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SOCIAL PSYCHOLOGICAL FACTORS OF MODERN TRAINER- PEDAGOGUES' PROFESSIONAL ACTIVITY ABILITY

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ABSTRACT

This article discusses the results of research on the factors of the effectiveness of the professional trainers of modern trainers and the generalized classification of professional skills in sport-pedagogical activity of the modern trainer-pedagogue. Socio-psychological study of the professional skills of modern trainer-pedagogues in the field of physical culture and sports is one of the key factors in the ensuring high sports results.

KEYWORDS: *Modern trainer, sports pedagogical activity, ability, pedagogical activity, self-development, the ability to improve, professional-important qualities.*

INTRODUCTION

The section of the action strategy for the five priority areas of development of Uzbekistan for 2017-2021, entitled State youth policy improvement the special recognition of the issue of "Education of physically healthy, mentally and intellectually developed, independent-minded, strong-willed, loyal to the motherland, deepening democratic reforms and increasing their social activity in the process of developing civil society" shows the importance of physical culture and sports at the level of state policy.

Besides, practice shows that modern physical culture and sports should be studied primarily as a result of goal-oriented activities of a collective character, covering the full range of socio-psychological problems associated with communication, interaction, individual styles and approaches. Creating and maintaining the necessary socio-psychological conditions that ensure the effective development of future sports and pedagogical activity skills of students is, on the

one hand, an important issue in the training process, on the other hand, psychic phenomena, individual psychological characteristics that determine the level of professional development of future sports specialist covers a wide range of topical issues of socio-psychological science.

Socio-psychological study of the professional skills of modern trainer-pedagogues in the field of physical culture and sports is one of the key factors in the ensuring high sports results.

PURPOSE OF THE RESEARCH

Describe and substantiate social psychological factors of professional activity ability of modern trainer-pedagogues on the basis of scientific-theoretical and experimental results

TASKS OF THE RESEARCH

1. Describe the structure of sport-pedagogical activity ability;
2. Research the efficiency of social psychological conditions of developing the sport-pedagogical activity ability;
3. Disclosure the social psychological factors of professional activity ability of modern trainer-pedagogues on the basis of empirical materials.

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, and 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 [4]. The 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. 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; 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. 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.

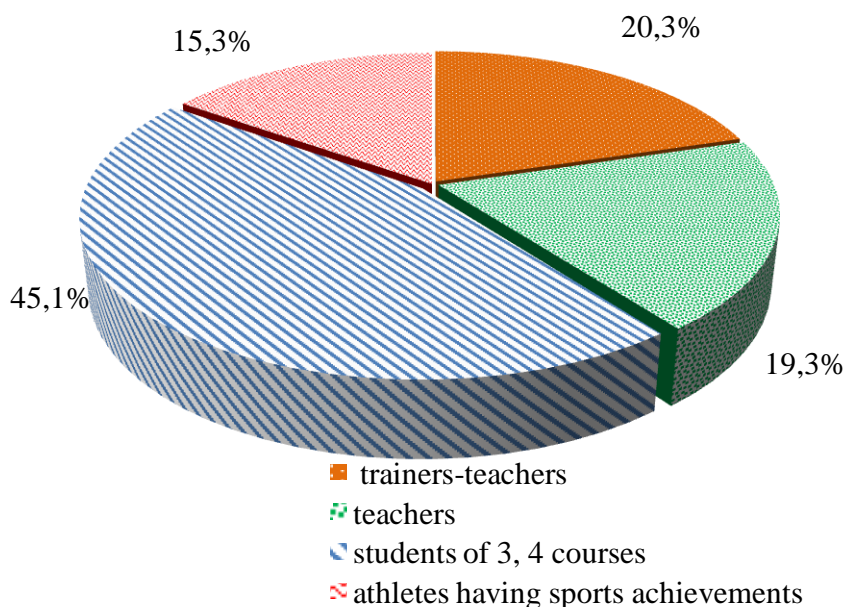


Figure 1: The quantitative characteristic of experts of an assessment of abilities to sports and pedagogical activity of the modern trainer-teacher on categories (n=587)

To determine statistically significant indicators, the results of expert assessments were subjected to factor analysis, which allowed identifying 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).

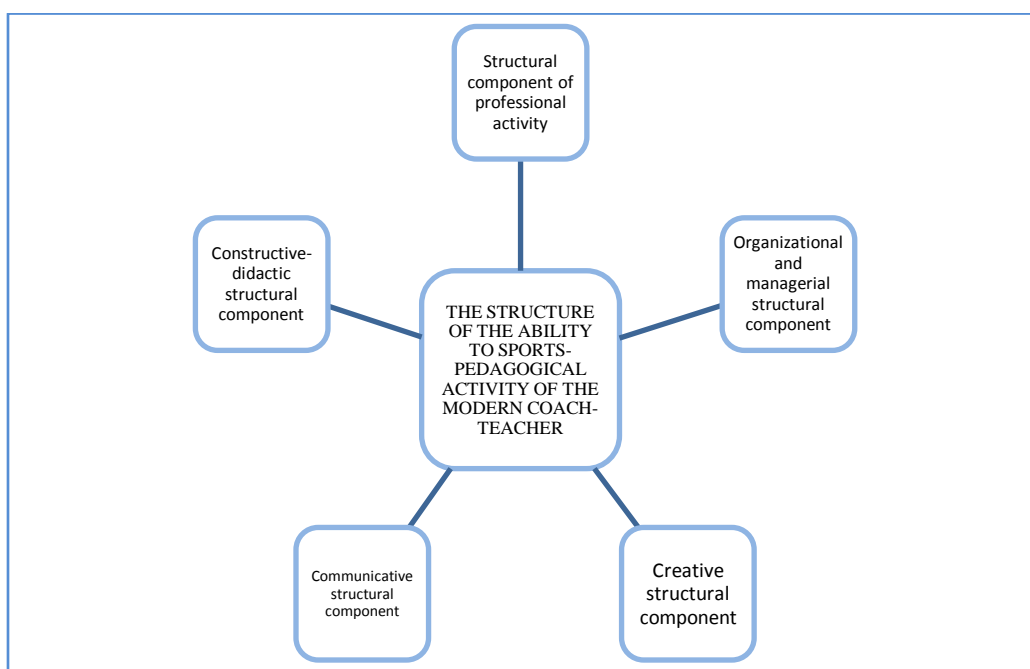


Figure 2: Structure of actual abilities to sports and pedagogical activity of the modern trainer-teacher

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 [5]. 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.

The analysis of the scientific literature on this issue allowed distinguishing a generalized classification of important professional abilities in the sport-pedagogical activity of the modern trainer-pedagogues. The relevance of these abilities was determined through expert evaluation in the research process to develop an effective model in this area. For this purpose, a special expert questionnaire was prepared, in the process of distinguishing the generalized classification of abilities based on the following descriptions, which were previously formed:

-Abilities in sport-pedagogical activity are a set of interconnected psychic characteristics of a trainer-pedagogue, which, on the one hand, reflect the structural components of sport-pedagogical activity, on the other hand, are a suitable condition for its effectiveness and future development;

-In fact, the abilities of sport-pedagogical activity are an important component of all the internal conditions of psychic activity, that is, these features are the ability to carry out activities in general, as well as the effectiveness of sport-pedagogical activity.

In addition, the content of each of the identified factors should be considered in detail. Thus, the first important factor covered the following abilities. (figure 3):

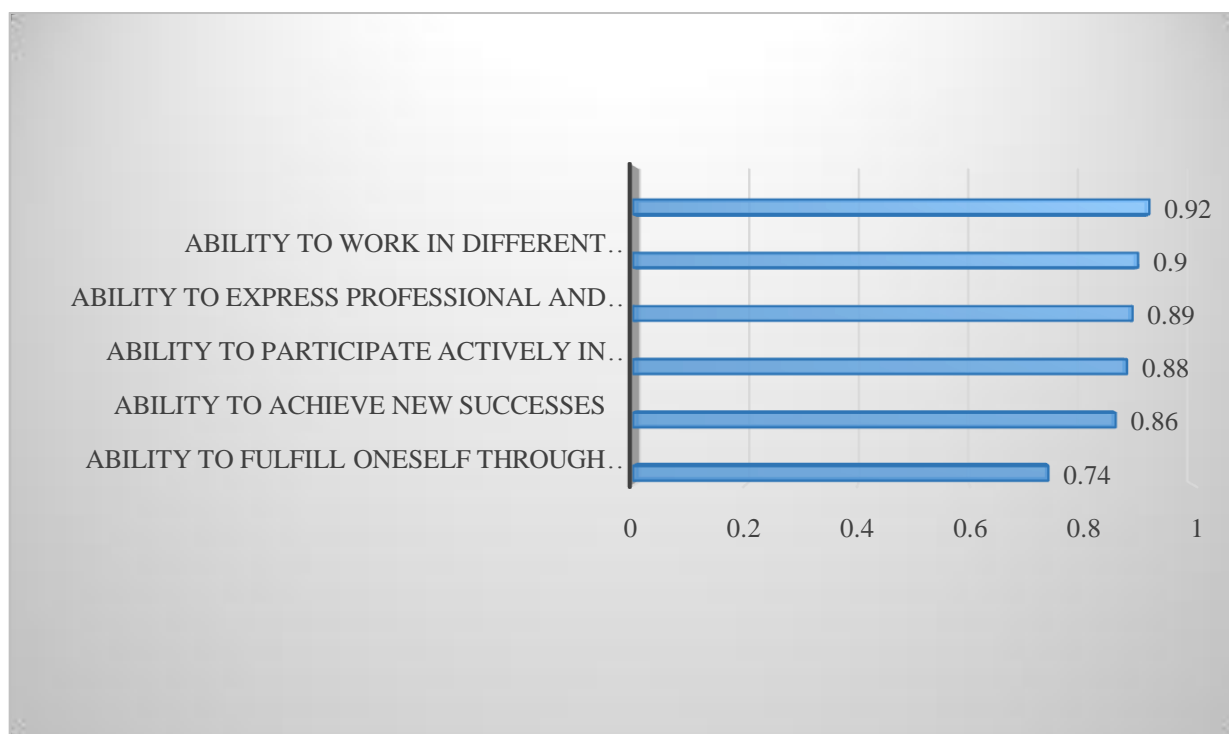


Figure 3: The characteristics of the first factor of expert assessment of the abilities of a modern trainer-pedagogue in sport-pedagogical activity (n=587)

- Ability to fulfill oneself through success in sports

- Ability to achieve new successes
- Ability to participate actively in various aspects of sport-pedagogical activity
- Ability to express professional and important qualities as a personal example
- Ability to work in different roles, in particular, as a psychologist, leader, trainer
- Ability to self-improvement and perfection

TABLE №1 NUMBER OF PARTICIPANTS AND GENDER DIFFERENCES IN THE EXPERIMENT

	Women		Men		total	
	Number	%	Number	%	Number	%
Trainer-pedagogues	54	45,4	65	54,6	119	20,3
Teachers	57	50,4	56	49,6	113	19,3
3rd, 4th course students	134	50,6	131	49,4	265	45,1
Athletes with sports achievements	49	54,4	41	45,6	90	15,3
total	294	59,8	293	59,6	587	100,0

- Ability to self-improvement and perfection – 0,92;
- Ability to actively participate in sport-pedagogical activity, any problem of a student athlete – 0,88;
- Ability to work in different roles, in particular, as a psychologist, leader, trainer – 0,90;
- Ability to be the personal symbol of all the professionally important qualities of a student athlete – 0,89;
- Ability to strive for new achievements – 0,86;
- Ability to express oneself through sports results, successes of athletes those they taught – 0,74.

The content of this factor is a professionally active sphere of a modern trainer-pedagogue, which is a necessary condition for efficiency, self-development, as well as professional self-expression. The characteristics of the activity include the ability of the trainer-pedagogue to exert a conscious and purposeful influence on his students. This phenomenon is associated with an active, entrepreneurial self-consciousness in the accumulation of appropriate means for solving professional problems with the presentation of activities.

The manifestation of the goals of sport-pedagogical activity and the ways to achieve it in the consciousness provides activity a more conscious understanding of the constituent structures of abilities in sport-pedagogical activity.

Activity performs as a structural feature, provides a real movement of space and time, its dynamics, development and realization. This conclusion was made based on the results of the research that this important phenomenon also has socio-psychological significance and reflects the following characters:

- Quantitative and qualitative characteristics of the process or level of intensity of any interaction;
- Quantitative and qualitative characteristics of the subject's potential for interaction;

In our opinion, the concept of activity is usually applied in two semantic ways:

- a) Any manifestation of the psyche that goes beyond adaptive activity;
- b) Level of psychic state in the form of a certain quality is manifested in this plan through its contradictory-passive position;

In this sense, activity is characterized as a specific quality, the interaction of the subject with surrounding objects, in particular, the measure of activity and the way in which a person manifests and realizes himself in life, where his quality is achieved as a whole (or not) [6].

In addition, by its nature, activity embodies the image of a motivated trainer-pedagogue who is looking for new achievements, new needs, goals, ideals. According to L.E. Orban-Lembrick, activity should be studied not only as an abstract circle, but also as a set of personal characteristics, the specific form of the specialist's professionalism. [7] With the improvement of the structure of professional activity, develops the complex structure of the activity of specialist. These views of scientists confirm the reliability of factor analysis and show the importance of the interconnectedness of the researched problems. Depending on the content the significance of the first factor is conditionally called by us a component of professional activity. By importance the second factor includes the following abilities of sport-pedagogical activity. (figure 4):

- ability to solve quickly problem situations – 0,84;
- Ability to foresee activity results – 0, 81;
- Self-reflection ability – 0, 80;
- Will power effect and logical certainty ability -0, 79;
- Ability to formation of a team of student athletes – 0, 78;
- Ability to realization athletes' management strategy – 0, 75.
- Ability to search for sports ideas and to realization the solutions - 0, 72;
- Ability to take responsibility – 0, 71;
- Ability to organize student athletes - 0, 70;
- Ability to make decisions quickly – 0, 70;

- Ability to adequately evaluate own self and other student athletes – 0, 69;

- Ability to manage own psychic situations – 0, 68.

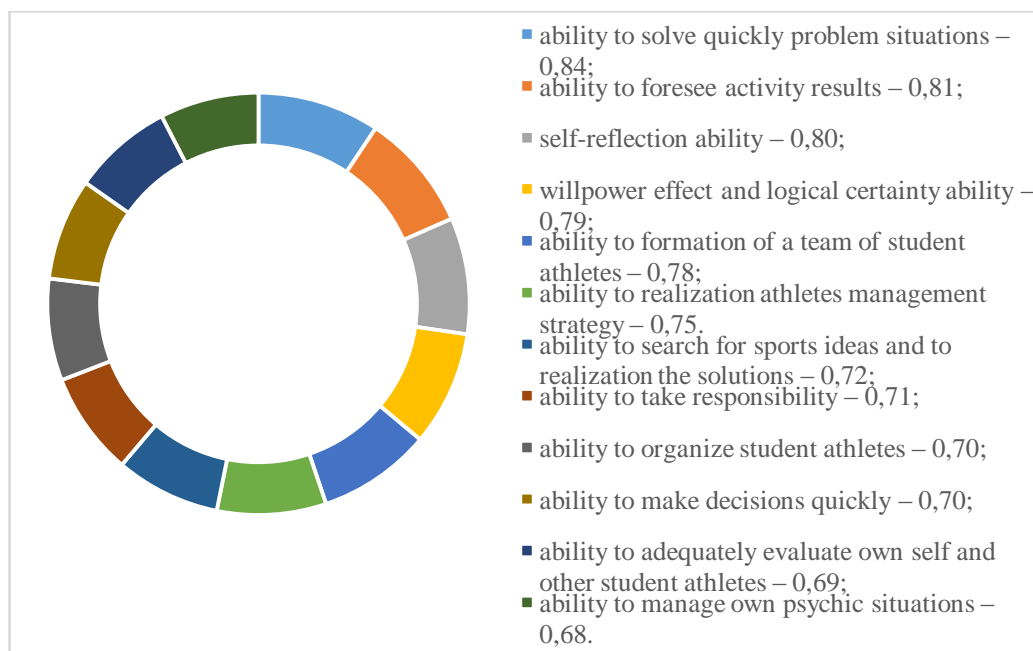


Figure 4. The characteristics of the second factor of expert assessment of the abilities of a modern trainer-pedagogue in sports-pedagogical activity (n=587)

In understanding the semantic basis of this factor, two main directions can be distinguished. One of them is management abilities and the other is organizational abilities. Analysis of the scientific sources relevant to our research shows that the relevance of management abilities is due to the presence of management methods in the sport-pedagogical activity of a trainer-pedagogue, who is usually focused on organizing and managing the training of student athletes, as well as making management decisions.

The activities of a trainer-pedagogue are based on the organization, planning of the training process, monitoring the activities of teams or individual athletes, positive impact on them, making an appropriate emotional situation. All this, of course, requires from a trainer-pedagogue volitional qualities, managerial and organizational abilities, ability to inspire success and confidence to fortune in students. In this regard, the development of organizational and managerial abilities among trainer-pedagogues is one of the important tasks in the process of training specialists in this field.

According to specialists, the decision-making by trainer-pedagogues, organizers of sports events, and their subjective choice is closely related to individual psychological characteristics, the first of which is the management ability. In addition, managerial decisions that remain an act of personal choice occur simultaneously under the influence of certain determinations and are

reflected in the process of interpersonal decisions and interactions. In this regard, the organizational and communication abilities of the trainer are very relevant. [8]

Most psychological studies have shown that self-image, that is, the ability to adequately evaluate oneself, is an important factor in effectiveness of the activity, especially in management activity.

Self-respect can create a zone of permanent failure at a certain stage of activity, which reduces professional motivation. Otherwise, as a result of low self-esteem, low passivity, fear of responsibility, and inclination to set very simple tasks, low subjective probability of failure impairs the consequences of failure. The result of inadequate self-image is usually the incomplete realization of the potential of a trainer-pedagogue in sport-pedagogical activity.

This became clear from the inspection of research sphere that young trainer-pedagogues often experience a sharp decrease in their self-image during their first year of work, often a decrease in self-confidence, a decrease in motivation and even rejection in sports-pedagogical activity. It is known that a sharp decrease in self-image affects efficiency causes negative emotions, neuroticism. But maintaining inadequate self-image provides a person with temporary adequate comfort, which is more inconvenient for activity. Of an inadequate personal point of view, the trainer-pedagogue uses known knowledge and tools to solve a creative task. An adequate point of view, on the other hand, implies individual's creative approach to his activities, which means, on the one hand, the maximum approach to the content of tasks in order to find his creative moments, on the other hand, a self-reflection attitude to his actions, perseverance to own faults and failures.

Thus, based on the semantic basis of statistically significant abilities, this factor is conditionally called the organizational and managerial component.

The third important factor includes the following abilities in sports-pedagogical activity. (figure 5):

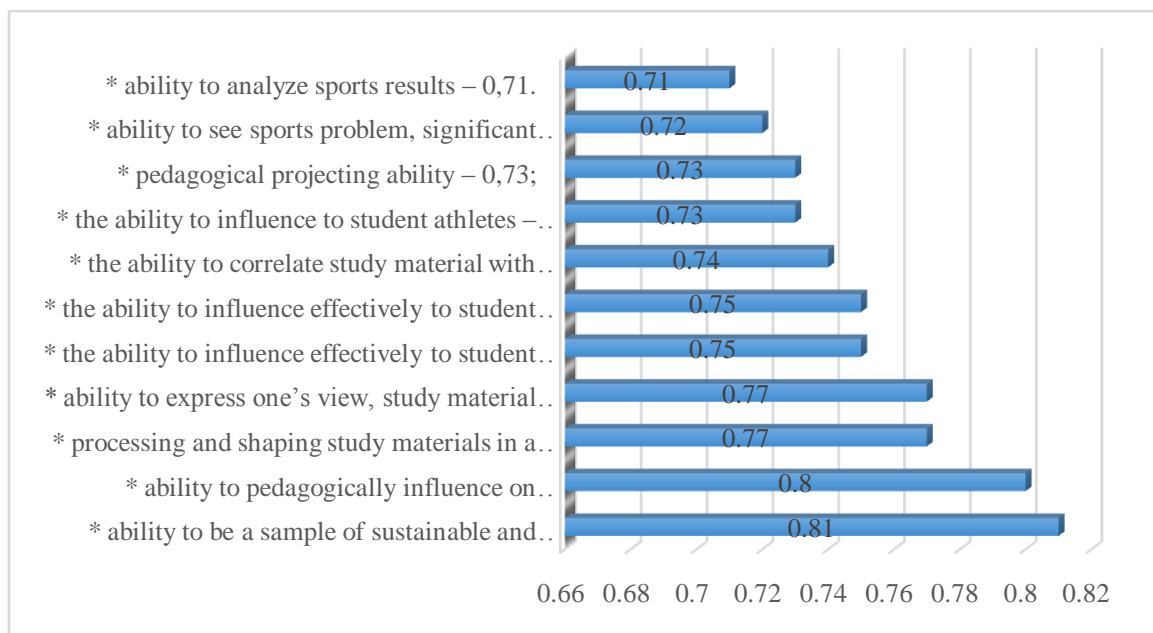


Figure 5 the characteristics of the third factor of expert assessment of the abilities of a modern trainer-pedagogue in sports-pedagogical activity (n=587)

- Ability to be a sample of sustainable and purposeful behavior – 0, 81;
- ability to pedagogically influence on positive emotions – 0,80;
- Processing and shaping study materials in a form that is acceptable to athletes – 0,77;
- Ability to express one's view, study material in a meaningful and understandable form – 0,77;
- The ability to influence effectively to student athletes – 0,75;
- The ability to influence effectively to student athletes with politeness – 0,75;
- The ability to correlate study material with sports life and etc. – 0,74;
- The ability to influence to student athletes – 0,73;
- Pedagogical projecting ability – 0,73;
- Ability to see sports problem, significant tasks – 0,72;
- Ability to analyze sports results – 0,71.

The aforementioned abilities, on the one hand, represent various constructive functions in sport-pedagogical activities, on the other hand, the effective completion of didactic tasks. According to I.V. Trudnev, one of the important tasks of a trainer-pedagogue is to change the object, create, activate various ways of its development. This function is closely related to the systematic and purposeful process of pedagogical influence on student athletes. [9]. There are didactic aspects that reveal actual tasks, as well as requirements for a trainer-pedagogue. Under the didactic effect, the author offers the understanding of a complex functional system aimed at the development of the student, the acquisition of relevant knowledge and skills. In content, this factor is conditionally called the constructive-didactic component.

The fourth important factor includes the following abilities in sport-pedagogical activity (figure 6):

- Ability to understand student athlete based on inspection – 0, 74;
- Ability to act clearly in various pedagogical situations - 0, 71;
- Ability to organize interactions – 0, 72;
- The ability to understand the different conditions of the student athlete – 0, 73;
- Self-management ability – 0, 75;
- Ability to be constantly in an appropriate psychic state when working with student athletes – 0, 70;
- Ability to communicate, understand the interlocutor – 0,69;
- Ability to politely express one's opinion, requirements – 0,69.

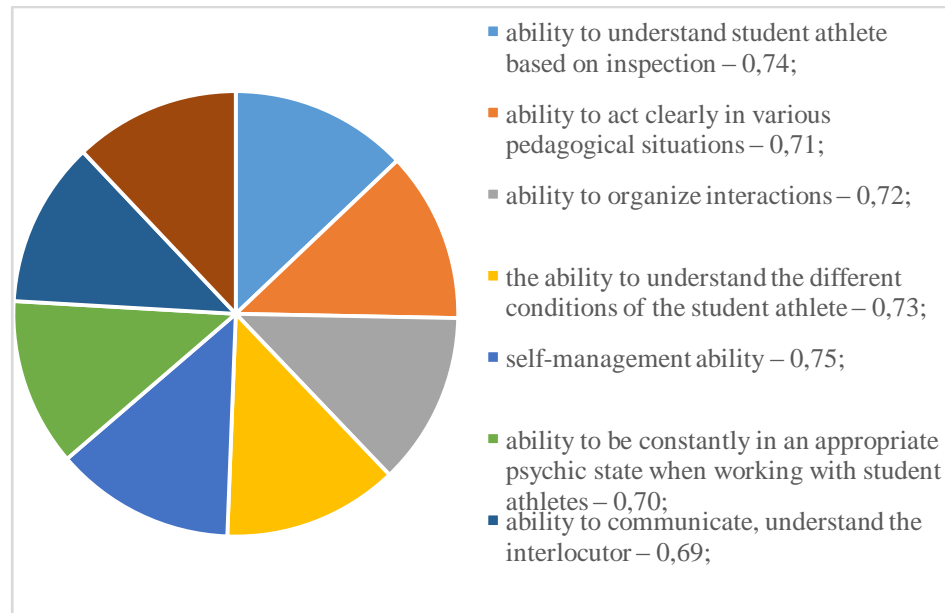


Figure 6. The characteristics of the fourth factor of expert assessment of the abilities of a modern trainer-pedagogue in sports-pedagogical activity (n=587)

All of the above mentioned abilities, by their nature, mainly reflect the communicative aspect. In our opinion, modern sport cannot be imagined without contact, proper communication, intense interpersonal interaction and the interaction of athletes with each other and with a trainer.

Communication in sport-pedagogical activity is a relatively independent component and affects its outcome. Communication creates a common fund of information that combines group perception and the accumulated experience of participants in joint activities, which is used by each member of the society. This creates more effective means of exchanging information, ways of coordinating actions, which positively affects the regulation of group relations. Important communication functions in sport-pedagogical activity should include the management of the psychic state of behavior and joint activities, as well as the exchange of information and emotions.

Research experts studied the dialogue in sport-pedagogical activity, noting that it is associated with various interactions between athletes, as well as athletes and trainer-pedagogues. Communication is the interaction and mutual acceptance between these people through language or other means to achieve changes in their cognitive, motivational, emotional and behavioral areas. Communication depends on the vital necessity, but its content and activity are determined by a subjective attitude. [10]

It is known that the formation of interpersonal relationships in the "athlete-trainer" system is associated with changes in the communicative behavior of the trainer-pedagogue, as well as their joint activity with the psychological organization. Communication is a living material of a trainer-pedagogue. Real trainer' work is, first of all, the joint daily life and activity of the pedagogue and students, the experience of interpersonal interaction, the experience of cooperation, joint participation in team work, which is manifested in communication skills. In this, communication should not be considered as a form of providing other types of activities or

as a system of methods and techniques for realizing goals and tasks in sport-pedagogical activity. This is the central link in a complex pedagogical process, an integral form of activity that must be studied as communication. Therefore, the effectiveness of the trainer-pedagogue is determined by the level of development of his communication skills, the presence of professionally important communicative qualities. The problem of communication is not new for psychological and pedagogical science and the role of communication and its role in the process of professional formation of a trainer-pedagogue has never been hidden, or rather, it has not been sufficiently evaluated or taken into account. Thus, the sphere of communication has not been recognized for a long time, has got incomprehensible and uncontrollable, that is, has not been used purposely or effectively.

Thus, from the researched content, this factor is conditionally called the communicative component.

Studying the features of the development of abilities in sport-pedagogical activity allows us to make the following conclusions:

The analysis of scientific sources and empirical materials obtained as a result of research shows that it is advisable to realize a methodological approach that includes three general directions in the research of the development of abilities in sport-pedagogical activity:

- The first direction involves the use of a systematic approach aimed at identifying the integrity of the subject of professional activity. Whether his individual, personal and subject characteristics are studied as a whole taking into account their relations and interests, it is necessary to identify the diversity of relations and integrate them into a single system model in order to achieve the highest level that a trainer-pedagogue can achieve;
- The second direction provides the basis for the selection of methodological conditions, taking into account its integrative characteristics;
- The third direction involves a set of specific research methods (survey, inspection, interview, primary and secondary mathematical and statistical processing of the received data, empirical data acquisition methods).

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