

PAPER

METHODOLOGY FOR DEVELOPING PROFESSIONAL KNOWLEDGE AND SKILLS IN SPORTS MANAGEMENT AMONG FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract

This article explores the didactic and methodological foundations for developing professional knowledge and skills in sports management among future physical education teachers. It analyzes the concept of sports management, its role in education, and modern approaches to enhancing relevant competencies in pre-service teachers. The paper also highlights effective teaching strategies integrated into the educational process to achieve better learning outcomes.

Key words: sports management, physical education, teacher training, professional competence, pedagogical methodology.

Introduction

In today's era of globalization and competition, the field of sports is viewed not only as a means of promoting a healthy lifestyle but also as a powerful economic and social resource. In particular, sports management—a system of activities related to the effective administration of sports organizations, competitions, clubs, and infrastructure—has gained increasing relevance in recent years. Therefore, developing professional knowledge and skills in sports management among future physical education teachers has become one of the key directions in modern pedagogy. Pedagogical staff in higher education who acquire knowledge in sports management will be prepared to work not only within schools and colleges but also in sports organizations and society at large. This article addresses the process of equipping future physical education teachers with competencies in the field of sports management, examined from a scientific and theoretical perspective.

Literature Review

The issue of developing professional knowledge and skills in sports management among future physical education teachers lies at

the intersection of modern pedagogy and management sciences. In recent years, a number of scientific works, methodological guides, and conceptual approaches have emerged in this area. The theoretical foundations of sports management have been widely studied in countries such as Germany, the United States, Russia, and others. For instance, G.V. Sysoeva has analyzed the concept of sports management, its structure and functions, as well as management functions and leadership styles in the sports system [1]. These ideas serve as an important foundation for integrating managerial competencies into the educational process. According to local scholar A.A. Jo'rayev, management activities in the field of sports require not only theoretical knowledge but also practical skills. In particular, interactive methods and project-based approaches are considered effective in developing these skills among future teachers [2]. There are also scientific studies aimed at developing professional competencies within the pedagogical process. For example, O.T. Muxamedov emphasizes that the level of professional training of physical education teachers directly affects their ability to influence students effectively [3]. These aspects are also reflected in the integration of sports management knowledge into the educational process. Furthermore, international experiences in sports management involve innovative approaches such as sports marketing, media management, and sponsorship policy, which contribute to

the development of students' analytical thinking and creative approaches. In the works of T.J. Slack and L. Parent, strategic planning and human resource management are highlighted as critical elements in managing sports organizations [4]. Analysis of these sources indicates that integrated, competency-based methodological systems are among the most effective approaches to developing sports management knowledge and skills in future physical education teachers.

Methodology

The research employed a combination of theoretical and practical methods. First, advanced foreign and local sources on sports management and the formation of pedagogical competencies were analyzed. During this stage, methods such as comparison, analysis, and generalization were used to develop scientific foundations. At the practical stage, surveys, observations, and experiments were conducted among third- and fourth-year students of physical education departments at Andijan State Institute of Physical Culture and Sports and pedagogical universities. Interactive and project-based lessons in sports management were organized for the experimental group and compared with a control group. The students' level of knowledge and the state of their competency formation were measured using special diagnostic charts. The results were statistically analyzed, and efficiency indicators were determined.

Results and Discussion

Experimental lessons conducted during the research revealed that integrating elements of sports management into classroom activities enabled students to:

- Gain a solid understanding of fundamental concepts in management;
- Develop skills for analyzing and solving problems that arise in managing sports organizations;
- Strengthen competencies in teamwork, planning, and decision-making.

A high level of knowledge and skills formation was observed in the experimental group. This especially demonstrated the effectiveness of teaching methods based on practical sessions, case studies, and role-playing games. Additionally, students expressed a positive attitude toward professional activities related to sports management, which confirms an increase in their professional motivation.

Conclusion

Based on the research findings, the following conclusions were drawn. The formation of professional knowledge and skills in sports management is a critical component of the overall professional preparation of future physical education teachers. Reinforcing knowledge through innovative methods (case studies, project work, and problem-solving) leads to effective outcomes. Integrating management components into the learning process has a positive impact on the formation of professional competencies. Instruction based on practical activities enhances students' ability to think and act independently in real-life situations. Therefore, there is a need to improve the concept of teaching sports management within the field of physical education.

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