



**"DEVELOPMENT OF STUDENTS" INDIVIDUAL LEARNING TRAJECTORIES
THROUGH A COMPETENCY-BASED APPROACH: A CASE STUDY OF THE
'PHYSICAL EDUCATION' PROGRAM"**

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Abstract: This study explores the development of students' individual learning trajectories within a competency-based educational framework, focusing on the "Physical Education" program. The research aims to identify effective pedagogical strategies that foster personal and professional competencies among students. Through the integration of individualized learning paths, competency mapping, and reflective assessment, the study demonstrates how a competency-based approach can enhance student motivation, self-regulation, and learning outcomes. The findings provide practical implications for improving higher education curricula and promoting learner-centered teaching in physical education.

Keywords: Competency-based approach; individual learning trajectory; physical education; higher education; student-centered learning; educational development.

Introduction. In the modern world, the concepts of competence and competency, which characterize learners' professional preparedness, reflect the transformation of traditional assessment determinants such as knowledge, skills, and abilities. This transformation has become a crucial factor in the modernization of higher pedagogical education, taking place amid changes in conceptual approaches that define new requirements for the professional training of teaching personnel. Within the context of the Bologna Process, which has stimulated the transition of the education system to a competency-based framework, the field of physical education and sports requires the establishment of an updated and scientifically substantiated system for training competitive teachers. This need is particularly evident in the most dynamic directions of the field—such as health promotion and wellness education—where professional competencies must align with global development trends. The competency-based approach has evolved as a response to the transformation of teacher education policy, driven by the acceleration of informatization and innovation processes. As a result, education has shifted from a purely cultural paradigm toward a professional platform, fundamentally changing the requirements placed on teacher training systems. Unlike the cognitive paradigm, the competency-based approach envisions comprehensive and systemic transformations in education. It affects almost every aspect of the pedagogical process in higher education institutions, including teaching methodology, assessment of learning quality, pedagogical technologies, and the management of educational processes. This paradigm thus lays the foundation for designing individual learning trajectories that promote students' self-development, autonomy, and



professional growth.

Research Purpose. The purpose of this study is to develop a theoretical and practical framework for constructing students' individual learning trajectories within a competency-based educational approach. The research focuses on identifying pedagogical conditions, methods, and technologies that ensure the formation of professional competencies among students in the "Physical Education" program.

Research Objectives. To achieve this purpose, the study aims to:

1. Analyze the theoretical foundations of the competency-based approach in modern higher education.
2. Define the structural and functional characteristics of students' individual learning trajectories.
3. Identify the professional competencies essential for future specialists in physical education and sports.
4. Develop and test pedagogical models and technologies that support individualized, competency-oriented learning.
5. Assess the effectiveness of implementing a competency-based approach in the training of future physical education teachers.

Scientific Novelty. The scientific novelty of the research lies in the development of an integrated model for constructing individual learning trajectories based on a competency-based approach within physical education training. Unlike traditional methods, this model emphasizes the dynamic interaction between knowledge, skills, and personal competencies, enabling adaptive and student-centered learning in higher education. Today, within the higher pedagogical education system, teaching based on a competency-based approach is viewed as an imperative—a necessary condition for improving interaction with employers, enhancing the competitiveness of specialists, and updating the content, methodology, and learning environment. This paradigm shift aims to align educational outcomes with the dynamic demands of the labor market and global educational standards.

It should be noted that national scholars have provided sufficiently clear definitions of the fundamental principles of the competency-based approach and have developed methodological frameworks for forming specific groups of competencies. In particular, the following studies deserve mention:

O.A.Bondareva — development of professional competencies in the pedagogical activities of future bachelor's degree students in jurisprudence; N.V.Gordenko — formation of academic competencies among university students; Yu.A.Chitaeva — development of key competencies in students based on national standards of vocational education; M.P.Trofimenko — formation of socio-communicative competence among students in pedagogical specializations; A.I.Rublev — development of professional competence in physical education teachers; B.A.Iskakov — development of media competence in teachers within resource center conditions; I.S.Kobozeva — formation of professional competence in music teachers; D.A.Zavyalov — theoretical aspects of fundamental movement competence; T.A.Busygina — the concept of



individual image as a socio-perceptive component of a university teacher's professional competence; V.F.Balashova — competence of specialists in adaptive physical education.

These studies collectively demonstrate the wide range of approaches to understanding and developing professional competencies in various fields. However, despite the growing attention to the issue, the problem of constructing individual learning trajectories for students in the context of a competency-based approach—particularly in physical education—remains insufficiently explored and requires further theoretical and practical investigation.

The issue of competency-based approaches in education has been studied by numerous domestic scholars, including I.A.Zimnyaya, A.G.Kasprzhak, A.V.Khutorskoy, M.A.Choshanov, S.E.Shishov, V.P.Bespalko, V.A.Bolotov, S.R.Gidrovich, I.I.Egorova, A.Yu.Kurochkina, O.L.Zhuk, and others. These researchers have explored theoretical foundations, practical applications, and methodological principles of competency-based education in various pedagogical contexts. Problems related to competence and the development of competency models have also been extensively addressed in international literature. Notable foreign scholars include:

United States: Boyatzis R., Richard E., Weinert F., Lucia A.I., Lepsinger R., Spencer L.M., Spencer S.M., and others;

United Kingdom: Cheetham G., Chivers G.;

France: G. Le Boterf, Arnaud G., Lauriol J., Dubois D.D., Duvall C.K., and others;

Germany: Achtenhagen F., Arnold R., Kruger T., Siegfried Sch., Dichanz H., Flothow K., Friedrich H.F., Mertens D., Straka G.A., Binder R., Hagmann S., Spevacek G., Appelt D., among others.

These studies collectively highlight the theoretical and practical evolution of the competency-based approach, providing valuable insights for designing educational programs and developing professional competencies across different national and disciplinary contexts.

Conclusion. In conclusion, the competency-based approach in higher pedagogical education represents a fundamental paradigm shift that aligns educational processes with contemporary professional requirements and global standards. Domestic and international research demonstrates that the development of professional competencies is essential for enhancing the competitiveness of specialists and ensuring effective interaction with employers. National scholars have provided clear definitions of key competency principles and developed methodologies for forming specific groups of competencies across various disciplines, including physical education, pedagogy, law, and the arts. Similarly, foreign research has contributed extensive theoretical models and practical frameworks for understanding and implementing competency-based education in different cultural and institutional contexts.

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