

ABOUT THE PROFESSIONAL SKILLS OF THE FUTURE SPORTS TRAINER

Rasulov Zakir Pardaevich

Head of the Training center department
for scientific methodical support and retraining
specialists in Physical Education and Sport,
Senior teacher of "Pedagogy and Psychology" department
Tashkent, Uzbekistan
alisher.jabbor@yandex.com

ABSTRACT

This article deals with the professional potential of future sports trainers. The article also analyzes some theoretical studies of psychological and pedagogical qualities that explain trainer's potential. The analysis of scientific concepts and scientific concepts presented in the article is based on the scientific sources in the Appendix.

Keywords: Sport, athlete, trainer, pedagogical prestige, psychological characteristics, pedagogical tact, competition, profession, professional potential, ability, communication, attention, memory, psychomotor motion, emotion, professional maturity.

INTRODUCTION

Since independence, the Republic of Uzbekistan has implemented many new reforms aimed at improving the health of the population and the cardinal renewal of the scientific and practical potential of all spheres of physical education. In particular, taking into account national features a great deal of attention is paid to enriching the scientific and practical foundations of the system of physical culture with the requirements of the time, training qualified specialists.

So far, many modern sports complexes, sports facilities and sports stadiums have been built and they are serving on a wide range for our athletes and citizens. And, of course, this kind of work poses a number of urgent tasks for sport coaches and trainers. After all, it is possible that only professional trainers who are really knowledgeable about their profession and who know the modern pedagogical technologies can train champion athletes. In addition, in our current local psychological research, there is a need for new research, concerning future sports trainers and their professional psychological training and techniques to explore their potential. From this point of view, this theoretical study that we are investigating is very relevant.

From a pedagogical and psychological point of view, the effectiveness of a trainer's work is determined first and foremost by the level of his / her knowledge and skills.

According to researcher G. D. Babushkin, the evaluation of a trainer should come from the sport, that is, each trainer's theory and methods of training are determined by his or her athletic performance. However, not all trainers have proper knowledge in disciplines such as psychology, pedagogy and biomedical sciences. Such disciplines are considered to be the necessary disciplines for the professional activities of every sport coach [1,83].

Capability is important in the trainer's activities through which knowledge and action is exchanged. The skills are divided into several types: the ability of the trainer to identify the

behavior and condition of the trainer, the individual-psychological characteristics, the causes of errors in athletes, to collect training information, to plan the system of the trainer's own actions during the training, and Constructive ability to acquire and overcome them, collaborate with team members in educational and training activities during trainings and competitions Organizational ability in organizing, communicating with people, using communication skills, analyzing training processes and performances, the proper use of sport's science literature, and the ability to experiment with and practice different physical exercises. All of these skills are the main criteria for future trainer performance. There for, it is appropriate to highlight some of the research on sports trainers and their professional potential.

LITERATURE REVIEW

According to the Russian researcher GD Babushkin, even though not all of the aforementioned skills are accordingly developed in less experienced trainers, communication skills are evolved much more better. Also, trainers with 16-20 years of experience will be well-versed in their ability to quickly learn, organizational and creative skills. However, with more than 20 years of experience, coaches have well-developed organizational skills, but there is a decline in their ability to learn quickly and creativity. According to the data, after 15 years of experience, the skills of sports coaches will be high. This implies a high level of effectiveness in trainers with 16-20 years of experience.

It is worth noting that trainers with more than 20 years of experience will reduce performance indicators. This is because of their emotional vulnerability and low self-esteem as a professional. This behavior is explained by the emergence of a "fading" syndrome over time [1,115].

The current competition requires many kinds of abilities from prospective trainers, encompassing all aspects of modern knowledge, including the psychological, social, and logical aspects of training athletes. In a word, the success of an athlete depends on the trainer - that is, the trainer's knowledge, pedagogical ability, authority, intellect, experience, will, creativity and so on.

There are a number of requirements that a trainer must first fulfill as a teacher and trainer. Most researchers prioritize professionalism in sports. The question then arises, what qualities explain the trainer's skills and what pedagogical and psychological components are there.

According to Russian researchers, the skills of trainers are determined by their specific characteristics, such as speed and degree. A number of well-known psychologists and educators have commented on this. The facilitator's skills are complex and his analysis consists of finding solutions to a number of logically interdependent pedagogical tasks. Pedagogical task in sport is the main goal of the coaching activity, and the trainer must have a solid knowledge of how to solve perspectives, tactics and technical issues during his or her professional activities.

Researchers A. A. Derkach and A. A. Isaev comment on the trainer's performance and skill level: "Training and praparing of young athletes develops a high level of pedagogical knowledge and skills. If the components in the system of a coach's athletic training are not sufficiently developed, that is, the kind of qualities that a future trainer needs to develop, then any pedagogical approach to sports activities will be ineffective "[2, 211].

According to psychological analysis, the professional qualities of a future sports coach include: ideation, morality, communication, willpower, intellect, cognition, attentiveness, strong memory and motor memory. The worldview also plays a key role in coaching, which is determined by his athletic accomplishments in sport, his commitment to his people, his country, and his dedication to his students.

The future sports trainer is responsible for the future of each student. In order to instill a sense of patriotism in the students' hearts, the trainer must first be a self-sacrificing person. The trainer is also an internationally known person who is a facilitator of interpersonal skills and peacebuilding.

The trainer must possess a set of moral qualities, as the moral education of the athlete must not only affect the coach's verbal influence, but also those qualities. The personal example of a trainer in moral education for athletes is the best way to convince them. The trainer must work hard in all aspects, otherwise his or her achievements will be small. The trainer is the person with the right behavior. Trainers must constantly monitor their behavior so that young athletes can imitate high developmental trends. In addition, there are a number of psychological traits and experiences that a trainer has in his or her personality, which helps to enrich the knowledge about trainers.

Some of the most important traits of sports coaches include persistence, initiative, courage, stamina, endurance and audacity. Impatient sports trainer is unable to successfully train athletes because he does not have a high profile in the eyes of his students. Or, as some impatient trainers try to get their students to achieve results quickly, they have to do a series of exercises that force them to increase their workload. This in itself violates the principles of exercise and undermines the health of athletes.

Intellectual coaching is also an important factor in facilitating trainers to properly conduct their learning activities, to quickly determine the effectiveness of their training and to find new ways of teaching. These qualities include clarity and solidness of thinking, critical thinking, strong imagination, intellect, responsiveness in thinking, and the ability of a trainer to quickly respond to emerging problems. The trainer's sharp mindset is characterized by positive qualities such as assessment and acceptance pace of athlete's movements and movement variation.

The future sports trainer must be emotionally open, friendly and stable, especially during the competition. He must have sufficient intelligence and self-confidence. A modern sports trainer must be persistent, independent, knowledgeable, and innovative.

According to the American psychologist B. J. Crettie, the success of the coaching career depends not only on the trainer's knowledge but also on how he or she interacts with athletes. Some research shows that facilitators who are quick to innovate are more creative, and their activities are widely programmed [2,234].

The communicative features of future sports trainers include sociability, courtesy and goodwill, and they define a positive psychological climate in the group. These qualities help the trainer to find a quick and easy contact with his or her students, moreover considered as a success of the training process. The trainer must always be sincere, but this sincerity and simplicity should not become patronizing or egotistical towards his subordinates [5,365]. He has to be patient with the people around him and explain his mistakes slowly. The best way to treat both the athletes and those who demand respect is by doing so verbally.

It is worth noting that coaching must encompass range of natural sciences. In other words, coaching requires a range of business and personal characteristics. Trainer's work requires professionalism and creativity in selected sports and ancillary knowledge, such as anatomy, biomechanics, physiology, and more. The facilitator should be qualified in terms of sports equipment and methods of teaching, be able to control the learning process and competition, and be an effective teacher.

METHODOLOGY

Researchers L. I. Lybysheva and V.A. Magin note that the success of a trainer in sports depends on his or her professional level. Qualified trainer is a highly skilled professional, who consciously changes and develops in the course of his / her work and can contribute to his or her profession. The activities of a sports trainer are multifaceted and their individual functions are independent, since it is difficult to distinguish between the athlete's culture, the organizational and other functions of the training [1,123].

According to V. P. Lukyanenko, abilities in sports are not only knowledge and skills, but also condition for fast and successfully achieving high results. In each person, pedagogical skills are formed on the basis of general abilities. The specific form of trainer pedagogical activity is reflected in the educational qualities of young athletes in sports [2,54].

In contrast to the researchers N. W. Kuzmina and F.N Gonobolin, A. A. Derkach and A.A. Isaev offers the following pedagogical abilities of a sports trainer [3,54]:

- Gnostic ability - to enter the athlete's inner world, understand his experience and condition, see ways to change his personality, take into account his positive qualities and maximize their use in the learning process, to identify their interests and tendencies, feelings, and ability to integrate his physical and former activities;
- Constructive ability - to create the necessary conditions for the formation of a successful team of athletes and teams. In this case, the trainer will be able to predict the outcome of his or her work;
- Didactic skills - through which the trainer constantly improves the way in which knowledge is transmitted to athletes and ensures the creativity of classes;
- The ability to correctly pronounce words - the teacher's speech culture, good oral interpretation, emotional and expressive expressions;
- Communication skills – Helps to built trainer's best relationship with student athletes. Trainer's awareness is reflected in his pedagogical tactics and his ability to resolve conflicts with young athletes;
- Organizational ability - the ability to organize athletes' lifestyles, such as studying, working, leisure, etc. It also includes situation evaluation, decision-making and execution. Organizational skills are also characterized by the personal qualities of a trainer.
- Academic Ability - Continuous knowledge of psychology and pedagogics and other disciplines are necessary for a trainer. [3, 124].

The effectiveness of a trainer depends on a number of factors: economic, social, scientific, organizational and so on. The trainer's assessment is related to his / her worldview, ability, character, behavior, mental state, and his / her great influence on work efficiency.

According to the researcher M.I. Stankin, the most important attribute in the trainer is the normal use of respect and demand in sports. It is due to the ability to combine the respect and concern for athletes with respect to the severity in the relationship with athletes. Another

pedagogical tact in the trainer is respect and love for the students, and ability to choose convenient place to talk to students and the quality of the time they have to talk [3, 184].

In explaining the development of the trainer model, researcher G. S. Tumanyan states: “The mean values of moral and willpower; understanding of professional characteristics, such as sports and pedagogical maturity; A comprehensive understanding of the specifics of relationships with students, colleagues, administrators, sports referees, and other individuals involved in sports is suggested as the development of trainers model.

G. S. Tumanyan, a renowned trainer in wrestling, suggests that the upcoming sports trainer should have following features: “confidence, activism, collectivism, solidarity, high esteem, duty, pride, kindness, perseverance, responsibility, demandingness, humanism, patriotism, diligence and critical self-esteem”[4,279]. Such a comprehensive study will help clarify the trainer and his or her entire psychological profile.

To summarize, the psychological and pedagogical qualities of a number of trainers analyzed above are still insufficiently studied in our local psychological research. In the analysis of high-level sports trainers, their positive attitude to their work, their interest in work, and other specific tasks in their work are described. Trainers are well-versed in health and education, can identify new ways of addressing problems, and are able to foresee the end result. Every sports trainer should take into account the regularities of physical development of young people and the specifics of physical education of adolescents.

CONCLUSIONS

If more research is being conducted on the professional psychological training and psychodiagnostics of future trainers, it is likely that some educational and methodological problems will be solved in our Republic to improve the system of qualifying trainers, improve their skills and analyze trainers' activity.

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