

RESEARCH ARTICLE

# Methodology for Diagnosing the Professional Readiness of Future Physical Education Teachers

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## Abstract

This article analyzes the scientific and theoretical foundations and the practical methodology for diagnosing the professional readiness of future physical education teachers. It examines the essence of the concept of professional readiness, its five structural components, and the principles, criteria, indicators, and levels of diagnosis. A diagnostic methodology based on the integrated use of questionnaires, testing, observation, interviews, expert evaluation, and the pedagogical experiment is proposed. The results make it possible to objectively assess the preparedness of future specialists and to improve the educational process.

## KEYWORDS

Physical education, future teacher, professional readiness, pedagogical diagnostics, criterion, indicator, level of readiness, competence, pedagogical experiment.

## INTRODUCTION

In the modern education system, the role of the physical education teacher is not limited to ensuring the physical development of pupils. It also encompasses such complex pedagogical objectives as cultivating a culture of a healthy lifestyle, providing moral and ethical upbringing, and fostering the all-round development of the personality. State education policy has identified the healthy and well-rounded development of the younger generation as a priority direction. For this reason, the extent to which future physical education teachers graduating from higher education institutions are prepared for professional activity is becoming a pressing pedagogical problem.

Readiness for professional activity is understood as the integral unity of a specialist's acquired theoretical knowledge, practical skills and competencies, positive attitude toward the profession, and personally significant professional qualities. Some researchers also interpret readiness as a special pre-activity psychological state of the personality. Whichever approach is adopted, this readiness must be assessed not simply as a matter of being "present or absent," but through objective, well-grounded, and consistent diagnosis.

The aim of this article is to develop and substantiate a scientifically grounded, integrated methodology for diagnosing the readiness of future physical education teachers for professional activity.

## The Concept of Professional Readiness and Its Structural Components

In the pedagogical literature, the concept of "professional readiness" is interpreted in various ways; nevertheless, most researchers recognize it as a multi-component, dynamic system. It is appropriate to consider the professional readiness of a future physical education teacher through the following five components.

The motivational component encompasses interest in the profession, an inner aspiration to become a physical education teacher, the need to derive satisfaction from pedagogical activity, and a system of goals oriented toward professional growth. This component is the principal driving force that prompts the student toward activity.

The cognitive (knowledge) component covers theoretical knowledge of pedagogy, psychology, anatomy, physiology,

and the theory and methodology of sport, as well as an understanding of modern teaching technologies.

The operational-activity component consists of practical skills and competencies such as planning and organizing lessons, correctly demonstrating physical exercises, monitoring pupils' movements, and conducting sports competitions.

The reflective component expresses the capacity to analyze and evaluate one's own activity, to recognize and eliminate shortcomings, and to engage in self-improvement.

The personal component includes professionally significant personal qualities such as communicativeness, responsibility, discipline, physical endurance, emotional stability, and leadership.

These components are organically interconnected and only together provide a holistic picture of professional readiness. Consequently, diagnosis must likewise be carried out not by considering each component in isolation, but by taking their interrelationships into account.

**Principles of Diagnosis**

Pedagogical diagnostics is a purposeful activity aimed at identifying, analyzing, and evaluating the results of the educational and instructional process. To ensure that it is reliable and objective, the following principles are observed:

- the principle of objectivity — assessment must proceed from clear criteria rather than from personal attitudes;
- the principle of comprehensiveness (integrity) — all components of readiness are studied together;
- the principle of consistency and systematicity — diagnosis is not a one-time event but a process repeated at various stages of education;
- the principle of scientific rigor — the methodologies applied must be scientifically grounded and meet the requirements of validity and reliability;
- the principle of individualization — the personal characteristics and capabilities of each student are taken into account.

**Diagnostic Criteria and Indicators**

The effectiveness of diagnosis depends on correctly selected criteria and indicators. A criterion is a feature that serves as a basis for assessment, whereas an indicator is a means of specifying the criterion in quantitative or qualitative terms. Table 1 presents the criteria and indicators corresponding to each component.

**Table 1. Criteria and indicators by professional readiness component**

Component	Criterion	Indicators
Motivational	Professional orientation	Level of interest in the profession; activity motives; stability of goal-directedness
Cognitive	System of theoretical knowledge	Volume, depth, and systematicity of knowledge and its transfer into practice
Operational-activity	Practical skills and competencies	Skill in planning a lesson, demonstrating an exercise, and monitoring pupils
Reflective	Self-analysis	Ability to evaluate one's activity, recognize errors, and engage in self-improvement
Personal	Professionally significant qualities	Communicativeness, responsibility, emotional stability, discipline, leadership

**Diagnostic Methods**

Since no single method alone can provide a complete picture, the combined use of various methods is recommended for diagnosing professional readiness.

The questionnaire-survey method is convenient for identifying students' attitudes toward the profession, their motivation,

and their views on their own capabilities. The motivational component is assessed with the help of standardized motivation questionnaires.

The testing method makes it possible to measure theoretical knowledge objectively. Test items in pedagogy, psychology, and sport methodology serve to assess the cognitive component.

The observation method helps to study the student's real activity, lesson-conducting skills, and behavior under natural conditions during teaching practice.

Conversation and interview are used to gain a deeper understanding of the student's professional views, reflective ability, and personal stance.

The expert-evaluation method envisages the assessment of the student's practical activity by experienced teachers and methodologists on the basis of special evaluation forms; it is especially effective in assessing the operational-activity component.

Self-assessment is the student's independent evaluation of their own readiness; it is useful for studying the reflective component and for comparison with expert assessment.

The pedagogical experiment combines all of the above methods and makes it possible to conduct the diagnostic process across the ascertaining, formative, and control stages. This method is considered the most effective for tracking the dynamics of readiness.

### Levels of Readiness

On the basis of the diagnostic results, the professional readiness of future teachers is usually divided into three levels.

The high level — the student possesses stable professional motivation, deep and systematic theoretical knowledge, and solid practical skills, and is able to analyze their own activity independently; the personal qualities required for the profession are sufficiently developed.

The intermediate level — the student has an interest in the profession, but it is unstable; knowledge and skills are sufficient, yet difficulties arise in transferring them creatively into practice; reflection is only partially developed.

The low level — professional motivation is weak or absent, theoretical knowledge is superficial and fragmented, practical skills are lacking, and the capacity for self-assessment is not formed. Such students require special correctional-pedagogical work.

To determine the levels, the points accumulated for each criterion are summed and a generalized indicator is calculated; this provides a quantitative basis for assessment.

### CONCLUSION

Diagnosing the readiness of future physical education teachers for professional activity is a complex, multifaceted, and consistent pedagogical process that is effective only on the basis of an integrated approach. The analysis carried out allows the following conclusions to be drawn:

– professional readiness should be regarded as an integral system composed of motivational, cognitive, operational-activity, reflective, and personal components;

– diagnosis should rest on the principles of objectivity, comprehensiveness, consistency, scientific rigor, and individualization;

– defining clear criteria and indicators for each component increases the reliability of the results;

– the combined use of questionnaires, testing, observation, interviews, expert evaluation, self-assessment, and the pedagogical experiment yields the most complete and objective result;

– diagnostic results serve as a basis for grouping students by levels of readiness, individualizing the educational process, and purposefully guiding professional development.

Thus, the developed integrated diagnostic methodology serves to objectively assess the professional readiness of future physical education teachers and to enhance the quality of professional training in higher education institutions.

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