



Improving the Mechanisms of Trainer-Athlete Dyad Relations in Sports Schools

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ABSTRACT

Due to the increasing influence at present, despite the dynamics of intimate relationships, the importance of understanding the mechanisms for the formation of interpersonal relationships increases, in the analysis of which specific sociological and socio-psychological aspects prevail.

The relationship between the coach and the athlete is increasingly attracting the attention of specialists, primarily due to the clear influence of their characteristics, which are formed in each case, on the effectiveness of education and training, on the formation of the personality of the audience, and often on the results of direct competitions.

Keywords:

attitude, component, training, sports, coach

The acceleration of the process of their formation with a multi-component relationship between a coach and an athlete is associated with daily training, their construction throughout the year and the saturation of competitions. In addition, due to the specificity of these sports, a special place is occupied by the relationship between a martial arts coach and an athlete. Significant volume exercises aimed at a wide range of opportunities for individualization of training, multi-stage competitions and control of the athlete's activity between duels for the coach.

Mastering future coaches with theoretical materials on the formation of relationships mediated by practical activities in the form of sports optimizes their pedagogical activity, creates an optimal socio-psychological environment in the sports team, increases the influence of the educational process on the personality of students and the formation of results in competitions. For students of physical education universities specializing in martial arts, improving the training course on

the study of the socio-pedagogical aspects of the formation of relations between a coach and an athlete is an important component of the process of mastering professionally important knowledge and skills of a coach.

At the time of communication between the coach and athletes, he ranks second (and sometimes even surpasses) after the communication of athletes with family members. It is through it that training, the transfer of knowledge, the education of students are carried out. Therefore, the coach must pay great attention to the communication process. An important component of communication in the Coach-parent-athlete system is the speech effect. The transmission of Speech Messages is not the main goal of communication, but a means of achieving other goals: communication is "the activity of at least two using such a tool as a language for the exchange of various information for the implementation of the social life of people, their interaction in society." On this basis, the speech effect is interpreted in a broad sense as

"any speech connection obtained from the point of view of its expediency, targeted conditioning", as "an impact on individual or collective consciousness, which is carried out in natural language through messages." However, for psycholinguists, first of all, the effect of speech in a narrow sense, i.e. speech communication in the media system or propaganda speech. The scheme of the received speech effect includes two parts: organizational and motivational. The first - "technical" - is associated with the organization of communication, involves establishing communication, attracting and retaining the attention of the audience, gaining its trust, preparing the optimal psychological soil for the perception of speech, in other words, aimed at achieving a comfortable state to ensure the speech effect of the receiver. Several motives can be used to stimulate one activity, the main of which is the one that generates meaning, i.e. giving personal meaning to the activity. Activity consists of individual actions provoked by its motive, aimed at specific goals, the achievement of which, together, should ensure that a person satisfies his needs. From this, the principle of speech action consists in the formation or actualization of the need to carry out a certain activity on the object of influence, the proposal of the corresponding topic-motive, as well as a clear or hidden demonstration of the action plan. One of the ways of speech influence that allows you to achieve this goal is to change new or old knowledge about the phenomena of reality, which the listener relates to his system of motives and needs.

Communication is one of the most important means of socialization of a person, its existence, the way of satisfying and regulating basic needs, the main channel of interaction between people. In everyday life, a person learns communication from childhood and assimilates its different types, depending on the environment, people with whom he interacts. This happens unconsciously, in everyday experience. For professional activity, especially in relation to people, and the transfer of information, knowledge, experience given is not enough, it is necessary to acquire

theoretical knowledge. Communication is characteristic of all higher living beings. However, only at the human level will it acquire the most perfect forms. In the lifestyle of various higher animals and people, 2 sides are distinguished: connections with nature and relationships with living beings, 1 is Activity, 2 is communication in which living beings interact with each other, with the organism, exchanging information. In communication, the following aspects are distinguished: content, purpose and Means. Content is information that is transmitted from one living being to another in individual contacts. The content of communication can be information about the internal motivational or emotional state of the individual. One person transmits information about his needs to another, and he believes that the person to whom he applies is involved in meeting these needs. In addition, through a person's contact with a person, information about the emotional state of the person can be transmitted. "One of the important facts of human life is that people experience different emotional experiences and seek to experience them. The main source of these experiences is interpersonal situations ". This is satisfaction, joy, anger, sadness, suffering, etc. Importantly, "satisfying emotional needs is possible in any form of communication... people often underestimate this fact, ignore it, or even try to somehow resist it. This condition can be associated with the belief that impressions interfere with intellectual work and professional activity. Thus, the requirements for relieving professional activity or scientific research from emotions arise, although the factors of satisfying emotional needs cannot be completely excluded from interpersonal communication. As a result, emotional problems are often excluded from the field of consciousness, and this is not useful, but harmful. The content of communication between man and man is multifaceted, which is very different in its internal content. In communication with each other, people learn about the world, acquire rich life experience, knowledge, develop their own abilities, skills and abilities.

The coach's communication with the team is of great importance. Namely: be constant, depending on the situation, you need to contact each ward, because a characteristic feature of the football player's personality is to demand adequate attention to himself. The emergence of disagreements within the team, as a rule, leads to a lack of mutual understanding on the site, to conflicts.

The coach must communicate with the team, give advice in the game and learning process, clarify and convince during the time-outs, while taking into account the timing of making such a correction so as not to cause confusion for the players, which can interfere with their concentration. A significant impact on the style of communication is professional activity that requires intensive and multifaceted communication. Communication style is the effectiveness of this activity, the psychological environment in the team, the level of relationships, i.e. with criteria for the effectiveness of the activities of the teacher and, in particular, the coach.

Melnik E. V., Silich E. V. distinguish 3 styles of communication: flexible, rigid and intermediate (transitional), they differ in understanding the subtext of communication, in the ability to control emotions.

1) flexible communication style is associated with a quick direction of interaction, understanding the subtext of communication, the ability to control your emotional state and the communication environment in the team.

2) strict communication style - lack of analysis of their behavior and collective behavior, lack of self-control, inadequate self-esteem. It is difficult for a coach with a strict communication style to find the right tone.

3) Intermediate style - a combination of unequal Styles is successful, since it increases both the efficiency of activities and satisfaction with interpersonal relationships in the team.

According to the classification of the presented communication styles, the following list of trainer qualities can be distinguished, which is important when choosing this or that communication style:

- 1) the ability and desire of the athlete to take into account his position, thoughts;
- 2) self-control;
- 3) analysis of the behavior and behavior of athletes;
- 4) the distance that the coach holds in relation to the athlete;
- 5) assessment of the actions and behavior of players;
- 6) the ability and desire to praise, encourage, empathize;
- 7) Use belief or coercion;
- 8) be careful with the selected means of exposure;
- 9) communication goal (to achieve their goals or to help players achieve their goals)

An analysis of research on the methodology of pedagogical observation shows that in the training activities of the coach, they become more balanced and calm. This is true, because during the competition or directly during the game, the coach experiences psychological stress and may lose control of himself, then emotions that not every specialist can cope with come to the fore.

According to the study, the recommended communication style for use is:

1) the tone of communication in educational activities should be calmer than in competition. In the latter case, low tones, as a rule, are not used by any of the trainers.

2) insulting and humiliating their players by the coach. In 55% of cases, there is no insult in training mode, and during a tournament or Championship, this figure drops to 25%.

Based on this analysis, during various competitions and championships, many coaches indicate a low level of pedagogical communication and allow them to say rude words to their wards, which is absolutely impossible for a real specialist in their field.

3) moral support of players by the coach to achieve the set goals. In fact, most coaches and teachers support their departments morally, which in turn improves the quality of the game by following the two previous points

4) the next criterion is self-control. In the educational process, in about 85% of cases, the learned coach-teachers showed an average and high level of self-control, which cannot be said

about the competition process. During the competition, about 35% of teachers lose self-control and remain at a low level, which also affects the quality of the game.

Summing up this idea, it should be noted that in training sessions, coaches demonstrate a high level of their professional pedagogical communication.

In competitive activity, these indicators decrease.

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