



THE IMPACT OF ATHLETICS TRAINING ON ENHANCING THE PROFESSIONAL PREPARATION OF FUTURE PHYSICAL EDUCATION TEACHERS

Allomov, E. – Senior lecturer, department of physical culture and methods of teaching sports games, Fergana state university, Uzbekistan

Abstract

This article scientifically analyzes the significance and impact of athletics training on enhancing the professional preparation of future physical education teachers. In the course of the study, indicators of physical fitness (speed, endurance, strength, and explosive power) as well as the dynamics of pedagogical competencies were examined based on experimental and control groups. The obtained results confirmed that athletics training has a positive effect on the functional condition of students and the development of their professional-practical skills. In addition, practical recommendations were developed for the methodologically sound organization of the training process.

Keywords: athletics, professional training, physical qualities, pedagogical competence, endurance, speed, training process, functional condition, practical skills.

Introduction

Nowadays in Uzbekistan, the systematic development of physical education and sports, the promotion of a healthy lifestyle, and the training of highly qualified pedagogical personnel have been defined as one of the priority directions of state policy. In particular, normative-legal documents adopted under the leadership of Shavkat Mirziyoyev emphasize the modernization of the physical education system, improving the quality of sports activities in educational institutions, and enhancing the training of specialists.

Specifically, the Decree of the President of the Republic of Uzbekistan No. PQ–3583 dated March 5, 2018, “On Measures to Fundamentally Improve the State Management System in the Field of Physical Education and Sports,” contributed to the implementation of institutional reforms in the field. Furthermore, the Presidential Decree No. PF–5924 dated January 24, 2020, “On Measures to Further Improve and Popularize Physical Education and Sports in the Republic of Uzbekistan,” aimed to widely promote physical education among the population, especially youth, and to enhance the potential of specialists.

In addition, the Decree of the President No. PQ–414 dated November 3, 2022, “On the Program to Increase Public Participation in Mass Sports in 2022–2026,” established mechanisms for expanding physical activity and effectively organizing sports classes within the education system. These documents highlight the development of professional competencies of future physical education teachers and the need to equip them with modern methodology and practical skills as an urgent task.

Athletics, in particular, is one of the core sports in the physical education system. It is based on natural movements—running, jumping, and throwing—and develops speed, endurance, strength, and agility in a comprehensive manner. In this respect, athletics training provides future physical education teachers not only with physical preparedness but also with the opportunity to enhance their methodological and organizational capabilities.

The relevance of this study lies in the fact that in the modern education system, a physical education teacher is required to possess a high level of practical skill, methodological knowledge, and personal example. Therefore, it is of great importance to scientifically study the impact of athletics training on professional preparedness and to determine its effectiveness.



In this regard, this article scientifically and methodologically analyzes the influence of athletics training on improving the professional preparedness of future physical education teachers.

Relevance of the Study Today, the requirements for the professional competence of physical education teachers in the education system are increasing significantly. A modern school teacher must possess not only theoretical knowledge but also a high level of practical training, methodological skills, and personal physical example. From this perspective, improving the professional preparedness of future physical education teachers is a scientifically and pedagogically relevant issue.

The physical qualities and practical skills of students studying in the field of physical education at higher education institutions do not always fully meet the requirements of professional activity. In particular, competencies such as proper planning of lessons, regulating workloads, adhering to safety rules, and setting an example for students are often insufficiently developed. This necessitates the search for specialized tools and effective methodological approaches.

Athletics training is distinguished by being based on natural movements, developing physical qualities comprehensively, and having a universally applicable teaching methodology. This sport not only develops endurance, speed, strength, and coordination in future teachers but also forms skills in organizing lessons, assessing results, and analyzing performance.

At the same time, while existing scientific studies have extensively examined the impact of athletics training on general physical preparedness, its specific effect on the formation of professional competencies has not been analyzed in sufficient depth. This situation further emphasizes the scientific and practical significance of the research topic.

Thus, scientifically studying the impact of athletics training on enhancing the professional preparedness of future physical education teachers, developing effective methodological recommendations, and applying them in the educational process is one of the important and urgent tasks of today.

Professional competence is the combination of knowledge, skills, abilities, personal qualities, and values necessary for a specialist to effectively perform professional activities. Competence is not limited to theoretical knowledge but also includes the ability to apply it in practical situations.

From a pedagogical perspective, professional competencies include the following components: for a physical education teacher, professional competence encompasses factors such as lesson planning, regulating workloads, ensuring safety, and considering the age-specific characteristics of students.

The concept of practical skills

Practical skill is a stable and automated ability to perform a specific movement or activity that is developed through repeated execution.

In the field of physical education, practical skills include the following:

- Performing technical movements correctly;
- Demonstrating exercises;
- Using sports equipment safely;
- Conducting tests and control measures;
- Applying practical methods such as pulse measurement and functional assessment.

Practical skills are formed and automated through regular practice and experience.

Professional competence	Practical skill
Broad concept	A specific movement or activity
Knowledge + Skills + Personal Qualities	Result of repeated execution



Ability to manage professional activity as a whole	Ability to perform a particular technical action
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In other words, practical skills are considered a component of professional competence.

Significance in the field of physical education

A future physical education teacher must:

- possess a high level of physical fitness;
- have the ability to organize lessons;
- be capable of pedagogical interaction with students;
- possess skills in analyzing and evaluating results.

Therefore, in higher education, it is necessary to pay special attention to practical training alongside theoretical knowledge.

To determine the level of physical fitness of future physical education teachers and assess the effectiveness of athletics training, experimental and control groups were formed. The pedagogical experiment was conducted over 12 weeks, and the training program included running (short and middle distances), jumping, and specific endurance exercises.

Physical fitness indicators were evaluated using the following tests: 100-meter run (speed), 1000-meter run (endurance), standing long jump (explosive strength), and pull-ups or arm flexion-extension exercises (strength). The results obtained at the beginning and end of the experiment were analyzed comparatively.

The data showed that students in the experimental group demonstrated positive growth in all indicators. In particular, significant improvement was observed in the 1000-meter run results, indicating enhanced cardiovascular functional capacity. The standing long jump results confirmed the development of leg muscle strength and speed qualities. In the control group, growth indicators were relatively lower.

Pedagogical analysis revealed that athletics training also improved students' abilities to plan lessons, regulate workloads, and analyze movement techniques. During practical sessions, students demonstrated skills in independently designing exercises, managing time, and adhering to safety rules.

Thus, the results scientifically substantiate that athletics training not only improves physical fitness indicators but also positively contributes to the development of professional-practical competencies of future physical education teachers.

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