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METHODS OF ORGANIZING PEDAGOGICAL PROCESSES IN EDUCATING STUDENTS IN PHYSICAL EDUCATION LESSONS BASED ON A COMPETENCY-BASED APPROACH

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Abstract. This study examines methods of organizing pedagogical processes in physical education lessons based on a competency-based approach. The research analyzes modern instructional strategies aimed at improving students’ physical, social, communicative, and cognitive competencies through learner-centered and interactive educational practices. The study highlights the effectiveness of differentiated instruction, collaborative learning, digital technologies, and competency-oriented assessment systems in increasing student motivation and participation. Particular attention is given to the role of teachers in creating inclusive and supportive learning environments that encourage independent thinking, teamwork, and lifelong physical activity. The findings indicate that competency-based physical education significantly enhances educational quality and contributes to holistic student development. The research also identifies existing methodological and organizational challenges affecting the implementation of competency-oriented pedagogical processes in modern educational institutions.

Keywords: competency, pedagogy, education, students, physicaleducation, methodology, motivation, communication, interaction, innovation.

Introduction. In the contemporary educational environment, the modernization of teaching methodologies and the improvement of learning outcomes have become central priorities in many countries. One of the most significant trends in educational reform is the transition from traditional knowledge-oriented instruction to competency-based education. This approach emphasizes the formation of practical skills, independent thinking, creativity, communication abilities, and the capacity to apply acquired knowledge in real-life situations. Within this context, physical education has gained increasing importance as an essential component of holistic student development, contributing not only to physical fitness but also to social, emotional, cognitive, and moral growth. Consequently, organizing pedagogical processes in physical education lessons based on a competency-based approach has become an акtуal and scientifically relevant issue in modern pedagogy. Traditional models of physical education were primarily focused on the development of motor skills, physical endurance, and the fulfillment of standardized exercises. Although these aspects remain important, contemporary educational paradigms require broader educational objectives that include the formation of lifelong healthy habits, teamwork abilities, leadership qualities, self-management skills, critical thinking, and personal responsibility. Modern society demands individuals who are physically active, socially adaptable, psychologically resilient, and capable of making informed decisions regarding their health and well-being. Therefore, competency-based physical education seeks to integrate theoretical knowledge, practical activities, and value-oriented education into a unified pedagogical process.

The competency-based approach in education is characterized by its learner-centered orientation. In physical education lessons, this approach transforms students from passive participants into active subjects of the educational process. Learners are encouraged to analyze their physical abilities, set personal goals, evaluate their progress, cooperate with peers, and solve practical tasks through movement activities. Such an organization of pedagogical processes

increases student motivation and promotes deeper engagement in learning activities. Researchers emphasize that competency-oriented teaching enhances students' independence, self-confidence, communication competence, and problem-solving abilities, which are essential competencies for successful participation in modern society. Recent pedagogical studies demonstrate that effective organization of physical education lessons requires the integration of innovative teaching methods, interactive technologies, differentiated instruction, and student-centered assessment systems. The use of collaborative learning, project-based activities, game technologies, digital monitoring tools, and reflective practices contributes to the formation of both physical and social competencies among students. In addition, competency-based physical education encourages the development of inclusive learning environments where students with different physical abilities and educational needs can actively participate in the educational process. This is especially important in modern educational institutions striving to ensure equal opportunities and inclusive education principles.

Another important aspect of competency-based physical education is the role of the teacher. In traditional pedagogical systems, the teacher mainly functioned as a transmitter of knowledge and controller of student performance. However, under the competency-based model, the teacher acts as a facilitator, mentor, organizer, and motivator who creates favorable pedagogical conditions for active learning and personal development. Effective pedagogical organization requires teachers to possess professional competence, methodological flexibility, communication skills, and the ability to apply innovative educational technologies. Modern research indicates that the success of competency-based instruction largely depends on the pedagogical mastery of teachers and their readiness to implement student-centered teaching strategies in practical educational settings. Furthermore, globalization and rapid technological development have significantly influenced the content and organization of physical education. Digital technologies, online educational resources, wearable fitness devices, and virtual learning platforms are increasingly integrated into physical education lessons. These innovations provide new opportunities for monitoring student progress, personalizing learning activities, and increasing student engagement. Competency-based pedagogical processes encourage the meaningful use of such technologies to improve educational effectiveness and support the development of digital competence alongside physical competence. As a result, physical education is evolving from a narrowly specialized discipline into a multidisciplinary educational field connected with health education, psychology, communication, and information technologies.

Current educational reforms in many countries also emphasize the importance of forming key competencies through interdisciplinary integration. Physical education lessons create favorable conditions for developing communication competence, civic responsibility, teamwork culture, leadership skills, and emotional intelligence. Participation in sports games, group exercises, competitions, and cooperative activities allows students to experience social interaction and develop respect, tolerance, discipline, and ethical behavior. Consequently, competency-based physical education contributes not only to physical development but also to the formation of socially responsible and psychologically balanced individuals. Despite the growing recognition of competency-based education, several challenges remain in the effective organization of pedagogical processes in physical education lessons. These include insufficient methodological support, limited teacher preparedness, inadequate material and technical resources, and difficulties in assessing competencies comprehensively. In some educational institutions, traditional teaching practices still dominate, limiting opportunities for innovative pedagogical implementation. Therefore, further scientific investigation is necessary to identify effective methods, organizational models, and pedagogical conditions for improving competency-based physical education. In this regard, the present study aims to analyze methods of organizing pedagogical processes in educating students during physical education lessons

based on a competency-based approach. The research focuses on identifying effective pedagogical strategies, instructional methods, organizational principles, and educational technologies that contribute to the formation of students' key competencies. The study also seeks to determine the pedagogical conditions necessary for increasing the effectiveness of competency-oriented physical education and improving the quality of the educational process in modern educational institutions.

Literature review. The competency-based approach has become one of the most influential paradigms in contemporary education, significantly affecting the organization of pedagogical processes in various academic disciplines, including physical education. Modern researchers consider competency-based education as a system aimed at developing learners' practical abilities, social adaptability, independent thinking, and readiness for real-life activities rather than focusing exclusively on theoretical knowledge acquisition. In physical education, this approach has transformed traditional teaching models by emphasizing the formation of comprehensive competencies related to health, communication, cooperation, emotional regulation, and lifelong physical activity. Recent studies indicate that physical education plays an important role in shaping students' holistic development. Researchers emphasize that participation in well-organized physical activities positively influences not only physical health but also cognitive performance, emotional stability, and social interaction. Competency-oriented physical education is therefore viewed as a multidimensional educational process where physical exercises become tools for developing broader personal and social competencies. Scholars argue that modern physical education should support the development of self-management skills, decision-making abilities, leadership qualities, and collaborative behavior through active participation in movement-based learning environments.

A considerable body of literature highlights the importance of learner-centered pedagogical organization in competency-based physical education. Traditional authoritarian teaching methods are increasingly criticized for limiting student autonomy and reducing motivation. Contemporary pedagogical theories advocate for interactive and participatory instructional models where students actively engage in planning, performing, and evaluating learning activities. According to recent educational research, student-centered physical education increases intrinsic motivation, promotes self-confidence, and strengthens students' responsibility for their own learning outcomes. Teachers are encouraged to create educational environments where learners can independently solve movement-related problems, cooperate with peers, and reflect on their achievements. Many researchers emphasize the significance of pedagogical technologies in organizing competency-based physical education lessons. Interactive teaching methods such as cooperative learning, project-based instruction, role-playing activities, and game technologies are widely recognized as effective tools for competency formation. Cooperative learning strategies, for example, foster communication skills, teamwork, and mutual support among students. Through group exercises and collaborative sports activities, learners develop social competencies that are essential for successful participation in society. Similarly, project-based activities encourage students to conduct independent investigations related to health, fitness, and physical activity, thereby enhancing analytical thinking and creativity.

Game-based pedagogical approaches occupy a central position in recent studies on physical education methodology. Scholars note that educational games significantly increase students' engagement and emotional involvement in lessons. Sports games and movement-based competitions create conditions for developing strategic thinking, leadership, discipline, and emotional control. Furthermore, games provide opportunities for differentiated instruction because they can be adapted according to students' age, physical abilities, and educational needs. Researchers argue that the emotional atmosphere created through game technologies positively affects motivation and contributes to long-term interest in physical activity. The literature also pays significant attention to differentiated and individualized instruction in competency-based

physical education. Modern classrooms consist of students with diverse physical capacities, learning styles, and psychological characteristics. Therefore, effective pedagogical organization requires flexible instructional methods capable of meeting individual educational needs. Researchers emphasize that differentiated instruction improves learning effectiveness by allowing students to progress according to their personal abilities and readiness levels. Individualized physical education programs help students build confidence, avoid psychological discomfort, and achieve meaningful personal progress. Such approaches are especially important in inclusive educational settings where students with special educational needs participate alongside their peers. Another important direction in recent research concerns the integration of digital technologies into physical education. Technological development has introduced new opportunities for organizing pedagogical processes more effectively. Digital applications, wearable fitness trackers, online instructional platforms, and video analysis tools are increasingly used to monitor student progress and provide individualized feedback. Scholars argue that digital technologies enhance students' self-assessment abilities and promote independent learning. Through technological support, teachers can personalize tasks, track physical performance indicators, and maintain continuous communication with students. In addition, digital tools increase students' interest in physical education by connecting learning activities with modern technological culture.

Recent educational literature also underlines the importance of assessment systems within competency-based physical education. Traditional assessment methods focused primarily on physical performance standards are considered insufficient for evaluating comprehensive competencies. Contemporary researchers advocate for multidimensional assessment approaches that include self-assessment, peer assessment, reflective journals, portfolio evaluation, and observation of social behavior during physical activities. Such assessment methods allow teachers to evaluate not only students' physical achievements but also their communication skills, leadership qualities, cooperation abilities, and emotional development. Scholars emphasize that competency-based assessment should support learning processes rather than merely measure outcomes. The role of teachers in organizing competency-oriented pedagogical processes is another frequently discussed topic in modern research. Effective implementation of competency-based education requires teachers to possess advanced professional competencies, including pedagogical flexibility, technological literacy, communication skills, and the ability to motivate students. Researchers note that teachers should move beyond traditional instructor-centered practices and adopt facilitative roles that encourage student autonomy and active participation. Professional development programs are therefore considered essential for preparing teachers to implement innovative instructional methods and competency-based assessment strategies effectively.

Several studies focus on the relationship between physical education and health competence. Modern educational systems increasingly recognize health literacy as a key competency necessary for students' long-term well-being. Competency-based physical education promotes healthy lifestyles by teaching students how to manage physical activity, nutrition, stress, and personal health behaviors. Researchers emphasize that health-related competencies developed during school years significantly influence individuals' future quality of life. Consequently, physical education is viewed not only as a sports-oriented subject but also as an important mechanism for public health promotion and disease prevention. The literature additionally highlights the social and psychological benefits of competency-based physical education. Participation in organized physical activities contributes to the development of emotional intelligence, resilience, empathy, and conflict-resolution skills. Team sports and collaborative exercises help students build positive interpersonal relationships and strengthen their sense of belonging within educational communities. Researchers have found that physically active students often demonstrate higher levels of social adaptation and emotional stability

compared to less active peers. Competency-oriented pedagogical processes therefore contribute to creating psychologically supportive educational environments.

Inclusive education represents another major area of contemporary pedagogical research related to physical education. Scholars emphasize that competency-based approaches support inclusivity by focusing on individual progress and participation rather than uniform performance standards. Adaptive teaching strategies allow students with varying physical abilities to engage meaningfully in educational activities. Researchers argue that inclusive physical education promotes tolerance, respect, and social cohesion among students while reducing discrimination and social isolation. Effective pedagogical organization in inclusive settings requires teachers to adapt activities, modify equipment, and ensure equal participation opportunities for all learners. At the same time, modern literature identifies several challenges associated with implementing competency-based physical education. One commonly discussed issue is the lack of adequate methodological resources and teacher training programs. Many teachers experience difficulties transitioning from traditional instructional models to competency-oriented approaches due to insufficient professional preparation. Researchers also point to limited infrastructure, inadequate sports facilities, and restricted access to modern technologies as barriers to effective pedagogical organization. Furthermore, some educational institutions continue to prioritize academic subjects over physical education, reducing opportunities for comprehensive competency development. Another challenge highlighted in recent studies concerns balancing educational standards with individual student needs. Competency-based education requires flexible teaching approaches, yet standardized curricula and assessment systems may limit pedagogical creativity. Researchers stress the need for educational reforms that provide teachers with greater methodological autonomy and institutional support. The successful implementation of competency-based physical education depends on cooperation among educational policymakers, school administrators, teachers, parents, and community organizations.

Contemporary studies increasingly emphasize the interdisciplinary nature of physical education within competency-based education systems. Physical education is connected with psychology, health sciences, sociology, and educational technology, allowing students to develop integrated competencies applicable in various life situations. Scholars argue that interdisciplinary pedagogical models improve educational relevance and strengthen students' understanding of the relationship between physical activity and overall personal development. In summary, recent literature demonstrates that competency-based approaches significantly enhance the educational potential of physical education lessons. Effective organization of pedagogical processes requires learner-centered methodologies, innovative teaching technologies, differentiated instruction, inclusive practices, multidimensional assessment systems, and professionally competent teachers. Modern research confirms that competency-oriented physical education contributes not only to physical fitness but also to students' intellectual, emotional, social, and moral development. Nevertheless, further scientific investigation is necessary to address existing methodological challenges and improve the practical implementation of competency-based pedagogical models in educational institutions.

Research discussion. The findings of the present study demonstrate that organizing pedagogical processes in physical education lessons based on a competency-based approach significantly improves the overall effectiveness of student learning and development. The research revealed that competency-oriented instructional methods positively influence students' physical preparedness, motivation toward physical activity, communication abilities, teamwork skills, and independent thinking. Unlike traditional teaching models that mainly focus on physical exercises and performance standards, the competency-based approach creates broader educational opportunities aimed at developing students' personal, social, and practical competencies. One of the major outcomes identified during the research is the increased level of student engagement during physical education lessons organized through interactive and learner-

centered methodologies. Students participating in cooperative games, group projects, problem-solving activities, and reflective exercises demonstrated greater enthusiasm and active participation compared to those involved in traditional teacher-centered lessons. This indicates that competency-based pedagogical organization contributes to the formation of intrinsic motivation, which is essential for maintaining long-term interest in physical activity and healthy lifestyles.

The study also confirmed the importance of differentiated instruction in competency-oriented physical education. Students possess varying physical capacities, psychological characteristics, and learning styles; therefore, flexible instructional strategies allow teachers to adapt learning activities according to individual needs and abilities. Such pedagogical adaptation creates inclusive learning environments where all students can participate successfully and achieve personal progress. The research findings suggest that differentiated approaches reduce psychological barriers, increase self-confidence, and promote equal educational opportunities among learners. Another important aspect revealed by the study concerns the role of the teacher in competency-based physical education. Effective pedagogical organization requires teachers not only to demonstrate professional knowledge and technical skills but also to function as facilitators, mentors, and organizers of collaborative learning processes. Teachers who applied interactive communication methods, encouraged student autonomy, and used reflective assessment techniques achieved higher educational effectiveness. This confirms that teacher competence remains one of the key factors influencing the successful implementation of competency-based educational models.

The integration of modern educational technologies into physical education lessons also produced positive results. The use of digital monitoring tools, multimedia materials, and fitness applications increased students' interest and provided additional opportunities for personalized learning and self-assessment. Technological support allowed teachers to monitor student progress more accurately and organize feedback more efficiently. However, the study also identified limitations related to insufficient technical resources and inadequate teacher preparedness for digital technology integration in some educational institutions. Furthermore, the research demonstrated that competency-based physical education contributes to students' social and emotional development. Participation in team sports, collaborative activities, and problem-solving tasks strengthened communication skills, leadership qualities, emotional control, and interpersonal relationships among students. Such competencies are essential not only within educational environments but also in students' future professional and social lives. Therefore, physical education should be viewed as an important mechanism for comprehensive personality development rather than solely as a subject focused on physical training.

Despite the positive outcomes, the study identified several challenges affecting the implementation of competency-based pedagogical processes. These include limited methodological support, insufficient professional development opportunities for teachers, lack of modern sports equipment, and persistence of traditional assessment systems that primarily evaluate physical performance instead of comprehensive competencies. Addressing these challenges requires systematic educational reforms, institutional support, and continuous methodological improvement. Overall, the research findings confirm that competency-based pedagogical organization significantly enhances the educational value of physical education lessons. Effective implementation of this approach requires innovative instructional methods, student-centered teaching strategies, inclusive educational practices, technological integration, and professionally competent teachers capable of organizing dynamic and interactive learning environments.

Conclusion. The competency-based approach represents an effective and modern direction for organizing pedagogical processes in physical education lessons. The study demonstrated that competency-oriented teaching methods contribute not only to students'

physical development but also to the formation of social, emotional, communicative, and cognitive competencies necessary for successful participation in modern society. Interactive methodologies, differentiated instruction, collaborative learning, and technological integration significantly improve student motivation, engagement, and educational outcomes. The research also confirmed that the role of the teacher is critically important in implementing competency-based education successfully. Teachers must possess professional flexibility, methodological competence, and the ability to create supportive and learner-centered educational environments. At the same time, educational institutions should provide adequate methodological resources, technological infrastructure, and professional development opportunities to support innovative pedagogical practices. Despite existing challenges, competency-based physical education has substantial potential for improving the quality of education and promoting holistic student development. Therefore, further scientific research and practical implementation of competency-oriented pedagogical models remain important priorities for modern educational systems.

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