

## Peculiarity of Pedagogical Activity of Physical Education Teacher and Coach

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### ABSTRACT

*All types of pedagogical work have their own specifics depending on the specialty, the nature of the educational process, working conditions. In this regard, the activities of physical education teachers and coaches have their own characteristics.*

P.F.Lesgaft imposes both general and special requirements on physical education teachers and coaches. "The head of physical education... like everyone involved in teaching," he says, "must be a well-educated person, possessing the necessary knowledge of physical exercise and sports, as well as familiarity with the shape and development of the growing young organism." At the same time, the most important thing is that he himself should be extremely disciplined, restrained, able to manage his actions carefully."

During the academic year, teachers of physical education in general secondary schools organize a number of mass physical education and sports activities in accordance with the calendar plan, dedicated to the glorious dates, holidays, and memorial days of our republic. He forms and educates the school physical education team consisting of teachers and students. The members of this team can reach 300 people in large schools. The organizers of the physical education team include public referees, instructors, public trainers, members of the physical education council and activists.

The head of school physical education coordinates and manages the entire work of the team. In addition, he helps school teachers, especially class leaders assigned to classes, to solve the tasks of physical education of students and take them to public physical education and sports activities (tourist walks, sports holidays, exhibitions, walks, school competitions, sports nights, etc.) attracts to leadership, it is necessary to carry out important organizational work with them.

A school physical education teacher carries out his work in unique complex conditions.

For such complex conditions:

- Conducting physical education classes in open and closed sports facilities, sports halls, which are much larger than regular classrooms;
- division of school physical education classes into parts, i.e., the division of the lesson into introductory, main, final parts and the time allocated to them;
- swimming in swimming pools (pools) of central city schools with conditions, Uzbek wrestling training on wrestling mats in indoor sports facilities;
- different physical fitness status of students (girls and boys) participating in school physical education lessons;
- diversity and unorganized presence of school students;
- in physical education lessons, they often use dangerous equipment (turnicle, burs, rope, pole vault);
- the high level of movement activity of students during physical education classes leads to conflicts and injuries in performing exercises.

The lessons of a physical education teacher with students of different ages in one day require special effort from him, therefore, it is necessary to plan his work taking into account the level of physical development of the students of a particular class.

In the physical education lessons of general secondary schools, the teacher of physical education uses not only his mental energy, but also a lot of physical energy, because he shows the actions of the lesson plan to the students from time to time, and takes care (insures) when the students practice in sports shells etc.

Today's physical education teacher has studied the general secondary education physical education curriculum well, has acquired knowledge, skills and competences in sports such as gymnastics, athletics, volleyball, basketball, handball, football, wrestling, swimming, has good physical fitness, teaching and requires a close familiarity with the methodology of conducting sports competitions.

The work of a coach working in sports schools for children and teenagers also has its own characteristics.

The work of sports coaches is significantly different from the work of a physical education teacher. It is aimed at identifying and developing the sports ability of students, predicting their life path in sports.

Let's look at some features of the activity of coaches of sports schools for children and teenagers. They include:

1. Specificity of the motive (interest) of the activities held in different groups of sports schools for children and teenagers and their voluntary choice by the participants.

Voluntary training in a sports school for children and teenagers has a significant impact on the nature of the interaction between the participants and the coach. The relationship between the athlete and the coach, the prospect of lack of trust and respect for the coach can be the reason for the departure of a bright athlete from a sports school for children and teenagers.

2. Special conditions for the relationship between the coach and athletes (occurs during competitions).

Most sports coaches have no problem interacting with athletes during practice, outside of practice, and during sports meetings. During competitions, difficulties may arise due to objective reasons.

Reasons that cause dissatisfaction of children and teenagers in sports schools:

- poor organization of competitions;
- fear of unsuccessful participation in the competition - it can be said that the athlete cannot fulfill the tasks set before him.

The mental state of sportsmen who are included in the main team, who are in the reserve and who are left out of competitions in sports schools for children and teenagers is different.

The coach is required to treat each athlete with a special gentleness. Not only the athlete, but also the coach experiences the situation before the start, the behavior of the athletes and their participation in the competition largely depends on how the coach behaves during the competition.

### 3. The need to always maintain a high level of physical ability and technical skill.

The physical capabilities of the coach mean his physical condition, the ability to perform exercises with the participants. Technical maturity means the trainer's ability to perform the exercise technically correctly.

The level of physical ability and technical skill has a significant impact on the performance of the exercise and, of course, on the reputation of the trainer. For example: when a coach explains to a young athlete an optional program element performed with a belt, if the athlete is unable to perform it, the coach himself performs the exercise on the belt. The athlete tries to repeat the exercise.

Being in good physical condition is considered the main necessary psychological factor that helps the coach to have confidence in his own strength. A coach's ability to correctly perform exercises during training increases his reputation among athletes.

The coach not only leads the pedagogical process during training sessions, his educational activity continues outside the children's and teenagers' school. He becomes a teacher of his students during the very responsible period of competitions, has a great influence on the entire lifestyle of athletes, on their choice of life path, on the formation of their life positions. The coach knows well the condition of each athlete, understands all the details of his spiritual and physical life, deeply studies the state of his body and carefully observes the organization of his life, work activities, and rest.

### 4. The coach is the organizer of the sports team, which differs from the usual student or production team by the special complexity of the management structure.

Members of a sports team are usually also members of a work or school team at the same time. Most often, their joining a sports team is temporary (national team, training camp, etc.). It is more difficult for the coach to create a team during the training sessions of the competition, because the athletes come to the training session from different cities and sports communities.

The coach often has to lead the activities of the sports team and individual athletes in the conditions of complex competitions (at the time when maximum demands are placed on the athlete's moral and physical qualities). The success of the coach's work during this period depends on the variety of pedagogical tools.

A coach should be familiar with the different demands of athletes and their reasons for participating in sports activities. This will help him clarify his point of view in his dealings with athletes and lead the team.

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