



INTEGRATION OF SPECIALIZED (PROFILE-ORIENTED) EDUCATION PRINCIPLES INTO THE PHYSICAL EDUCATION PROCESS OF HIGH SCHOOL STUDENTS: A FOCUS ON PROFESSIONAL SELF-DETERMINATION

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Abstract: The article examines the pedagogical possibilities of integrating the principles of specialized (profile-oriented) education into the system of physical education for high school students in Uzbekistan. The mechanisms through which physical education contributes to professional self-determination are explored, including variable forms of motor activity, individualized physical load, and expanded content of educational modules. The study demonstrates that physical education can serve as an effective pedagogical platform for professional orientation, especially in the fields of sports, medicine, pedagogy, and service industries. Experimental results from schools in Tashkent are presented, including comparative tables and statistical analysis.

Keywords: specialized education, high school students, physical education, professional self-determination, individualization, educational trajectory, competence-based approach.

Introduction

The modern education system of Uzbekistan is undergoing rapid transformation aimed at increasing variability in educational trajectories and creating conditions for informed professional choice among school students (Mirzaev, 2021). In this context, physical education—which has traditionally been viewed primarily as a means of improving health, developing physical qualities, and fostering willpower—acquires new significance. With the introduction of updated state educational standards (SES–2020), physical education is increasingly seen as an element of general pre-professional preparation in high school.

Integrating specialized (profile-oriented) learning principles into physical education expands the function of the subject beyond physical development. High school students are expected to explore professional domains, develop initial career awareness, and gain competencies that correspond to their future specialization. For instance, students interested in sports receive deeper knowledge of training theory, physiology, and sports medicine; future educators study the basics of teaching methodology; those inclined toward medical careers learn fundamentals of anatomy, biomechanics, and health sciences; and those considering service industries gain exposure to fitness management and recreational programs.

Professional self-determination is a central topic in contemporary pedagogical and psychological research. Scholars emphasize the importance of activity-based and competence-based approaches to developing professionally significant qualities (Bandura, 1997; Winterton, 2009; Abdusamatov, 2022). In the context of physical education, this involves fostering communication skills, leadership, discipline, and willpower-core competencies essential across numerous professions.



Thus, there is a need for a scientifically grounded exploration of how specialized learning principles may effectively be integrated into physical education, identifying pedagogical conditions, methodological strategies, and measurable outcomes.

Methodology of the Study

The research was conducted in 2023–2024 at three secondary schools in Tashkent (Schools №12, №24, and №156). The study involved 120 high school students (grades 10–11) divided into two groups:

Control Group (CG) — standard physical education curriculum;

Experimental Group (EG) — curriculum enhanced with specialized profile-based modules.

Research Methods

- Pedagogical observation
- Pedagogical experiment (pre-test and post-test design)
- Questionnaire surveys on career motivation
- Physical fitness testing:
 - 30 m sprint
 - shuttle run
 - standing long jump
 - Cooper test
- Expert evaluation of career motivation
- Mathematical data processing using the Student t-test

Theoretical Foundations of the Study

The integration of specialized learning principles in physical education is based on several pedagogical foundations:

Individualization

Differentiating physical load and content based on students' physical abilities, interests, and career intentions.

Practical Orientation

Providing knowledge applicable to future professional activities.

Competence-Based Approach

Focusing on the development of key competencies rather than isolated skills.

Variability of Motor Activity

Offering options such as basketball, athletics, fitness training, recovery techniques, and basics of coaching.

These principles create an environment where physical education becomes more than routine exercise—it becomes meaningful preparation for future professional pathways.

Table 1. Levels of Professional Motivation Among High School Students (%)

Group	Before Experiment	After (CG)	After (EG)
High motivation	18%	21%	47%
Medium level	52%	54%	41%
Low motivation	30%	25%	12%

Significant growth in high motivation was observed in the experimental group.

Table 2. Physical Fitness Test Results (Mean Values)



Test	CG (final)	EG (final)	Difference
30 m sprint (sec)	5.3	4.9	+7.5%
Long jump (cm)	176	189	+13 cm
Shuttle run 3×10 m (sec)	9.8	9.2	+0.6
Cooper test (m)	1750	1920	+170

Discussion

The findings indicate that integrating specialized modules into physical education significantly improves both physical fitness and professional self-determination. Students in the experimental group showed higher motivation, improved physical indicators, and clearer interest in professions related to sports, medicine, pedagogy, and recreation.

Students noted that learning anatomy, physiology, training methodology, and sport management enabled them to better understand potential career paths, including university-level studies at institutions such as the National University of Uzbekistan (NUUZ), Uzbek State University of Physical Culture and Sports (UzSUFCS), and Tashkent Pediatric Medical Institute (TashPMI).

Physical education thus demonstrates its capacity to serve as a bridge between general schooling and the early stages of professional preparation.

Conclusion

Integrating principles of specialized (profile-oriented) learning into physical education is an effective pedagogical strategy for developing professional self-determination among high school students. The study demonstrates that individualized modules, expanded content informed by sports science, pedagogy, and health studies, and competency-based learning significantly enhance students' motivation and physical preparedness.

The proposed model is recommended for implementation in secondary schools across Uzbekistan as part of ongoing educational reforms aimed at strengthening professional orientation in senior grades.

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