



THE DEPENDENCE OF THE PROFESSIONAL COMPETENCE OF THE TEACHER AND COACH IN EFFECTIVE ORGANIZATION OF PHYSICAL EDUCATION AND SPORTS ACTIVITIES

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Anatisation

Targeted reorientation of professional training courses and faculties of physical education and sports specialists is carried out on the basis of a systematic approach. The main requirements for professional skills that require a systematic approach are the adaptation of knowledge and skills to the changing conditions of the labor market to obtain useful results with the characteristic of adaptation.

Keywords: Training system, professional knowledge and skills, higher education institution, Physical education, Pedagogical activity, Physical exercise, trainer activity.

The professional activity of the subject and affected objects (in the field of professional activity) significantly changes compared to the traditional (pre-market economy) educational process in professional development courses and faculties.

The final (adaptive) result of the current system of professional development should not be focused on the formation of a narrow range of professional knowledge and skills, but on acquiring the theoretical and methodological foundations of professional skills that will allow the graduate to apply his knowledge in a new type of professional activity with a sufficiently high level of efficiency. It must be included. In the course preparation system, the main components of post-university professional education are targeted instruction aimed at forming a person with professional skills in the field of physical education and sports. It is complemented by the systematic acquisition of new professional knowledge in conditions that provide.

The personality of the pedagogue, his image is of great importance in front of the students, the reputation of the teacher in the process of education and training does not cause difficulties for students to perform physical education exercises accurately. The reputation of a physical education teacher and sports coach depends on his respect for his profession, some of his qualities, as well as the ability to attract him, take the main place.

In order to achieve high results in physical education and sports among the characteristics of a specialist: diligence, determination, integrity, good understanding of the individual, correct and positive assessment of the group, working according to one's own plan, working with students. It is important to be in a relationship.

There are still serious shortcomings and mistakes in the creation of the updated system of professional training of specialists in the field of physical education. In addition to being relevant to the field of organization of these works, they also work in state educational institutions (schools and higher educational institutions) and public physical education organizations (volunteer societies and



associations for physical training and improvement of youth and senior citizens) is also related to the development of pedagogical conditions for the implementation of the tasks of developing the professional skills of personnel in the system of training professionals for work.

The scientific research carried out by us aimed at developing the organizational and pedagogical conditions for the development of professional skills of physical education and sports personnel depends on this.

To improve the professional skills of a specialist teacher in physical education:

- methods of pedagogical skills;
- loves his work and is sufficiently satisfied with his work;
- a beautiful physical figure, showing the process of performing physical exercises;
- inner world and external appearance, to arouse enthusiasm in students;
- typological aspects, strength of mobility and pressure in stressful situations.

Physical education teachers with these qualities performed according to their personal skills compared to nervous teachers. Talented physical education professionals do not experience an inferiority complex when their work is positively evaluated (with the exception of some administrators who strive for perfection by supporting each other in their goals). The pedagogical activity of a youth and children's sports coach has a complex structure, like the work of a physical education teacher, and at the same time differs from other pedagogical professions.

A high level of knowledge of the coach in the field of biological and psychological processes, during the period of active growth and development of the adolescent, requires great physical and technical training from the coach, especially according to the results of many studies and practices (Ozolin, 1987; Filin, 1987; Dergach , Isaev, 1981) to have pedagogical skills is:

- to be able to convey the curriculum in a way that is understandable to the student, to have a scientific approach to the work process;
- having pedagogical qualities, the ability to attract all students, to work with a team;
- organization of a children's and teenagers' group, familiarization with the life of students and interest in it;
- conducting conversations in an interesting and comprehensible manner, fluency in speech;
- observability, drawing correct conclusions by analyzing observations, being demanding towards students and oneself;
- to make the curriculum interesting by connecting it with the present time and life.

Pedagogical skills include the following: diligence, cooperation, the ability to attract, the right distribution of attention, demandingness, skill, etc.

These features have their own requirements. Pedagogical and coaching activities teach to know these pedagogical qualities in depth.

A.Dergach and A.Isaev (1981), A.Ter-Ovanesyan (1978), B.Shiyan (1977) and other scientists expressed their opinions on issues related to the study of the structure of pedagogical activity of children and adolescents.



The results of the analysis of the activities of children and teenagers coaches show that the ability to work depends on a person's psychological personality and pedagogical skills.

The structure of the coach's work, first of all, requires from him future management, foresight, didactic planning, promptness.

Improvement of coaching activities includes a number of requirements, that is, it requires practical and theoretical training.

These requirements require precision and evaluate the performance of the trainer with different components.

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