



# Competence-oriented task as a means of achieving educational results in future specialists in physical education and sports

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## Abstract

**Objective of the study** was to theoretically develop and experimentally substantiate the effectiveness of using competency-oriented tasks in pedagogical disciplines at a physical education university.

**Methods and structure of the study.** To achieve the goal, the following methods of pedagogical research were used: analysis and synthesis of literature on the research problem, study and analysis of regulatory documents, pedagogical observations, survey in the form of conversations with colleagues and students, pedagogical experiment, methods of mathematical statistics. The study was conducted on the basis of the Department of Pedagogy of NSU. P.F. Lesgafta, St. Petersburg.

**Results and conclusions.** The experiment conducted allows us to state the effectiveness of theoretically developed and experimentally substantiated competency-oriented tasks in pedagogical disciplines. Their use ensures that future specialists in physical culture and sports develop interdisciplinary professionally oriented knowledge, skills, and work actions that contribute to the successful implementation of labor functions, the effective monitoring of which is carried out within the framework of professionally oriented and scientific-pedagogical practices.

**Keywords:** *competency-oriented task, educational process, educational results, universal, general professional and professional competencies, physical education university students.*

**Introduction.** The construction of a higher education system at the present stage is focused on the implementation of a competency-oriented approach, which involves the formation of universal, general professional and professional competencies in students. One of the means of such formation is the design of a competency-oriented task, as well as its implementation in the educational process of the university.

**Objective of the study** was to theoretically develop and experimentally substantiate the effectiveness of using competency-oriented tasks in pedagogical disciplines at a physical education university.

**Methods and structure of the study.** An analysis of literature and regulatory documents, pedagogical observations in training sessions was carried out, which made it possible to theoretically develop competency-oriented tasks in pedagogical disciplines and test their effectiveness in experimental work carried

out at the Department of Pedagogy of NSU. P.F. Lesgafta, St. Petersburg.

**Results of the study and discussion.** «A competency-oriented task is an integrative didactic unit of competency-oriented education, including technology, content, monitoring the quality of education, aimed at the effective formation of professional competencies of university students» [6, p. 115]. As part of the design of a competency-based assignment, the following requirements must be taken into account: the content of the assignment and the result obtained must reflect professional significance for the student, the possibility of developing the necessary knowledge, skills and possessions and their transfer to the professional field of activity, i.e. formation of professional competence; the formulation of the task should be designed as a problem situation, as well as a method for solving it; the implementation of independent



activity of students associated with both mastering the necessary knowledge and finding ways to solve a task will allow us to formulate a methodology for solving the task and ensure effective transfer to similar tasks, etc. [2, 6].

The structure of a competency-oriented task involves the following components: 1. Stimulus - involves the formation of the student's motivation to complete the task, the implementation of the indicative basis of the student's activity. 2. Task formulation – providing the text of the task itself with a clear definition of the need for students to implement independent activities to complete it. At this stage, a task form with a prescribed algorithm for its presentation can also be presented. 3. Source of information - databases. 4. Verification tool – rating scale, methods and criteria for evaluating the result.

Designing competency-oriented tasks, which can also be considered as test and measurement materials, involves, in our opinion, the following actions: «1. Determine the competence, the formation of which occurs through the development of an academic discipline. 2. Determine the system of labor actions and labor functions formed within the framework of the educational process, based on the implementation of professional standards. 3. Determine the system of knowledge, skills and possessions that make up the substantive and procedural components of the specified competence, taking into account the formed labor actions, labor functions and the subject content of the academic discipline. 4. Determine the indicators of the formation of a system of knowledge, skills and possessions (indicators of achievement) that make up the substantive and procedural components of the specified competence, taking into account the formed labor actions, labor functions and the subject content of the academic discipline. 5. Develop a system of control and measurement materials that determine the maturity of the system of knowledge, skills and possessions... 6. Determine the criteria for the formation of a system of knowledge, skills and possessions... within the framework of the implementation of control and measurement materials» [1, pp. 161, 164-165].

Thus, for the formation and assessment of the ability: «To develop socially significant personal qualities, to form moral values of fair sports competition» (Labor function A/06.6, Professional standard «Trainer-Teacher») [4, p. 18] as a component of general professional competence in The following competen-

cy-oriented tasks have been developed in the discipline «Pedagogy of Physical Culture and Sports»: 1. Develop at least two methods of pedagogical diagnostics in order to study the degree of manifestation of students good manners. Study the level of development of personal qualities (hard work, responsibility, discipline, goodwill, etc.) in the group of students and in each student, draw a conclusion. 2. Formulate general and specific educational tasks, determine ways to solve them. Develop the content of an ethical conversation, taking into account the results of diagnosing the education of students, their age characteristics, as well as the requirements for the use of this method. Conduct an ethical conversation, as well as an analysis of the conversation carried out, noting the advantages and disadvantages.

In the process of studying the discipline «Professional Ethics», in order to form the same competence, students were asked to complete the following tasks: assess the degree of formation of certain professional and ethical qualities in themselves, compare their assessment with an expert assessment, draw a conclusion and suggest ways for their further development; prepare a report with a presentation and speak in front of an audience (one of the evaluation indicators is compliance with ethical standards); find a way to solve the ethical problem proposed by the teacher, etc. The results of the formative experiment (n=30) indicate that the level of ethical knowledge among students in the experimental group (n=15) increased from the level of «above average» to «high», the level of professional ethical skills from «average» to «above average», the level of manifestation of professional and ethical qualities (restraint, responsibility, integrity) from «average» to «above average» [5]. The reliability of the differences between the results of expert judges assessment of the level of development of ethical knowledge, skills, professional and ethical qualities in the control and experimental groups after conducting a pedagogical experiment based on the use of the Mann-Whitney U test was fixed at a significance level of 0,05 [5].

Let us give another example of a competency-oriented assignment in the academic discipline «Scientific and Methodological Activities» of the training area 49.03.04 – Sports. This academic discipline develops students research skills and prepares the graduate to solve research-type problems within the categories «Scientific Research» and «Systemic and Critical Thinking».



1. Stimulus: the professional competence of a teacher as an integrative characteristic of a specialist includes a research component as a factor of self-development, self-improvement and professional self-determination, on the one hand, and at the same time a necessary condition for the implementation of future academic and educational work, on the other hand. As part of this task, research skills and mastery of the methodological apparatus of scientific research are developed.

2. Task formulation: Draw up a plan-prospectus for research on the topic of the future research project. As a result of completing this assignment, students acquire knowledge about the structure of scientific research, its methodological characteristics, expand knowledge about research methods and their choice for solving research problems, and gain experience working with scientific texts.

3. Sources: university website (extensive requirements of the State Academy of Sciences), lecture notes, theoretical materials posted on the website of the University, literature in accordance with the work program of the discipline.

4. Verification tool: protection of the prospectus plan, evaluation criteria - literacy and correctness of methodological characteristics; validity of the choice of research methods; degree of teamwork.

Taking into account the structural components of a competency-oriented assignment, we give an example of such an assignment for undergraduates in the direction of training 49.04.01 - Physical education, focus (profile) - Professional education in the field of physical culture and sports within the framework of the academic discipline «Professional pedagogical activity of a teacher», through which professional competencies are formed: «Able to carry out scientific, methodological and educational support for the implementation of educational programs of higher education in the field of physical culture and sports» and «Able to teach educational programs of higher education and additional professional education in the field of physical culture and sports» [3, p. 35].

Incentive: the professional activity of a teacher involves the implementation of all types of teaching activities, which determines the formation of professional competence of a specialist in this field. As part of the implementation of a competency-oriented task, knowledge, skills and knowledge are formed in the field of the basics of organization and control of educational activities, the use of pedagogically sound

forms, methods, techniques for organizing control and assessment of the development of a training course in classes of various types within the framework of the implementation of higher education programs in the field of physical education. culture and sports.

1. Problem formulation: Compose test tasks for the academic discipline. Create a test card specification. Conduct and process the results. Students are provided with a plan for completing the task, a form for filling out the test specification; formula for processing the result; algorithm for presenting analysis of results. Testing is possible using digital tools.

When completing the task, students update their knowledge of the essence of the concepts «pedagogical control», «pedagogical testing», «test specification», take into account the types and requirements for the development of test tasks, the requirements for drawing up test specifications, and the criteria for assessing the results of test tasks. The teacher performs the function of advising students as part of the design of the assignment.

3. Source of information: information resources; lectures; textbooks on the discipline «Pedagogy»; tutorials, etc.

4. Verification tool: task completion model key; oral control (practice-oriented implementation). Among the evaluation criteria are: completeness of the answer, its breadth; logic and consistency of presentation; knowledge of terminology; validity and evidence of the results; structuring your own position.

**Conclusions.** As a result of the application of theoretically developed and experimentally substantiated competency-oriented tasks in pedagogical disciplines, future specialists in physical culture and sports develop knowledge, skills and proficiency in the field of teaching, which allows them to perform labor functions reflected in professional standards at a sufficiently high level. The knowledge, skills, and possessions acquired during the learning process are successfully implemented by them within the framework of professionally oriented and pedagogical practices.

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