências pedagógicas. Para tanto, foram utilizados os métodos de análise teórica da literatura especializada no campo da introdução e aprimoramento das tecnologias pedagógicas básicas do processo de desenvolvimento da competência profissional dos alunos de cultura física. Como resultado do estudo, foram reveladas as principais tendências modernas e aspectos os principais aspectos pedagógicos da formação da competência profissional dos alunos de cultura física.

**Palavras-chave:** Autodesenvolvimento e autoaperfeiçoamento. Competência profissional. Estudantes de cultura física. Pedagogia. Tecnologias pedagógicas.

## RESUMEN

El objetivo principal del artículo es analizar, sistematizar e investigar los principales aspectos pedagógicos de la formación de la competencia profesional de los estudiantes de cultura física. En las condiciones modernas, el desarrollo de la sociedad de la información requiere cambios significativos en el sistema educativo nacional, al tiempo que crea oportunidades significativas para que cada persona reciba información en el volumen que necesita para su desarrollo y superación personal. Al mismo tiempo, es obvio que la transición a un nuevo modelo de educación excluye el papel pasivo de los participantes en el proceso educativo, ya que sólo una posición activa en la obtención de conocimientos permitirá a los estudiantes formar “la capacidad de vivir y trabajar en un sociedad de la información”, para determinar la trayectoria individual de la educación. Las crecientes demandas de calidad en la educación en el contexto de su reestructuración estructural e integración al espacio educativo global alteran significativamente el nivel de expectativas sociales respecto a la efectividad de todo el complejo de las ciencias pedagógicas. Para ello, se utilizaron métodos de análisis teóricos de la literatura especializada en el campo de la introducción y perfeccionamiento de tecnologías pedagógicas básicas en el proceso de desarrollo de la competencia profesional de los estudiantes de cultura física. Como resultado del estudio, se revelaron las principales tendencias modernas y aspectos de los principales aspectos pedagógicos de la formación de la competencia profesional de los estudiantes de cultura física.

Palabras clave: Autodesarrollo y superación personal. Competencia profesional. Estudiantes de cultura física. Pedagogía. Tecnologías pedagógicas.

## INTRODUCTION

Professional competence is rightfully considered as a modern socio-cultural educational phenomenon, which is due to: the restructuring of society as a whole and the emergence of the term "subculture" as the cultural state of specific subjects; the simultaneous combination of traditional and innovative in domestic pedagogy as a new socio-cultural norm of relations; the emergence of new goals and values of education.

In the educational systems of different countries, while maintaining the traditions and the unique nature of education, there is a tendency towards standardization associated with globalization processes, and at the same time, the need for radical educational reforms is increasing. Of particular relevance in these conditions is the problem of strengthening the continuity between all the links of the educational system. The goal of education is, therefore, of a multicomponent nature: in public life - the socialization of the individual, in the general education field - key competencies, in the professional field - professional competence.

In modern conditions, the concept of "competence" has become firmly established in scientific use. The ongoing innovation processes in the education system, one way or another, are associated with the introduction of a competency-based approach into the practice of schools and universities. At the same time, it can be argued that the latest scientific development, which has significantly enriched the modern educational space, is the category of "teacher's professional competence", which is today a criterion for the quality of training of graduates of higher educational institutions.

The essence of the conceptual requirements for professional competence is reduced to the expansion of knowledge, skills and abilities necessary to improve the efficiency of professional activity and life in general. The need to include this category in the pedagogical thesaurus is due to the fact that the teacher's professional competence, being an essential characteristic of professionalism, an indicator of pedagogical skill, most fully and comprehensively reflects those parameters that are characteristic of a teacher of a new type, while the term "professionalism" is broad and capacious, does not give an accurate interpretation of the totality of those components that society presents to a specialist in the field of education of the XXI century.

At the same time, the main difficulty in the formation of a teacher's professional competence is that this is a multi-level process, since professional knowledge must be formed simultaneously at four levels: methodological, theoretical, methodological and technological. The first two levels reflect the teacher's theoretical readiness for professional activity, and the second - his practical readiness.

Competence is always manifested in activities - subject-informational, activity-communicative, value-oriented. As an integral characteristic, professional competence determines the teacher's ability to solve professional problems arising in real situations of professional pedagogical activity, using knowledge, professional and life experience, values and inclinations.

The nature of competence is such that it can manifest itself only in organic unity with human values, that is, subject to a deep interest in this type of activity. In other words, professional and pedagogical competence includes value self-determination in relation to pedagogical activity, competence in the field of the taught subject, methodological and psychological readiness to work in various pedagogical systems. This is the basic structure of professional competence, which can be represented by motivational, cognitive and activity components.

In physical education, it is necessary to be based on the spiritual foundation of the individual, developing the desire for introspection, self-esteem, and self-improvement. A competency-based approach in the field of physical culture will help to realize these and other tasks, contributing to the formation of key competencies of students. Physical culture is one of the components of a person's general culture, which largely determines its attitude to learning, behavior in everyday life, in communication. The modernization of the Ukrainian education system requires a radical restructuring of physical education.

Today, the activity of a physical education teacher is based on solving the following tasks (Asbari, Purwanto, Santoso, 2019):

- formation of a system of knowledge about physical culture and vital motor skills and abilities;

- development of individual motor abilities and increasing the level of physical fitness of students;
- education of value orientations for the physical improvement of the individual;
- the formation of the need for regular exercise and the chosen sport;
- education of moral and volitional qualities;
- development of experience of interpersonal communication.

The formation of students' competencies in the field of physical culture is a personal task of professional training of a future specialist, solved in the process of mastering the program of the discipline "Physical culture". The qualitative uniqueness of this pedagogical task determines the need to highlight the formation of competencies in the field of physical culture as a multifunctional system, and to study it using a systematic approach. The educational process, a controlled pedagogical system, has such a property as divisibility. This property is characterized by the fact that the components of the system, as well as directly pedagogical control and assessment, are themselves systematically organized.

Pedagogical control and assessment of the process of formation of competencies in the field of physical culture represent a relatively independent, qualitatively different part of the process that functions and is formed as a whole through the mutual influence of content components (structural and functional elements). Thus, the target analysis made it possible to single out the subject of research - three systemically organized objects: competence in the field of physical culture, the formation of this type of competence, pedagogical control and assessment of the quality of the formation of competencies. Purposeful unity presupposes consideration of the components of the system and their interconnection, reveals the structure of this system and its organization (Sibley, 2020).

Improvement of state standards in the field of education is one of the key directions of reforming the system of training specialists in physical culture. One of the components of this direction is the professional and personal training of a university graduate, which will ensure a high-quality performance of the duties of a teacher of physical culture, a coach in the chosen sport. The leading place in this process is given to physical education, aimed at the formation of basic professional competencies for future professional activities.

The importance of solving this problem is due to the following factors (Deliligka, Sympas, Bekiari, 2020):

- increasing requirements for the level of professional skill of physical culture specialists and the need to create state standards for the training of such specialists;
- the need to organize the educational process based on the principles of humanization and a satisfactory moral and psychological climate in student groups;
- actualization of self-knowledge of future physical culture specialists in the process of physical training and sports as an effective way of forming professional competencies;
- insufficient substantiation of pedagogical technologies aimed at ensuring proper conditions for the formation of professional competencies of physical culture specialists;
- the need to strengthen the practical orientation of the educational process of physical culture specialists on the basis of a personality-oriented approach and the capabilities of a higher primary institution in creating conditions for the individualization of physical training and sports.

These factors actualize the problem of the formation of professional competencies of physical culture specialists in universities.

In the course of the study, the object in its complexity acts as a many structural, multi-level association. In turn, various structural elements of the system create an integral aggregate structure, which has its own integral properties, which are manifested in the course of the functioning of the system. In the standards of the 3rd generation, it is noted that the educational process should be aimed at the formation of such competencies that allow to improve and develop

the intellectual, general cultural level; to master the means of independent, methodologically correct use of physical education methods to achieve the proper level of physical fitness, ensuring full-fledged social and professional activity.

Modernization of the education system requires a radical reorganization of physical education. At present, the activity of a physical education teacher is based on solving the following tasks (Aleksieienko-Lemovska, 2019):

- formation of a system of knowledge about physical culture and vital motor skills and abilities;
- development of individual motor abilities and increasing the level of physical fitness of students;
- education of value orientations for the physical improvement of the individual;
- the formation of the need for regular exercise and the chosen sport;
- education of moral and volitional qualities;
- development of experience of interpersonal communication.

This largely depends not on the acquired knowledge, skills and abilities, but on some additional qualities, for which the concept of “competence” is used. What is “competence” and “competence”? Competence is a set of interrelated personality traits (knowledge, skills, skills, methods of activity) that are set in relation to a certain range of objects and processes and are necessary for high-quality productive activity in relation to them. Competence - a person's possession of the relevant competence, including a personal relationship to him and to the subject of activity. An important condition for the formation of key competencies and competencies among students is taking into account and maximizing the satisfaction of educational needs. At this stage, the teacher should identify the presence of educational needs that already exist among students (the desire to acquire knowledge, skills and qualities that make up key competencies) and their level. Diagnostics is carried out by different methods: as a result of observing the activities of students, conducting questionnaires, testing, organizing conversations, etc. To obtain objective information in the diagnosis, not only students can take part, but also parents, teachers, classmates.

## **METHODOLOGY**

The main purpose of the article is to analyze, systematize and research the main pedagogical aspects of the formation of professional competence of students of physical culture. For this, the methods of theoretical analysis of specialized literature in the field of introducing and improving the basic pedagogical technologies of the process of developing professional competence of students of physical culture were used. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

## **RESULTS AND DISCUSSION**

Today, in the pedagogical process of the formation of professional competencies of specialists in physical culture and sports in a higher educational institution, the latest methods of conducting independent studies, as well as technologies of projective and purposeful self-development, self-knowledge, creativity, spiritual needs, which are the impetus of any activity, are insufficiently used. Also, the role of self-knowledge in the professional-physical training of future physical culture specialists remains not fully studied. Without self-knowledge and self-development, a specialist cannot fully realize what achievements he is capable of in his own physical training and sports. He must possess information about the physical capabilities of his body and ways to expand the functional reserves of the body.



The results of a survey of graduates of specialized educational universities and corresponding faculties indicate that 64.5% of respondents pointed out the significant role of physical training as a factor in their professional skills. Low efficiency of the traditional system of physical training is noted by 79.5% of graduates. These data confirm the urgency of the problem of physical training of future specialists as a component of their professional competencies.

So, according to the majority of scientists and specialists in this field of pedagogy, the professional competence of a teacher of physical culture includes five elements or types of competence (Table 1).

**Table 1.** Type of professional competence.

No	Type of professional competence	Meaning
1	Special competence	Special competence includes in-depth knowledge, qualifications and experience in the field of the subject being taught; knowledge of ways to solve technical, creative problems.
2	Methodological competence	Methodological competence includes possession of various teaching methods, knowledge of didactic methods, techniques and the ability to apply them in the learning process, knowledge of the psychological mechanisms of assimilating knowledge and skills in the learning process.
3	Socio-psychological competence	Socio-psychological competence presupposes the ability to build pedagogically expedient relationships with students, knowledge of the psychology of interpersonal and pedagogical communication.
4	Differential psychological	Differential psychological competence includes the ability to identify personality traits, attitudes and orientation of trainees, to determine the leading motives of activity.
5	Autopsychological competence	Autopsychological competence implies the ability to realize the level of one's own activity, one's abilities; the ability to see the reasons for shortcomings in your work, in yourself; desire for self-improvement.

Competence - a person's possession of the relevant competence, including a personal relationship to him and to the subject of activity. An important condition for the formation of key competencies and competencies among students is taking into account and maximizing the satisfaction of educational needs. At this stage, the teacher should identify the presence of educational needs that already exist among students (the desire to acquire knowledge, skills and qualities that make up key competencies) and their level. Diagnostics is carried out by different methods: as a result of observing the activities of students, conducting questionnaires, testing, organizing conversations, etc. To obtain objective information in the diagnosis, not only students can take part, but also parents, teachers, classmates.

The structure of a teacher's professional competence can be revealed through his pedagogical skills, which determine the theoretical and practical readiness to carry out activities. Pedagogical skills are grouped into four groups (Noroozi, Weinberger, Biemans, Mulder, Chizari, 2012).

1. Ability to translate the content of the objective process of education into specific pedagogical tasks.

2. Ability to build and set in motion a logically completed pedagogical system: integrated planning of educational and upbringing tasks; reasonable selection of the content of the educational process; the optimal choice of forms, methods and means of its organization.

3. Ability to identify and establish relationships between the components and factors of education, to bring them into action: creating the necessary conditions (material, moral and psychological, organizational, hygienic, etc.); activation of the student's personality, the development of his activity, which turns him from an object into a subject of upbringing; organization and development of joint activities; ensuring the connection of the school with the environment, regulation of external non-programmable influences.

4. Ability to record and evaluate the results of pedagogical activity: introspection and analysis of the educational process and the results of the teacher's activity; defining a new set of dominant and subordinate pedagogical tasks.

To form key competencies, including valueological, in the learning process, it is necessary to create conditions for students to independently solve cognitive, communicative, organizational, moral and other issues of personally significant problems. To date, there is no single classification of competencies, as there is no single point of view on how many and what competencies should be formed in students. The development of communicative competence is carried out in all exercises by physical culture.

Let's consider the formation of key competencies in the process of physical education. A number of teachers in the process of studying the subject "Physical culture" identify a number of key competencies (Sydorenko et al, 2020):

General cultural. Cognition of the cultural and historical foundations of physical culture, awareness of the role of physical culture in the formation of the ability to achieve comprehensive physical and spiritual development; healthy lifestyle; preservation of health and high working capacity.

Determination of the value of systematic physical education for improving health, increasing the level of physical fitness, prevention of diseases; development of interest and habits for systematic physical education and sports.

Educational and cognitive. Knowledge of the basics of physical development and upbringing in order to form a spiritually rich and physically healthy personality.

Acquisition of knowledge necessary for physical education and sports; knowledge of the basics of personal and public hygiene; possession of knowledge about the rules for regulating physical activity in the conditions of morning exercises, regular sports.

Communicative. Possession of different types of information; the ability to conduct a discussion on the development of sports and physical education; development of our own position on these issues. Ability to analyze and evaluate the activities of friends, classmates; the ability to give recommendations for independent physical education, based on modern physical culture and health-improving technologies.

Socially. Understanding the benefits of physical exercise for human health, increasing his working capacity and increasing life expectancy, as well as the role of physical exercise in the prevention of occupational diseases, in the fight against industrial injuries. the ability to use the means of physical education to prepare for professional activity; possession of modern requirements for the scientific organization of work and leisure.

Personal. Possession of the techniques of self-realization; life self-determination possession of the techniques of personal self-expression and self-development; the ability to control the physical condition of the body.

The introduction of a competence-based approach to physical education of students will help to form in students (Ferraro, Ambra, Aruta, Iavarone, 2020):

- the ability to work without constant guidance, to take responsibility;
- the ability to show initiative without asking others if it should be done;
- willingness to notice problems and look for ways to solve them;
- the ability to analyze new situations and apply existing knowledge in them;

- the ability to get along with others;
- willingness to acquire new knowledge on their own initiative (taking into account their experience and feedback from people around);
- the ability to learn new things from top-class athletes.

Professional education of future specialists in physical education and sports in higher educational institutions requires technological changes in the physical culture and health-improving orientation to work with people and youth. High innovative technologies, as well as many of the modern population with impaired health, need highly qualified specialists in physical culture who are able to successfully implement developmental, educational and health-improving programs for the improvement and development of a person. Modern authors see the development of this direction of training future specialists in physical education and sports differently.

So, today there are the following modern areas of professional training of future specialists (Kryshtanovych, Kotyk, Tiurina, Kovrei, Dzhanda, 2020):

1. Learning, built purely (or predominantly) on the transfer of information, should be replaced and substantially supplemented by activity-based learning, oriented both to the present and to the future. The main focus of such training is on the organization of various types of student activities. In this case, the status of the teacher changes (he turns from a transmitter of information into a manager of the educational process).

2. The content of education is changing - not information about the activity plus a little activity, but the activity based on information. At the same time, the content of education is also the socio-cultural context.

3. The forms of interaction of teachers and students, as well as students with each other, are changing. The traditional forms are being replaced by forms of active learning (didactic games, analysis of specific situations, role-playing, types of discussions, trainings, etc.).

4. Changes in goals, content and forms of training have an impact on the nature of communication between a teacher and a student, on the atmosphere of their interaction. Partnership, equality of personalities in actions, responsibility in choice, positive emotional attitude - all this becomes the dominant feature of the relationship.

We rely on the results of the analysis of a set of factors influencing the formation of professional competence of future specialists in physical education and sports and determine the following pedagogical conditions for the purposeful formation of competence (Kryshtanovych, Kryshtanovych, Stechkevych, Ivanytska, Huzii, 2020):

- creation of an educational environment in order to increase the professional competence of future specialists in physical education and sports;
- introduction of personality-oriented training of a future specialist in physical education and sports;
- monitoring of the formation of professional competence of future specialists in physical education and sports and readiness for professional activity.

The structure of training future specialists in physical education and sports for physical culture and health-improving work with people of different ages depends on a properly organized educational environment (educational, organizational, scientific) in higher education institutions. It is important that higher education teachers, thanks to modern technology, can not only achieve individual didactic goals, use various types of educational, organizational, scientific work, but purposefully design an educational and professional environment using a program for preparing future specialists in physical education and sports for professional activities.

The importance of creating an educational and professional environment in order to introduce a program for training future specialists in physical education and sports for professional activity is considered as a space for self-realization and self-actualization, as a condition for a student's own self-education. Self-education allows you to make a choice of educational paths



within the framework of scientific and methodological, search and research and experimental work on the basis of the principles of freedom, independence, responsibility, which are combined with such principles as polyvariety, mobility, focus on practice. In the educational and professional environment, the problems of optimal coding of information are realized, which makes it possible to more fully present the perception of educational information as an active process, which is based on the property of transforming cognitive signs, reducing their number by synthesizing into professional knowledge.

The training of future specialists in physical education and sports for physical culture and health-improving work with people of different age categories includes personality-oriented training in its structure. Personally oriented training of specialists in physical education and sports consists of the personal and individual qualities of a future specialist and is considered as a scientifically grounded system of subject interaction between students and the teaching staff of a higher education institution, which is based on the principle of a personal approach to each student.

We share the opinion of scientists that personality-oriented training allows "spiritual and practical mastery of the world by the subject, his moral and spiritual practice in relation to the world of people and the world of things", "ensures the moral and spiritual development of the subject, leads to the education of higher meanings of human life and practical orientation on them in their life", should be completely assimilated by the competence approach, since the moral and spiritual experience of the individual assumed by the latter is associated with the use of the ideas of personality-oriented education, in which she is the subject of socially significant behavior as an essential component of social practice, and" a unit of personal development »Is an act motivated by moral and spiritual value as an intrinsically valuable form of activity.

Personally oriented training of future specialists opens modern concepts of education as a traditional, multilevel, profile, personal and naturally appropriate direction of training future specialists in physical education and sports for professional activities, a path to personification.

The acmeological approach to personality development is based on "the competence of innovations, designing the goals of one's own activity, modeling the route for professional self-improvement, taking into account one's potential abilities and the needs of society." Scientists note the structure of professional competence of a graduate of a higher educational institution. Personally oriented learning arose and developed in the environment of humanistic pedagogy.

The model of student-centered learning belongs to the American psychotherapist Carl Rogers. Personally-oriented learning, in his opinion, is conscious, self-initiated, aimed at assimilating meanings as elements of a personal learning experience, in which the role of a specialist is to stimulate conscious learning. Goncharenko relies on the understanding of values as the core and meaningful element of human culture, gives another definition of personality-oriented learning, where the student is recognized as the main value of the educational process (Lambert, Penney, 2020).

The next condition for the formation of the professional competence of future specialists in physical education and sports for professional activity is monitoring the formation of the competence of a future specialist in physical education and sports. Monitoring is a system of constant monitoring of phenomena and processes taking place in the environment and society, the results of which serve to substantiate management decisions to provide people and objects of the economy. There are many definitions of monitoring. In English, monitoring is continuous monitoring of a certain process in order to identify its compliance with the desired result.

As Ryabova notes, monitoring is a scientifically grounded, purposeful, analytical and predictive system for tracking the dynamics of leading processes, both in terms of content and organization, at all levels of the education system, with the participation of all subjects of education. In his research, Krisin defines monitoring as the systematic observation of any process in order to

establish whether the results of this process correspond or not correspond to the initial assumptions.

Dakhin's research draws our attention, indicating that monitoring is a continuous, long-term observation of the educational process and its management. The main tasks of monitoring in an educational institution (Kryshchanovych, Bilyk, Shayner, Barabash, Bondarenko, 2021):

- identification and assessment of qualitative indicators of pedagogical actions;
- providing feedback on the compliance of the actual results of activities with its final results;
- identification of the reasons and factors of the non-compliance of the plan with the actual results.

Like any process, monitoring research has its own stages, which were identified by T. Lukina, namely (Marek et al, 2020):

Stage I - "Purpose and planning of the study" (definition of goals and objectives of the study; determination of the object of study; calculation and formation of the sample; construction of the study schedule - determination of the terms and procedures of the study, selection and training of study coordinators; determination of criteria and indicators of assessment; choice of research methods ).

Stage II - "Development of tools" (development of tests and their approbation, obtaining a standardized test; development of questionnaires and their approbation; preparation of instructional and methodological materials for research coordinators of all levels, research participants; selection of statistical and mathematical methods for processing and recording the research results) ...

Stage III - "Conducting the study" (pilot study - preparation of participants, briefing; main study).

Stage IV - "Collection and processing of results".

Stage V - "Analysis and interpretation of research results" (generalization of statistical information; identification of influencing factors; preparation of recommendations for correctional work, elimination of negative factors, formation of educational policy, etc.).

Monitoring in an institution of higher education allows at the early stages to find out the reasons slowing down the educational process, and also allows the administration of an educational institution to independently formulate and solve educational problems (Kenesbekova, Dusembinova, Mirza, Shayakhmetova, Alshynbayeva, 2019).

Monitoring of the formation of the readiness of future specialists in physical education and sports for professional activity in our experimental research work was carried out with a comparative analysis of the indicators of the components of the competence of future specialists in physical education and sports in the process of applying the experimental program for training future specialists in physical education and sports for professional activity.

## CONCLUSION

Implementing the proposed pedagogical conditions into the practice of higher education (creation of an educational environment in order to increase the professional competence of future specialists in physical education and sports; introduction of personality-oriented training of a future specialist in physical education and sports; monitoring of the formation of professional readiness of future specialists in physical education activities) formation of professional the competence of future specialists in physical education and sports greatly facilitate the mastery of educational material, namely: modern theoretical knowledge and practical skills in the use of physical exercises and natural factors; modern mass sports and physical culture and health-improving technologies, with an emphasis on motivation, interests and needs of future specialists in physical education and sports during educational activities.

Analyzing the approaches of different scientists to the study of the concept of "professional competence" and taking into account the specifics of physical culture as a science and as an academic subject, we came to the conclusion that the professional competence of a physical culture teacher is a complex characteristic of a personality, including a harmonious combination of professional, communicative and personal qualitative results in the process of solving typical problems in the main types of professional activity in the field of physical culture.

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