

Content and Direction of Professional Training of Coaches in Sports Pedagogy

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ABSTRACT

In this article, the content of the training of trainers in sports and the improvement of the methodology of sports training, the formation of their professional and pedagogical skills, the technical-tactical aspects of the athletes, the summarization of the current experience taking into account the features of the competition in the selected martial arts, the pedagogical processes issues of scientific justification are studied.

Introduction. One of the important conditions for the development of our country is the training of personnel and the creation of a modern education system based on the achievements of modern science. The fundamental reorganization of the structure and content of education will cause changes in the educational process, the size and direction of educational loads, teaching methods and tools [1].

The relevance of the research is to search for ways to regularly improve the educational process at various stages of sports training, to determine the most effective methods of training trainers' professional knowledge and skills, as well as to maintain the leading position of the martial arts school of our country in the world arena. retention is correlated with efforts to improve the quality of training of trainers [2,3].

Main part. One of the first tasks in improving the content and method of training fencing specialists is to form their professional and pedagogical skills, to improve athletes, including technical-tactical aspects, taking into account the features of competition activities in the selected single combat sport, with the methods of improvement based on the generalization of the current experience. scientific justification of the processes of arming them [3].

Taking into account the leading importance of individual training in pedagogical efforts to train highly qualified fencers, it is worth noting that the specialized activities of fencing trainers, the methods used for technical and tactical improvement to get scientific information about. The initial conditions for the development of the theoretical and methodological foundations of the study of general pedagogical skills are the analysis of the problems of human activity. Activity, as a process of understanding and changing existence, is divided into acts of occupying a specific

object into a separate system of actions. Conscious action is described as a process of implementation of a predicted goal and program, constitutes a structural unit of the activity system [2,3].

Physical education teachers for schools, universities and colleges, sports trainers, public physical education teacher-organizers have common aspects in addition to private rules. Therefore, the content of general and special aspects for each type of professional activity provides directed training and self-training of the trainees. The following skills are necessary for a pedagogue in any sports specialty: brief explanation of the exercise; choosing a place to observe; to analyze the personal mistakes made during training and to reveal their reasons, to notice the mistakes made by the students, and to determine if their correction is impossible due to individual and age characteristics. At the same time, a number of professional pedagogical skills are unique to certain types of sports, for example, the use of types of precautions, choosing a place to provide assistance, among them.

The effectiveness of students' practical actions depends on it. Precautionary methods should be specially studied and improved by the teacher in his practical activities, because their skillful and timely use shortens the training period for complex and dangerous actions, helps the participants to overcome the mental barrier. . The coach's ability to objectively assess the strength of his student and his opponents will help the athlete to mobilize, overcome the mental barrier and perform the task well. The coach takes into account all the main factors and indicators of training, the intensity and tension of the volume, the selection of exercises in the improvement of technique and tactics, muscle work, as well as the order of rest and nutrition, the body's recovery system after loading, mental state, etc., and should know how to keep within optimal limits [3].

The ability to observe, creative thinking and analysis of situations on the battlefield is the leading quality of the special training of a coach in sports, because the success in participation depends not only on the preparation of the team and the strength ratio of the competing teams, but also on skillful management, teams of equal strength or against a strong team, the coach's art of management and skillful use of breaks can have a decisive influence on the course of the game in many cases.

Effectiveness of training management process in cycle sports often depends on the ability of the coach to correctly analyze objective information on the functional status of athletes. This makes it possible to actively influence their preparation, make quick and accurate decisions, and act more effectively [4,5].

In equestrian sports, it is not enough for a coach to control the actions of the athlete. During the entire training, it is necessary to monitor the quality of movement of both the rider and the horse, how it overcomes various obstacles. Therefore, in equestrian sports, the ability to determine the correct use of a horse in competitions is a component of the trainer's art.

The skill of helping the student to take the required position and perform the necessary actions is of great importance in teaching sports techniques. In this case, an image of the combat technique is formed based on kinetic sensations that are close to the feelings that arise during independent performance in the athlete. Such help can be provided to the student even during the entire exercise. For example, in an acrobatic jump, the jumper can be pushed up during the ascent. Such intervention is useful, but requires the teacher to be skilled in appropriate facilitation techniques.

Training in skiing and other winter and other sports that require complex equipment is significantly more difficult for the teacher. In addition, the fact that the group and the teacher are almost constantly on the move, and the group of people involved in the explanation is extended, complicates the situation (50). This requires special skills, pedagogical and organizational skills from the teacher. The teacher should also be able to choose the place where the training will be

held and be able to change their position as well as the tools and methods of the training, find the best position in relation to the athletes and master the sports technique well.

In single combat sports and sports games, training of sports techniques and technical-tactical improvement through individual work of the coach with the student is widely used. These aspects can be seen in boxing "flat gloves" or gloves in table tennis, in front of the table, and in fencing. The trainer can give the most correct reprimands and create an optimal situation based on the conclusions of the direct contact with the student about the deficiencies in acquiring certain skills. For this, the coach should gradually complicate the action relationship with the student, be able to create tactical situations that are similar to the situations that always arise in competitions.

Conclusion. Thus, the coach participates in the individual lesson as a teacher who tries to master the technique of competition by the athlete, and also as a person who creates conditions for achieving goals with his actions.

The basis of training for many sports is that the coach himself shows these exercises. The ability to demonstrate the actions offered to be performed in a model form is important at the stage of initial training in the technique, especially in the period when the student's observations are considered almost the only source of information. While observing, the athlete can get a complete picture of the details (parts) of movement, difficulties in their execution, etc.

The level of showing and explaining exercises in the work of coaches at different stages of training of athletes is not the same. In particular, in the process of improvement of sports technique, the skill of explaining movements (regardless of whether they are whole or divided into parts) is superior to showing. Thus, the process of mastering the technique in young athletes is optimized when skillful explanation is carried out by showing why and how to perform this or that exercise.

Identifying mistakes and correcting them in time occupies a special place in the skills of coaches. Especially in the initial period, it is very important to show errors, determine the reasons for their appearance and show the most effective ways to eliminate them. Moreover, even the most modern error training tools and methods do not allow to be completely free from errors in mastering specialized movements. Therefore, no technical tool can replace the detection and elimination of errors.

However, the ability to see a mistake made by an athlete in many cases depends not only on the experience of the pedagogue, but also on the choice of the place for observation. Evaluating the activity, it should be noted that there is a certain relationship between different skills, which is of great importance in the work of coaches. It often has an important feature. Taking this into account, when developing the criteria for evaluating the training of specialists, it should be noted that the level of expression of one type of skill can serve as a basis for evaluating the level of expression of another.

From the above, it can be concluded that in order to improve the process of mastering the elements of a coach's professional activity, to form pedagogical skills, first of all, to determine the list of knowledge, skills and qualifications necessary for the chosen sports specialty, as well as to the general pedagogical level of training. It is necessary to further clarify the requirements.

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