

FEATURES OF DEVELOPMENT OF ABILITIES FOR SPORTS AND EDUCATIONAL ACTIVITIES

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ABSTRACT

The psychological peculiarity of sports and pedagogical activity lies in the fact that an effective teacher has a creative character, which is manifested in the possibility of independent choice and creation of new, non-standard ways of training athletes to achieve the desired goal. The article presents judgments on these issues.

Keywords: physical culture, sports and pedagogical activity, trainer-teacher, sports achievements, sports results.

INTRODUCTION

In modern, dynamically developing society rapid development of physical culture is observed. The number of people involved in sports, both professionally and at the health level, is increasing. This trend has established itself as a globally recognized social norm, an urgent need for any state in General and for every person in particular.

Actively supporting the policy of a healthy lifestyle, promotion of physical culture and sports, in the Republic of Uzbekistan over the past period there have been cardiac transformations aimed at comprehensive support, improvement of this important area. Thus, the organizational structure, educational and material resources have been optimized, effective motivational and stimulating mechanisms of sports activities have been put into operation, favorable economic conditions have been created for the production of the necessary sportswear and equipment, a powerful infrastructure covering all popular sports has been developed on a permanent basis. At the same time, one of the key elements of the effective functioning of this popular system is qualified personnel - specialists directly engaged in sports and educational activities.

Today, this category is prepared in various educational institutions of the country, among which the basic higher educational, research and scientific-methodical institution for training is the Uzbek state University of physical culture and sports. The process of training in educational institutions is organized in accordance with the educational state standard through the implementation of specially prepared training programs. An important link in the preparation process is a cycle of sports and pedagogical disciplines, during which students master narrowly specialized knowledge and skills, thereby developing the ability to sports and educational activities.

At the same time, the analysis of the training process shows that today there are not realized reserves to improve the efficiency of this process. These include socio-psychological conditions that ensure the effective development of abilities for sports and educational activities. In addition, practice shows that modern physical culture and sport should be considered primarily as a result of purposeful activities of a collective nature, covering a full

range of socio-psychological issues related to communication, interaction, impact, mutual influences, individual styles and approaches. The creation and maintenance of proper socio-psychological conditions ensuring the effective development of the abilities of students for future sports and educational activities, on the one hand, is an important problem of the training process, and on the other - it contains a wide range of topical issues of socio-psychological science, which are directly related to individual psychological characteristics, mental manifestations, which largely determine the success of professional development of the future specialist of the sports industry.

As you know, the growing popularity of the profession of coach-teacher engaged in sports and educational activities primarily due to the intensification of the world Olympic movement, active development of professional sport, and the increasing popularization of the sports lifestyle. In the public consciousness, this activity is associated with its main external structural functions (organization and conduct of sports training, training of athletes, direct support of athletes in competitions). This perception is largely superficial and does not reflect the essence, all the important features, difficulties of sports and pedagogical activity of the coach-teacher. This trend is due to the prevailing attitudes of the mass public experiences when visiting the classroom for physical education in secondary schools, institutions of higher education [1,2,3].

So, according to A. Ya. Korh, the main feature of sports and pedagogical activity is that this activity belongs to difficult pedagogical work. Therefore, it combines two main and targeted processes:

- training;
- education.

Due to the fact that the process of training and education is bilateral and involves subject - object and object - subject interaction, its result is mediated by the attitude of the object (student) to the subject (teacher) and to its activities. Its presence in the activities of socio-psychological share an undeniable great. In turn, the psychological peculiarity of sports and pedagogical activity lies in the fact that an effective teacher has a creative character, which is manifested in the possibility of independent choice and creation of new, non-standard ways of training athletes to achieve the desired goal. Creative-oriented, creative teacher, has the relevant skills, owns techniques, pedagogical skills, which are successfully applied in emergency situations, while their constant correction. This coach-teacher to a large extent, there is a close relationship between his activities and sports specialization. The specificity of the sport imposes rigid behavioral patterns and therefore an effective coach-teacher must take them into account. Unlike the teacher of physical culture, he is much more interested in the result of its activities, as its success is the new sports achievements of students in competitions.

The analysis of scientific literature on the studied problem shows that modern sports and pedagogical activity is considered by the majority of scientists as a complex and multifaceted process, characterized by extreme, emotionality, increased psychophysiological loads, aimed at effective training of the athlete, achieving outstanding sports results. However, this activity is very diverse and diverse. Each of the many sports has its own specific features. In this regard, sports and pedagogical activity of trainers-teachers in various sports differs from each other to a certain extent.

The generalized list of professionally important abilities to sports and pedagogical activity of the modern trainer-teacher (Appendix 1). In order to develop an effective model, we have clarified the relevance of these abilities through expert evaluation. A special expert

questionnaire was prepared for this purpose (Appendix 2). At the same time, in the process of selecting a generalized list of abilities, we adhered to the previously formulated definitions that:

- the ability to sports and pedagogical activity is a set of interrelated mental properties of the personality of the coach-teacher, which on the one hand, reflect the structural components of sports and educational activities, and on the other, are an appropriate condition for its effectiveness and long-term development;

- in essence, the ability to sports and pedagogical activity, act as an important component of the subjective activity of all internal conditions of mental activity, are those properties, those features that affect the ability to carry out activities in General, as well as the effectiveness of sports and educational activities in particular.

In order to obtain a more objective assessment of professionally important abilities reflecting the modern views of sports and pedagogical activity, 587 experts of various categories took part in the survey, including those with significant experience in the main Olympic sports, including:

- coaches - teachers directly engaged in sports and educational activities - 119 (20.3%) people.;

- teachers engaged in teaching activities at the Uzbek state University of physical culture and sports - 113 (19.3%) people.;

- students of the Uzbek state University of physical culture and sports 3, 4 courses - 265 (45.1%) people.;

- athletes with sports achievements - 90 (15.3%) people.

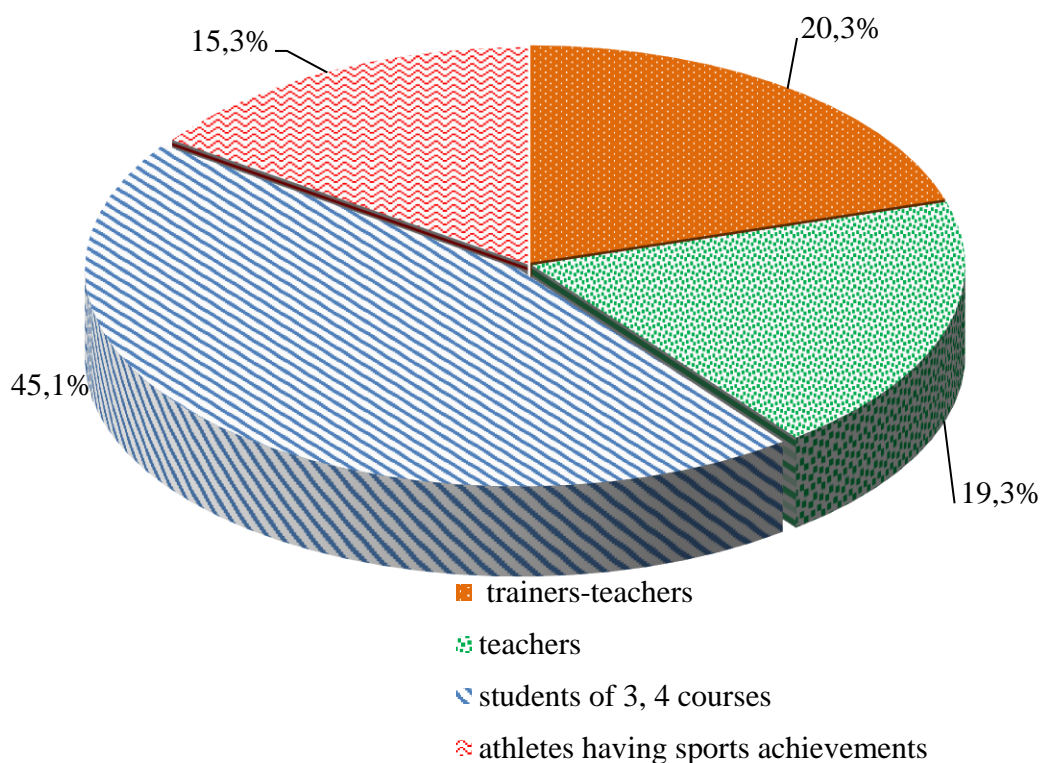


Figure. 1. The quantitative characteristic of experts of an assessment of abilities to sports and pedagogical activity of the modern trainer-teacher on categories (n=587)

To determine statistically significant indicators, the results of expert assessments were subjected to factor analysis, which allowed to identify 5 significant factors, and their content to determine the conventional names of these factors. The first factor covered 6 statistically

significant professionally important abilities, the second factor - 12, the third factor - 11, the fourth factor - 8, the fifth factor - 7 (Fig. 2., Annex 4, 5).

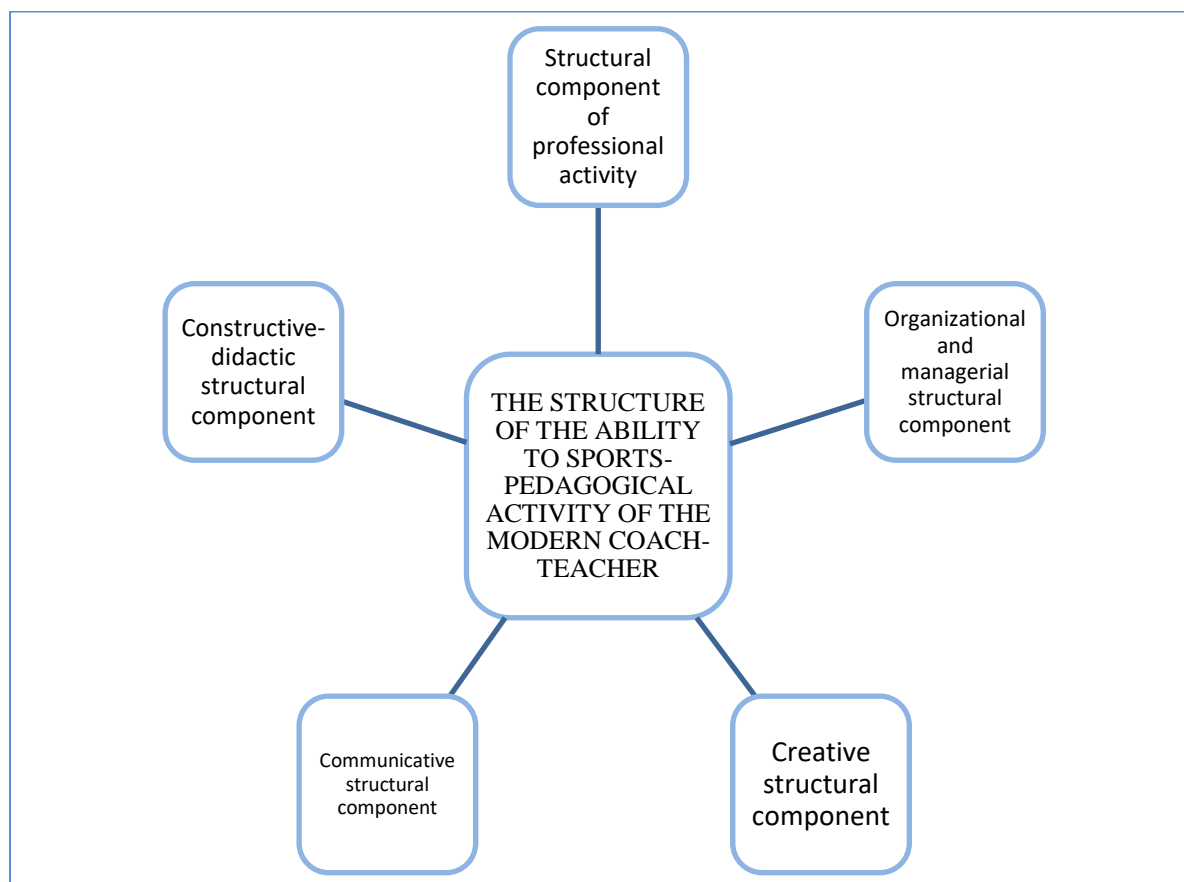


Figure. 2. Structure of actual abilities to sports and pedagogical activity of the modern trainer-teacher

Interesting is the fact that the experts in the course of the assessment, it was independently indicated 18 additional names of abilities to sports and educational activities. Thus from the total, 15 abilities proved to be less significant. This clearly confirms the importance of expert evaluation in clarifying the relevance of the abilities of sports and pedagogical activity of the modern coach-teacher according to the previously identified methodological approaches of this study.

Further, it is advisable to consider in more detail the content of each of the identified factors. Thus, the first important factor covered the following abilities (Fig. 2.3.):

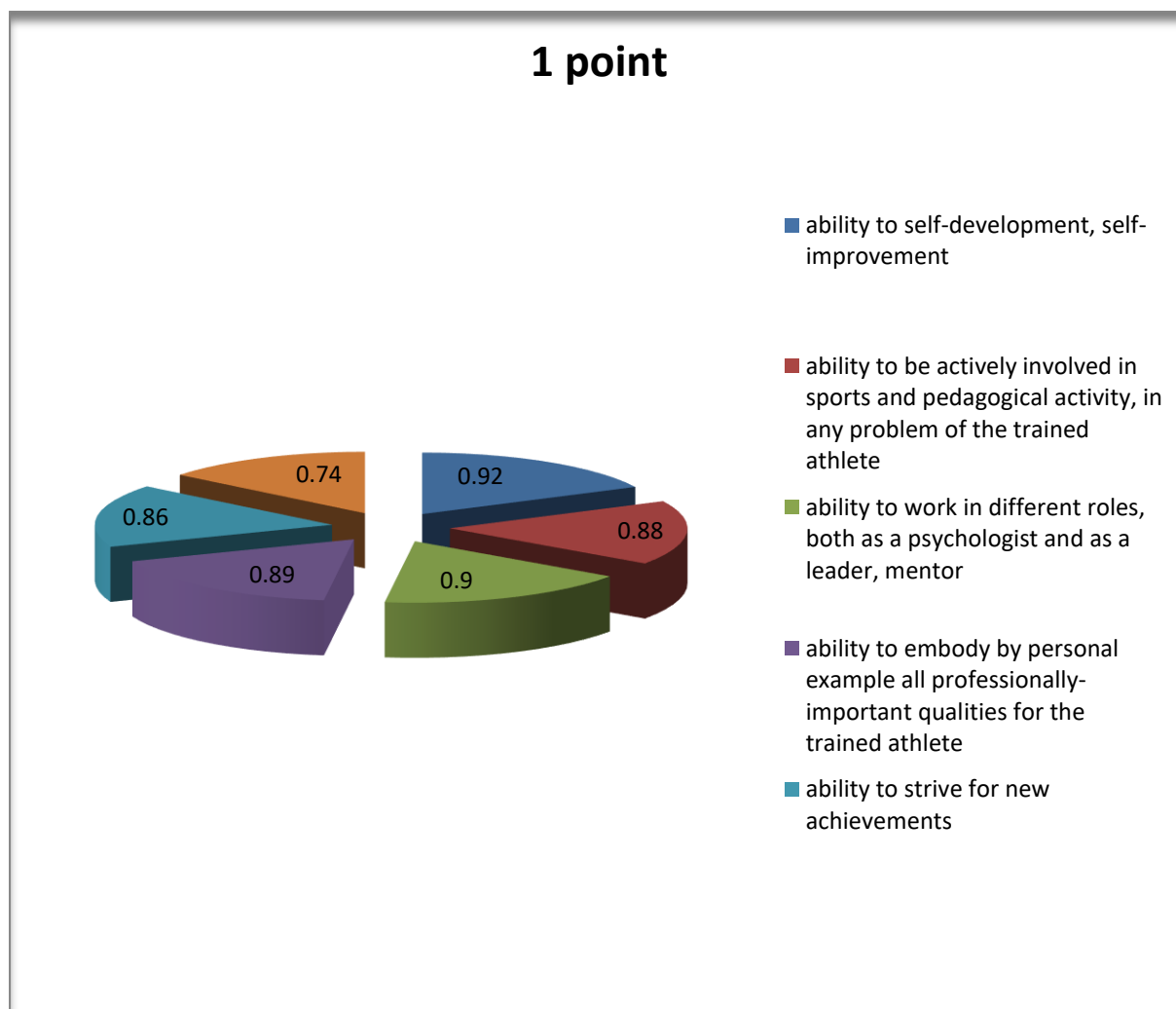


Figure. 3. Characteristics of the first factor of expert assessment of abilities to sports and pedagogical activity of the modern trainer-teacher (n=587)

- ability to self-development, self-improvement - 0.92;
- ability to be actively involved in sports and pedagogical activity, in any problem of the trained athlete - 0.88;
- ability to work in different roles, both as a psychologist and as a leader, mentor - 0.90;
- ability to embody by personal example all professionally-important qualities for the trained athlete - 0,89;
- ability to strive for new achievements - 0.86;

The content of this factor characterizes the professional-active, transforming sphere of modern coach-teacher, which is a necessary condition for efficiency, self-development, as well as professional self-affirmation. The specificity of activity is the ability of the coach-teacher to exercise a conscious and purposeful influence on their trained athletes. At the same time, this phenomenon is associated not just with the statement of activity as such, but with the awareness of being active, proactive in terms of finding appropriate means to solve professional problems. Representation in the consciousness of the goals of sports and pedagogical activity and ways to achieve it makes activity the most conscious component of the structure of abilities to sports and pedagogical activity.

It is the main purpose of training and cause the complexity of sports and educational activities, high competition among modern coaches, teachers, the relevance of scientific research of this problem. The use of a systematic approach that focuses on the disclosure of the integrity of the subject of professional activity. When his individual, personal and subjective characteristics are investigated in unity, taking into account all the relationships and in order to achieve the highest level, which can rise coach-teacher, to identify the diversity of relationships and reduce them into a single system model.

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