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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**PEDAGOGICAL AND PSYCHOLOGICAL REQUIREMENTS FOR COACH-  
MENTORS IN TEAM SPORTS****R.N. Egamberdiev**

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**ABOUT ARTICLE**

**Key words:** Coach, student, qualities, psychological preparation, volitional qualities, pedagogical process, training, classes.

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**Abstract:** This article reveals the moral qualities of young people, such as patriotism, national pride, duty, conscience, mutual respect and dignity, which play a leading role not only in their personal development, but also in maintaining a clean and stable psychological climate in our society.

**Introduction.** Coach-Mentor is a person who has permission to engage in coaching activities and conducts training sessions, mass physical education events, as well as manages competition events to achieve sports results. The coach must not hinder the effective conduct of their activities and should combine professional and personal qualities. The coach's activity is clearly visible in both sports processes (sports training and competitions).

When a coach conducts training sessions in a particular sport, their students not only learn their sports qualities but the coach also becomes a personal role model for the students to imitate.

As a result of our observations, we witnessed a young student-athlete adopt the coach's habitual daily actions, even speech patterns. In this regard, an experienced wrestling coach, Azam Isomov, believes that positive personal and professional qualities will certainly improve in students, or conversely, negative qualities will lead to difficulties in our joint activities.

**Methods.** The coach primarily emphasizes the spiritual and aesthetic education of the athlete in psychological preparation. Special attention is paid to the development of an ideologically oriented personality, i.e., the formation of a disciplined, cohesive individual, a team player among peers.

When shaping the intellectual qualities of athletes, attention is paid to the proper formation of the athlete's thinking processes of analysis and synthesis. It is worth noting that the independent thinking of a young athlete will lead them to create their own "royal style" in the future. It is not always correct to go beyond the "line drawn" by the coach.

The formation of athletes' volitional qualities is the foundation of psychological preparation. This refers to improving the structure of strength qualities characteristic of any sport, preparing to overcome suddenly arising obstacles, teaching quick behavior, correctly assessing situations, making clear decisions, and developing skills for their correct implementation. Furthermore, increasing resistance to external and internal factors that hinder the athlete during competitions, enhancing concentration, strength, and endurance are also key aspects of developing strength qualities. The coach also pays special attention to developing in athletes the ability to critically evaluate exercise performance in sports and plan their next move.

**Results.** The coach must be able to maintain a positive mental state. They must be mentally prepared for this process so that they can hear loud voices amidst the noise of the gym, sports field, or swimming pool while working. The better the athlete trains, the more effectively and efficiently they will perform a given task. The future activities of a mature young specialist will be directly linked to the coach.

A coach has a number of characteristics, adherence to which lies at the heart of coaching. Other features of coaching include: In sports, motivation (motivating force) is determined by the voluntary choice of sports activities by volunteers. It is important for the coach to properly establish partnerships with practitioners. The coach is required to treat each student well and correctly. Not only the athlete but also the coach experiences pre-competition situations. The behavior of the learners and their participation in the competition largely depends on how the coach behaves during the competition. The coach not only directs the pedagogical process during sessions but also engages in educational activities. The coach knows each young athlete well, deeply studies their physical condition, and carefully observes the organization of their daily life, work, and rest.

**Discussion.** Often, their integration into a sports team is temporary (e.g., national team, training camps, etc.). It will be more difficult for the coach to form a team during training

because athletes come to training from different cities. The activities of a sports team and individual athletes often have to be conducted in the context of intense competition (at a time when maximum demands are placed on the athlete's moral and physical qualities). The coach's success during this period will depend on the variety of pedagogical tools. The coach must understand well the various demands of athletes and their reasons for participating in sports activities. This will help determine their perspective in relationships with athletes and lead their team.

**Conclusion.** Thus, a well-trained athlete strives not to let their bad mood affect others. Like any polite, well-mannered person, they do not share all the unpleasant events that have happened in their life with everyone. On the other hand, athletes with poor upbringing can drive their coach and everyone else into a corner by committing various non-traditional acts and actions arising from the instability of their mood. Of course, a coach may tolerate some actions of such an athlete, but even if facing separation from a talented athlete, they should never tolerate insults or rudeness. The coach's human dignity and professional reputation must come before everything else, even before the goal of achieving high sports results. After all, once a coach allows an athlete to disrespect them, they may "spoil" the process of shaping the athlete's personality. Because from an athlete who is not an ideal person, high sports results can never be expected.

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