



ORGANIZATION OF THE PROCESS OF PREPARING FUTURE COACHES IN SPORTS ON THE BASIS OF THE ACMEOLOGICAL APPROACH TO THE ELIMINATION OF CONFLICTS BETWEEN GROUP MEMBERS

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A B S T R A C T	KEY WORDS
<p>The article deals with the issues based on specifics of organizing the process of preparing future sports coaches to overcome conflicts between team members on the basis of an acmeological approach, and describes specific aspects of conflict resolution in the pedagogical process.</p>	<p>acmeological approach, pedagogical contradictions, professional pedagogy, professional skills, design activities, sports activities, psychological features, the concept of conflict.</p>

It is known that the peculiarities of the organization of the process of preparing future sports coaches on the basis of the acmeological approach to resolve conflicts between team members show that most young sports coaches have developed organizational and communicative competencies, which reflects a relatively low level of professionalism. At the same time, it shows the need to organize the process of training coaches on the basis of an acmeological approach and equip them with gnostic, ie basic professional knowledge that allows them to form a high level of professionalism. Because today the systematic development of professional competencies required for the effective organization of the activities of sports clubs is required. One of the main tasks of the pedagogical educational process is to form the qualities of activity and mobilization in the process of working with a group of athletes. This is because sports coaches need to be proactive in identifying and resolving conflicts that arise between athletes in a timely manner. To do this, professors are required to pay special attention to the selection of teaching materials necessary for the formation of these competencies in students. When choosing a study material, attention is paid to its structure and diversity of content. Attention is paid to the fact that the selected training materials are relevant to the purpose of the training and allow to achieve the final result.

The design competencies based on the basic knowledge formed in future sports coaches serve as the basis for the competence to plan and organize lessons in a purposeful manner and help students to reach the peak of their professional skills. S.I. Kudinov [1] noted that in connection with the level of pedagogical skills, basic professional knowledge and skills play a key role in the formation of professional competencies of physical education teachers and sports coaches.

Because basic professional knowledge serves as a basis for the formation of pedagogical skills. The formation of basic professional knowledge in future sports professionals will allow them to achieve a

high level of pedagogical skills. The fact that they have only a professional communicative component indicates a relatively low level of professional skills. Most experts point out that organization plays a leading role in the professional activities of physical education teachers and sports coaches. Most specialists, including N.V. Kuzmina, [2] T.G. Grigoreva, [3] L.P. Matveev, [4] Y.M. Masharipov, [5] B.B. Mamurov [6] have shown that organization plays a leading role in the activities of teachers and sports coaches.

It should be noted that the activities of sports coaches have a number of unique features, and these features vary depending on the specifics of the participants of the sports club. In particular, the design activities of a physical education teacher and a sports coach are forward-looking activities, covering a one-year training program and plan. The coach designs each session individually. Accordingly, in the process of higher pedagogical education, special attention will be paid to the development of project activities of future sports coaches on the basis of acmeological approach. Also, the main content of the basic professional activity is focused on mastering the methodology of directing the effective organization of training with members of the athletes' circle. In the process of forming this activity, students are systematically provided with basic professional knowledge and skills. For this purpose, students will be closely acquainted with the experience of advanced sports coaches, scientific and pedagogical sources on the subject. The personal professional activity of a sports coach is meant to be an example for the members of the group of athletes he or she coaches.

As well as, the components of the professional competence of a physical education teacher and a sports coach include:

1. To introduce athletes to the types of movement, develop the qualities of physical movement, taking into account the capabilities of athletes of each group, and evaluate these qualities using best practices;
2. To ensure the adaptation of athletes to an unfavorable external environment, to know and apply the methods of improving athletes, to exercise medical supervision, to be able to provide first aid;
3. Formation of the need for regular sports among members of the group;
4. Formation of moral, intellectual, aesthetic, selfless, hardworking qualities in athletes;
5. Develop healthy lifestyle habits among team members.

The educational activity of future sports coaches with team members is important, and this activity is especially important in overcoming or preventing various conflicts, contradictions, tensions that may arise.

The project activity of trainers is also of particular importance. This event will demonstrate the creative potential of future sports coaches. Therefore, special attention is paid to the inclusion of educational topics in curricula and work programs that serve to implement project activities. At the same time, attention is paid to the preparation of future coaches for project activities aimed at developing the activities of members of a sports club, depending on what type of physical activity they are engaged in and depending on the season. In addition, future sports coaches should be able to plan group and individual training with athletes.

Future sports coaches should pay special attention to the design of the process of participation of athletes in the training process. Registration of sports contests and other sports events for participation in competitions also requires deep professional knowledge from future coaches. Also, mastering the competence of designing classes in clubs of sports schools requires students to acquire special professional knowledge.

It should be noted that the formation of control and evaluation competencies in future sports coaches is also of special professional and pedagogical importance. These competencies are formed on the basis of current sports standards. At the same time, it is important to train future sports coaches to take into account the individual psychological characteristics and medical characteristics of the members of the club.

Coaching activities also have their own characteristics. Their activities are mostly related to the individual training of athletes. They use the necessary techniques to achieve the intended goal by

engaging the athlete one-on-one in the course of training for a particular sport. The content and methods of pedagogical activity should be improved on the basis of an acmeological approach in connection with this activity of the coach.

The educational activity of sports coaches is comprehensive and complex. Their educational activity serves the realization of educational goals of a sports nature. Educational goals have an individual character in relation to the type of sport. The formation of personal qualities of participants in various sports is associated with the educational activities of the coach, who must apply the methods of educational activities, taking into account the views of the group members, the personality of athletes. To do this, the worldview and character of the athletes must be studied by the coach. The most common situation among athletes is an unhealthy competitive environment, with some athletes trying to achieve their goals in a variety of unfair ways. As a result, various contradictions, unhealthy interpersonal relationships arise. Future coaches need to have a clear idea of such potential situations and master the techniques to prevent them.

At the same time, the personal involvement of the coach in the sport is also important. This is an important component of professional activity related to the training of young athletes. This is important for coaches to understand the intricacies of young athletes' movements. These efforts serve to ensure the success of athletes in a particular sport. Gnostic, i.e. the main professional activity of a sports coach, plays a special role in the preparation of future athletes.

The professional competence of future coaches in a particular sport includes the following components:

1. Be able to determine the purpose of sports competitions, identify and use the methods and techniques used in preparing for sports competitions, taking into account the age characteristics of the student, know the methods and techniques used individually for each athlete;
2. Be able to guide the student to master the content of the lessons;
3. Knowledge of technologies of medical-biological, psychological-pedagogical control of athletes;
4. Athletes must follow safety rules during training;
5. Have the skills to work as a coach and referee in the training process;
6. To be able to form a steady interest in training among sports schoolchildren and students;
7. Formation of a team of athletes, taking into account the specifics of the sport, regular development, as well as assistance in the development of positive interpersonal relationships between team members and the implementation of career guidance, preparation for active participation in sports;
8. Be able to help athletes improve their physical condition, constantly develop their professional knowledge, skills and abilities;
9. Creation of an environment of conflict-free communication between members of a sports team.

Physical education and sports are a means of developing the personality of future coaches and acquiring life skills. Physical culture and sports are an integral part of the life and training activities of future coaches. Sports activities provide an opportunity to improve this activity. This will accelerate the formation of future sports coaches as individuals. In this process, it is necessary to clearly understand the differences between the concepts of "development" and "development factors". The concept of development is based on quantitative and qualitative changes occurring in the human body, complex changes occurring in the body as an integral system, and interactions between all elements. Development factors are a set of personal qualities, a specific type of social activity and a specific educational process.

Developmental factors obstruct or create opportunities for personal development, as well as accelerate or slow it down. In this context, it is possible to describe the content and structure of ensuring the maturity of motor activity. An important step in the analysis of sports activity is the identification of this process. This determines the specific content of the process. At the same time, a comprehensive study of the emergence of needs and their transformation into motives is required. Because it is a responsible aspect of human life. As a result of the formation of motives for human activity, clear

directions are acquired. On this basis, the goals and objectives of the process of training future athletes are determined.

The need for sports arises as a result of satisfaction of initial interests. Needs are gradually evolving and increasing. Needs, in turn, are the source of activity that is formed in athletes. Motives, on the other hand, motivate athletes to engage in activities and ensure that they have a solid perspective in that direction. Athletes have a variety of motives that differ at different stages of their professional status. Motives also help future sports coaches choose the path of professional development. The fact that professional goals are always deeply realized determines the basis of intellectual activity. As a result, future educators will try to resolve the contradictions and obstacles that come their way. They strive to create the necessary conditions for this, trying to acquire professional competencies based on their personal capabilities.

Future sports coaches have objective and subjective conditions for the development of professional skills based on the acmeological approach. The objective conditions include: communicative requirements for sports activities, specific requirements for sports, specific conditions for the activity of an athlete and the achievement of authority in sports.

The subjective conditions of sports activities are based on the innate abilities of the athlete, the development of his mental state in the field of specialization, the important characteristics and physical condition of the athlete, the character and special abilities of the athlete, the athlete's personal experience and his knowledge, skills, abilities and competencies, personal experience.

As well as, analysis of the process of formation of professional skills in future sports coaches shows that it does not involve individual components, but the totality of all personal qualities inherent in this activity. To do this, it is necessary to fully take into account the motivational directions, needs and aspirations of future sports coaches to master the secrets of professionalism.

Based on the acmeological approach, it is supposed to ensure the complexity of all components of the professional development of future sports coaches. There are various pedagogical influences on future sports coaches. It is known that various methods of preparing athletes for sports competitions, the development of exercises used in this process, including the improvement of methods for creating a healthy spiritual environment, are among the topical issues of pedagogy.

The monofrontal (single frontal) direction of the development of mental activity in athletes is widespread. In this direction, the student strives to develop his personal career as a future sports coach. In addition, the mental activity of future sports coaches has a bifrontal element, in which students regularly monitor the actions of their opponents, monitor changes in the competition situation and take appropriate action.

During a series of exercises, including exercises performed in pairs, exercises performed as a team, often conflicting situations arise between athletes. Given such situations, in the training of future sports coaches it is necessary to inform them about the elimination of conflicts and equip them with methods of prevention. The mental activity of students is bifrontal in nature.

In team sports, both coaches and athletes have the opportunity to show more of their mental activity. Because such exercises involve a variety of actions: programmed movements, control of individual movements of the athlete, group exercises within the team, overcoming the difficulties of athletes in training and conflicts between them, as well as overcoming the difficulties of competing team members and keeping them healthy. access to the environment. In this process, it is necessary to take into account the socio-emotional state of athletes and expand the opportunities for their socio-cultural impact. Sports coaches should be prepared for similar social and cultural activities in higher education institutions. It is especially important that future sports coaches have an in-depth knowledge of the content and structure of the psychological states of student-athletes and students.

In conclusion, it should be noted that the specialization of future coaches in a particular sport sets them pedagogical and methodological requirements associated with this sport. In addition, there are special requirements for the development of their motor qualities and morphological and functional properties.

The psychological characteristics of athletes involved in many sports are compared, possible conflicts between them are predicted, methods for overcoming them are taught. These methods are selected taking into account their predisposition and psychophysiological characteristics. The needs of sports schoolchildren and students serve to activate their specific movements. As well as, the knowledge formed by future sports coaches makes it possible to select such athletes, send them to training, and take into account their characteristic features.

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