

# Modeling Educational Activities of the Coach

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**Keywords:** Sports Activities, Coordination Qualities, Speed, Principles, Functional Status, Training Process, Athlete.

**Abstract:** Sports activities is one of the most complex manifestations of human capabilities that contribute to spiritual, moral, physical and aesthetic development. A deliberate, deeply personalized, systematic training load contributes to the improvement of intellectual, cognitive sphere; the growth indicators of muscle strength, speed, endurance, agility and other motional – coordination qualities, improve functional status, improve moral and volitional qualities of the personality. The aim of this work is a theoretical justification of the coach educational activities modelling as a significant component of the training process.

## 1 INTRODUCTION

In the process of sports training it is necessary to plan not only the physical, technical, tactical, theoretical and psychological training of the athlete, but also of the targeted educational activities. Implementing the objectives and tasks of sports training is due to the significant role of ethical-volitional and moral qualities: diligence, discipline, and self-discipline, responsibility, independence, perseverance. The growth of sports achievements is due to many factors, among them the leading place belongs to the selection of an adequate training load for the success of adaptation to systematic muscular work with its constant increase in complexity level. A variety of motor tasks have to be constantly changed and become more complex to ensure the functional, physical and psychological readiness for successful motor activities and creating the margin necessary to overcome the stresses, most important of them are the stresses in competitions. Athletes often assess the capabilities of their body, are setting high goals and insufficient training. Thus, as a rule, the physical and technical-tactical training extended the importance of the support systems, their effectiveness is conditioned by the gradual and consistent increase in requirements for higher training load and the development of personal qualities is underestimated.

Analysis of literature indicates a common problem of many coaches believing that the system

necessitates the development and perfection of moral-volitional and moral qualities. So, at training sessions, the formation of the motor skill requires repetitive motor actions that are associated with overcoming fatigue by monotony and lack of the exercises emotion. But the organization of the training process that includes elements of novelty, variety of motor acts and that enhance emotional training, significantly increases the development of moral-volitional qualities helping the athlete the strength to overcome the uncomfortable condition of an organism when repeating the same motor action. Coach educational activity means education of athlete by the coach. This demonstrates the great importance of targeted educational activities implementation and determining its place in the whole system of sports training.

Tasks:

1. Developing a model of the coach educational activity
2. Based on this model developing a methodology of the coach educational work and checking its efficiency during the pedagogical experiment.

## 2 ORGANIZATION AND METHODS

The analysis and systematization of scientific and scientific-methodical literature, questionnaire

survey, pedagogical experiment, observation, testing, statistical data processing. To identify the types of temperament of the athletes, we used the test G. Eysenck. In the process of sports activities only the coach personality on the athlete is done. Athletes by their behavior, actions of the coach are put before necessity of finding and implementing methods of influencing the development of socially significant personal qualities. They determine the effectiveness of not only sports activities, but the whole process of life support.

**Subject.** In the preliminary research carried out by means of questionnaire 20 athletes who are engaged in middle distance running and 5 experts took part. Panel of experts were 5 persons, highly qualified coaches according to the 5 – point system.

An experiment aimed at verification of psychological training method of middle distance runners based on taking into account the types of temperament at the pre-competition stage of training was conducted. Middle distance runners at the age of 16-20 years took part in experimental work. One experimental and one control group of 16 people were formed.

## 2.1 Questionnaire Survey

Two questionnaires were made. The first questionnaire was for a panel of experts - 5 persons, highly qualified coaches, it included 20 questions according to the 5 - point system. A measure of athletic training understanding was taken into account as a scope of activities aimed at improvement of the personality, revealing the hidden possibilities and abilities, meeting the challenges of self-discovery and self-realization.

Evaluation criteria of the chosen 5 – point system:

5 points – a high degree of the sports activities objectives understanding similarity by the coach and an athlete; an awareness of existing kinesiological potential ways implementing;

4 points – similar understanding of sports training goals and objectives, as well as their implementation conditions;

3 points – the unity of views on specific sports training issues;

2 points – vague idea of sports activities purpose understanding between the coach and the athletes;

1 point – the unwillingness to self-and objective evaluation of their behavior.

To assess the dynamics of the athlete personal characteristics indicators they were identified by questioning and interviewing of personal

characteristics peculiarities manifestation of the trainer and the athlete. Expert assessment method of the athletes' educational activities was used.

Evaluation criteria:

5 points – a clear manifestation of the coach and the athlete personal characteristics positive dynamics;

4 points – a significant reduction of negative factors to the educational activity;

3 points – the manifestation of positive personality traits tendency, improvements in the training and competitive activities effectiveness;

2 points - certain attempts to correct identified deficiencies in the behavior of the athletes;

1 point – a negative attitude towards the evaluation of their own personal properties.

## 2.2 Methods of Mathematical Statistics

All the data obtained were statistically processed using the following criteria:

- test the hypothesis of the difference of two mean values, a two-sample Student t-test for independent samples and a pair of two-sample Student t-test were used;

Statistical processing was carried out on a computer using statistical packages SPSS-17, spreadsheets Microsoft Excel.

## 3 RESULTS AND DISCUSSIONS

According to the test G. Eysenck the temperament adaptation to the activity requirements is the individual style formation. One of the conditions for the formation of the middle distance runner individual style, in our opinion, is the account of temperament properties. The choice of methods and ways of performing actions that are most consistent with the temperament of middle distance runner – the key to successful sports performances. One of the most important conditions for the emergence of individual style - conscious, creative attitude to the work performed. Individual style occurs only if a person is looking for the best techniques and ways to help him achieve the most successful results. There is a number of special psychological and pedagogical principles on which education of middle distance runner individual style is based. One of the main tasks of training is to adapt the temperament of the athlete to the objective requirements of sports activity by forming an individual style (Fig.1).

The model is built on the conceptual approach, the leading one is the unity of consciousness and activity.

The essence of this provision is that the consciousness of the individual determines the direction and content of the activities. In the course of activities consciousness as the perception of the outside world and its impact on identity is specified and improved, tested and perfected (Fig.2).

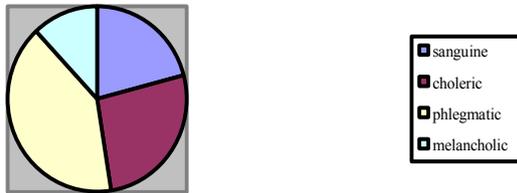


Figure 1: The distribution of the middle distance runners for types of temperament.

In the course of development and improvement of approach there is a change in the specific plan of activities. Further development of this concept approach is in the social conditioning of consciousness and activity. The better the athlete is aware of the significance of the sports activities results because of athlete's attitude to the training process; the formation of ethical-volitional and moral qualities that determine performance; the willingness to endure heavy physical activity, exercise persistence, perseverance, the higher are athlete's sporting achievements.

Sport training has a complex structural content, acting simultaneously on the social and biological sphere, it provides significant changes in the indicators of physical, functional, psychological,

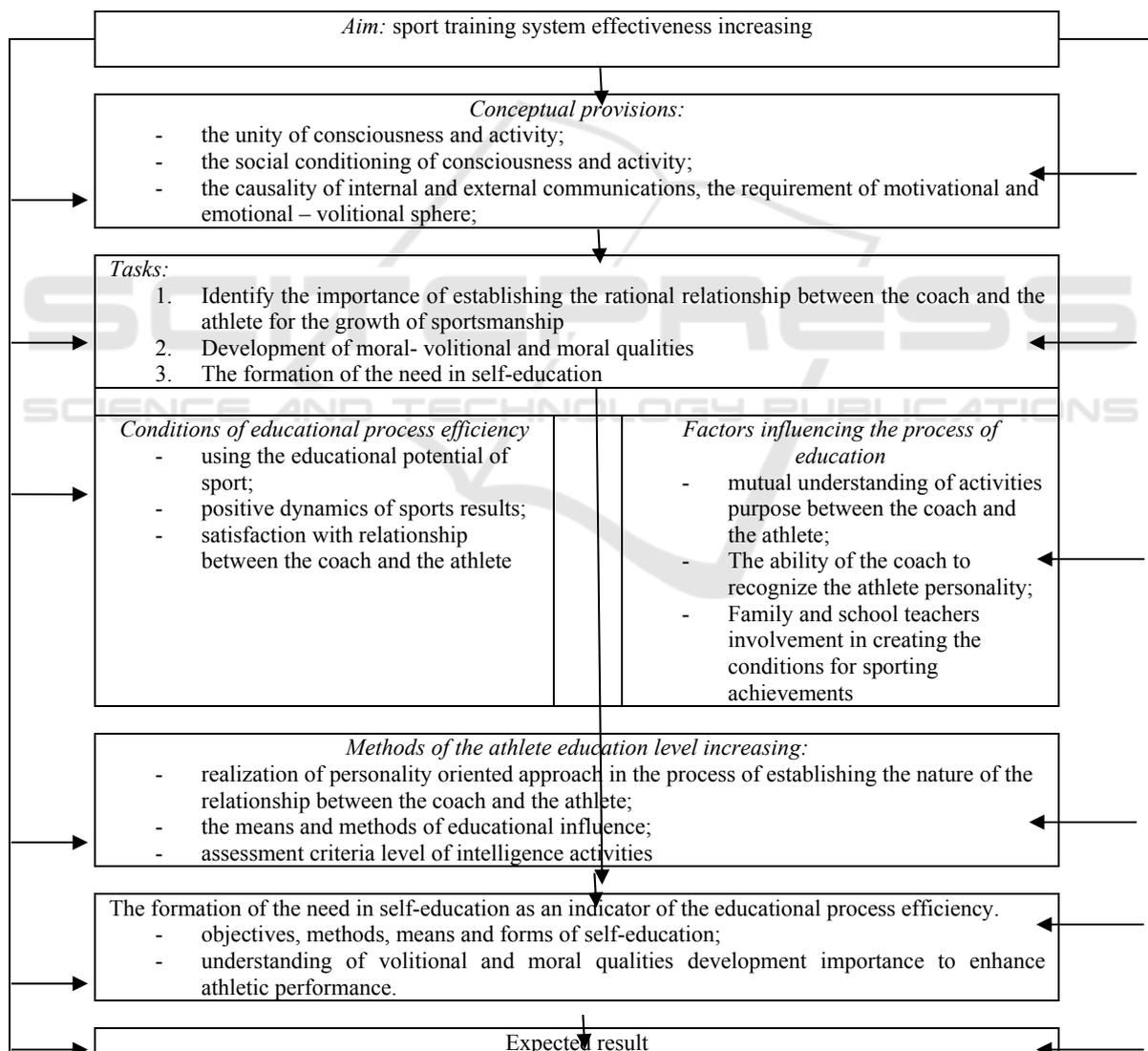


Figure 2: Model of the coach educational activities.

intellectual sports training, resulting in the identification and manifestation of certain relationships and interdependence of all sides of the sports activities. Motivational sphere defines the orientation of an individual towards the realization of the set goals as its achievement is an incentive for more complex remote goals, the achievement of which requires the mobilization of motor and vegetative functions, and participation in psycho-emotional sphere, as volitional potential has an important role in the implementation of the objectives.

The effectiveness of the educational activities is determined by several factors and conditions accounting for the implementation of which ensures the performance of the educational work. Sport has a high educational potential; however, its use involves thorough understanding of the educational influence mechanism. This is the main reason for insufficient use of sport as the leading means of educational influence.

To assess the coherence of the trainer and the athlete objectives; improve the dynamics of a coach and athlete personal characteristics; the degree of the educational process individualization we have developed evaluation criteria, allowing to reveal the dynamics of relevant indicators for assessing the nature of relations between the subjects of the educational process.

Before the pedagogical experiment the initial level of relations between elements of the system "coach-athlete" in the studied conditions was assessed. Analysis of the results showed no significant differences in the level of educational activities athletes personal characteristics manifestation that determine the nature of their relationship ( $p>0.05$ ). After the pedagogical experiment re-assessment of the coach and athlete relations formation was carried out using the same criteria. The findings suggested that the indices improved in both groups: CG and EG. However, in the EG due to the implementation of the fundamental principles that determine the nature of cooperation between the coach and athlete; practical implementation of the basic provisions, the level of educational activities and periodic use of evaluation criteria educational influences the nature of the relationship between the coach and the athlete has reached a qualitatively new level.

So, when assessing the coherence and unity of the purpose the coach and the athlete in the CG –  $2,72\pm 0,11$  points to the end of the pedagogical experiment showed improvement and made up  $2,97\pm 0,11$  points ( $p>0.05$ ); in the EG, respectively,

with initial data of  $2,69\pm 0,08$  points by the end of the pedagogical experiment the indices improved to  $3,56\pm 0,10$  points ( $p<0.05$ ). When the source data of the athlete personal characteristics manifestations in the CG  $3,15\pm 0,16$  points to the completion of the pedagogical experiment indicators improved and amounted to  $3,41\pm 0,09$  points ( $p>0.05$ ); in the EG, respectively, with initial data of  $3,17\pm 0,11$  points after the pedagogical experiment the studied parameters increased to  $4,29\pm 0,15$  score ( $p<0.05$ ). When evaluating the source of the data manifestations of educational process individualization in the CG –  $3,09\pm 0,17$  points to the end of the pedagogical experiment the results improved to  $3,33\pm 0,11$  points ( $p>0.05$ ); in the EG, respectively, with initial data of  $3,07\pm 0,16$  points to the end of the pedagogical experiment the results increased to  $4,43\pm 0,18$  points ( $p<0.05$ ).

## 4 CONCLUSIONS

The results of the pedagogical experiment showed that the character of relationships between elements of the system "coach-athlete" significantly affects the efficiency of sports training system, because it determines the psycho-emotional state of the training process, subjects, performance, creative attitude to sports activities. The process of education, based on the regularities of personality development and growth of sports skill should be based on the fundamental principles of rational interaction and the relationship between the coach and the athlete. Methodological provisions that establish the performance of educational activities must be considered: awareness of the self-education importance as a structural component of sports training; unity of the coach and athlete purposes; ensuring positive dynamics of the athlete personal characteristics improvement indicators; understanding individual focus of the educational process as the basis of the coach and the athlete rational relationship establishing.

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