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Formation of Competencies in Future Physical Education Teachers for Organizing Active Games with Children Aged 5–10

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Abstract: This study explores the formation of professional competencies in future physical education teachers for organizing and implementing active games with children aged 5–10. The relevance of the research is обусловлено the growing need for effective pedagogical strategies that enhance children's physical development through play-based activities. The paper analyzes theoretical foundations, identifies key competencies, and proposes methodological approaches for their development. The findings indicate that integrating interactive, student-centered, and game-based learning methods significantly improves the professional readiness of future teachers.

Keywords: Physical education, active games, professional competence, teacher training, primary school children, pedagogical methods.

Introduction: In modern educational conditions, the role of physical education is significantly increasing due to the growing need to ensure the comprehensive and harmonious development of children. Rapid technological advancement, sedentary lifestyles, and decreased physical activity among young learners have made it essential to reconsider the content and methods of physical education. In this regard, educational systems are increasingly oriented toward health-preserving and competence-based approaches, where physical education plays a key role in shaping not only physical fitness but also cognitive, emotional, and social well-being. Children aged 5–10 represent a particularly sensitive and critical period for the formation of basic motor skills, physical qualities, coordination abilities, and social behaviors. At this stage of development, children are highly receptive to learning through movement and play, which makes it essential to use pedagogical tools that align with their psychological and physiological characteristics. Active games, in this context, serve as one of the most effective means of organizing physical activity, as they naturally integrate movement, motivation, creativity, and communication. Through active games, children not only develop strength, speed, agility, and endurance, but also acquire important social skills such as cooperation, responsibility, discipline, and fair play. Furthermore, active games contribute to the development of cognitive processes, including attention, memory, and decision-making, by engaging children in dynamic and problem-solving situations. The emotional component of play enhances motivation and interest in physical education, thereby increasing participation and learning outcomes. Therefore, the integration of active games into physical education lessons is not only pedagogically justified but also necessary in modern educational practice.

In this context, the professional training of future physical education teachers becomes especially important. Teachers must be equipped not only with theoretical knowledge related to physical development and pedagogy but also with practical competencies that enable them to effectively design, organize, and manage active games. This includes the ability to select

appropriate games according to age and individual characteristics, ensure safety, maintain discipline, motivate students, and evaluate the effectiveness of activities. However, current teacher training programs often lack sufficient emphasis on the systematic development of such competencies, which creates a gap between theoretical preparation and practical teaching requirements. Therefore, there is a need to develop and implement innovative pedagogical strategies aimed at improving the professional readiness of future teachers in this area. The integration of interactive teaching methods, practice-oriented training, and digital technologies can significantly enhance the process of competency formation and better prepare students for real educational settings. The aim of this research is to investigate the process of forming competencies in future physical education teachers for working with children through active games and to identify effective pedagogical conditions, methods, and approaches that ensure their successful development. The study also seeks to contribute to the improvement of teacher education programs by providing scientifically grounded recommendations for enhancing the quality of professional training in physical education.

LITERATURE REVIEW

The concept of professional competence in education has been widely studied by scholars, emphasizing its integrative nature, including knowledge, skills, attitudes, and values. In physical education, competence involves the ability to design, organize, and evaluate physical activities tailored to children's developmental characteristics. Researchers highlight that active games are not only a means of physical training but also a tool for developing coordination, communication, and creativity in children. Studies show that game-based approaches increase motivation, participation, and learning outcomes among young learners. Despite these findings, there is a gap in the methodological preparation of future teachers in effectively implementing active games, particularly in adapting them to different age groups and individual needs.

METHODOLOGY

This study employed a mixed-method approach, combining theoretical analysis and empirical research.

Participants: Future physical education teachers enrolled in педагогical universities

Methods: observation, questionnaires, pedagogical experiments, and comparative analysis

Procedure:The study was conducted in three stages:

1. Diagnostic stage – assessment of initial competency levels

2. Formative stage – implementation of a specialized training program

3. Control stage – evaluation of competency development

The training program included interactive lectures, practical sessions, simulation exercises, and the use of digital tools for designing active games.

RESULTS AND DISCUSSION

The results of the study demonstrated a statistically and pedagogically significant improvement in the professional competencies of future physical education teachers following the implementation of the specially designed training program. Comparative analysis of the initial (diagnostic) and final (control) stages revealed positive dynamics across all assessed indicators, confirming the effectiveness of the proposed methodological approach.

The formation of professional competencies was observed not only at the level of theoretical understanding but also in the practical readiness of participants to organize and conduct active games in real and simulated educational settings. In particular, future teachers showed increased confidence, independence, and methodological flexibility in planning and implementing game-based physical education activities.

The key competencies identified and developed during the study include the following:

- the ability to select and adapt active games in accordance with the age-specific, psychological, and physical characteristics of children aged 5–10;
- well-developed skills in organizing, coordinating, and managing group activities, including maintaining discipline and fostering positive interaction among participants;
- competence in ensuring safety during physical activities, including risk assessment and the application of preventive measures;

- creativity and innovation in designing new games and modifying existing ones to meet diverse educational objectives;
- reflective and analytical skills aimed at evaluating teaching effectiveness, identifying shortcomings, and making necessary pedagogical adjustments.

The findings confirm that the use of interactive and practice-oriented teaching methods—such as role-playing, micro-teaching, situational tasks, and project-based learning—plays a crucial role in the formation of these competencies. Such approaches create conditions for active student engagement, promote experiential learning, and bridge the gap between theory and practice.

Moreover, the integration of digital technologies into the training process has proven to be an important factor in enhancing learning outcomes. The use of multimedia resources, video analysis, and digital platforms for designing and simulating active games allowed future teachers to visualize pedagogical situations, analyze their performance, and develop more innovative and flexible approaches to teaching.

The discussion of the results highlights that competency formation should be viewed as a continuous, systematic, and multi-stage process embedded within the entire structure of teacher education programs. It requires the consistent integration of theoretical instruction with practical training, as well as the creation of pedagogical conditions that support creativity, reflection, and professional growth.

Furthermore, the study emphasizes that the effectiveness of competency development largely depends on the alignment between curriculum content, teaching methods, and real-world professional requirements. Therefore, higher education institutions should prioritize practice-oriented and competency-based approaches, ensuring that future physical education teachers are fully prepared to meet the demands of modern educational environments.

CONCLUSION

The study confirms that the formation of competencies in future physical education teachers for organizing active games with children aged 5–10 is a complex and multifaceted process. It requires the integration of theoretical knowledge, practical skills, and innovative pedagogical approaches. The implementation of targeted training programs significantly improves the readiness of future teachers to effectively use active games in their professional practice. Active games not only contribute to physical development but also foster social interaction, motivation, and holistic growth in children. It is recommended that teacher education programs incorporate specialized modules focused on game-based learning and competency development. Further research should explore the long-term impact of such training on teaching effectiveness and student outcomes.

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