

DEPENDENCE OF INDIVIDUAL STYLE ON THE CHARACTERISTICS OF THE TRAINER NERVOUS SYSTEM

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Annotation. The coach achieves his skill level thanks to his ability to individually control his nervous system. Coaches who are in an active positive environment in labor, have high pedagogical skills, the nervous system is manifested in various characteristics, will have different individual styles in activity: organizational and communicative, constructive and organizational, constructive and communicative.

Keywords: mental training, coaching, sports training, intellectual state, emotional state, volitional state.

Introduction

Organizational - communicative style refers to neural systemic trainers in strong movement. Its main signs are: 1.brevity of the training plan(synopsis In a sketchy, short, schematic way). 2.organizes classes quickly and accurately from the very beginning (trains athletes at a high pace from the very beginning). 3 actively executes all his orders and assignments without words. 4.improvise classes and conduct them with acting skills in a creative spirit. 5.solves situations that arise in the process of work in a pedagogical way (not breaking discipline, analyzing situations). 6.it uses various methods and techniques that have a pedagogical effect. 7.discipline immediately calls adolescents to order when there are violations, conflicts. 8. its impeccable and intensity when establishing personal relationships with young athletes. 9.uses various forms of communication with students (humor, facial expressions, gestures). 10.uneven tone in appeal to adolescents, transition from quiet to high. 11. expressiveness, emotionality of speech.

Constructive -- organizational style is characteristic of coaches with a strong inert nervous system. Its main signs are: 1.Thorough preparation for training in advance. 2. To think and do the tasks in training in advance. 3.The suitability of training for a previously thought-out plan. 4. The ability to subordinate young athletes to specific requirements for the beginning and duration of training. 5.Step by step introduction to training. 6. Accuracy, completeness of the exercises being taught, compliance of athletes with age and physical strength. 7.Strict control of how their instructions are executed. 8.One-time passage of training. 9.Calling not to break discipline (prevent it). 10.The uniformity of disciplinary effects is VP redundancy. 11.A warm tone in addressing teenagers.

Discussion

The uniqueness of adolescents is not a purely biological, innate environment that is completely exclusive to it, independent of the conditions of life and upbringing inherent in it. B. M. As noted by Teplov, no biological characteristics of the "human" are determined only by the characteristics of the nervous system. It has always been the result of upbringing.

The individual is formed under the influence of relationships that also affect other activities. Importantly it contributes to the shelling of some common typical social-class and social-psychological characteristics. A number of psychological characteristics of adolescents can be combined into some groups. In turn, the selection of typical groups of young athletes helps the coach to have a more targeted impact on their personality, without separating teenagers from the team. The identification of the characteristics of groups makes it possible to determine the development trend of both the individual and the team in their sports activities.

The first group - teenagers with a clear interest in sports training and skills to satisfy this need. The main task of the coach: to give children complex exercises that form skills. Usually this group is in small numbers, since they are young athletes who have achieved the best results, who will have to work with them individually.

The second group of adolescents diligently strives for sports activities, but does not yet have knowledge, qualifications and skills. When working with such teenagers, the coach will have to purposefully educate them, correctly indicate sports exercises, methods and combinations and help them take a leading position in the team.

Teenagers in the third group are interested only in some combinations, methods in sports activities, but do not have the skills to implement them. The main task of the coach: to ensure the participation of adolescents in sports competitions, gradually developing their interests and abilities, skills, skills, knowledge, adding difficulties to the exercise system.

Young people belonging to the fourth group are not interested in sports activities, practically do not have the ability and skills. Working in this group is a challenge for the coach, because he tries to eliminate the negative attitude of adolescents to sports, give them motivation and interest them in Team life and put them in the ranks of activists.

Increasing the interest and activity of adolescents in sports activities largely depends on the results achieved by them. The more they get good results, the more they become active, the more their self-confidence increases and they work hard to achieve higher victories. In this case, the choice of the correct tactics of the coach, the support of his students i, the passage of classes taking into account individual characteristics will pay off.

Analysis

The creation of a model individual model for the upbringing of young athletes includes: the study of a teenage personality by a coach, the design of personal characteristics and qualities, the implementation of Group and individual programs for the education of students in a team, the establishment of contacts between a coach and young people, the analysis of the educational process.

In the process of approbation of this model, the coach can choose personal learning criteria, the expert differential can form a group and individuality, consider pedagogical ways of its implementation. In this regard, one should not forget that personal and individual characteristics are formed from the initial period of its development stage.

The stages of individualization of the upbringing of young athletes in the children's team are as follows:

Stage 1. The study of the personality of the reader by the coach. Before starting this work, the coach must draw up a scheme for determining the level of knowledge of each student. The scheme includes the following components: a) Analysis of changes that occur in a person depending on age; b) collection of methods for studying a person available to a coach; C) generalization of the results of personality study using psychics-pedagogical characteristics.

1- 3- students of the class receive education in the family, in maetab, in the sports field. The coach should pay attention mainly to mental neoplasms that lead to a change in interpersonal attitudes, their dynamics in educational, sports and labor activities, the novelty of social experience in the team, instead of children in the family. As a result, the coach will have complete information about each student in all the necessary parameters. Methods of learning: psychological-pedagogical observations, conducting targeted conversations with parents and students.

Students in grades 4-8 are taught in school, family settings and in the field of extracurricular communication. Features of adolescence require attention to changes in age. When studying adult adolescents, it is necessary to pay attention to their puberty feelings. Working according to this scheme, the coach receives enough information so that he can correctly orient the personality of the teenager, to pre-combat the complexities and difficulties that may arise in the educational process.

2 stage. It is carried out in the process of designing the personality of young athletes, drawing up a differential group and individual programs of training in a team. Group programs mainly cover students who do not require a separate, individual approach. The following can be included in this program: strengthening the team , individualization, overcoming selfishness, cultivating hard work, discipline of order, overcoming cunning,arrogance and hoeazo.Individual programs require a separate approach.

Stage 3. For those who are preparing in the children's sports team, the following applies in the implementation of the program: a) involving the teenager in the social life of the team and expanding the bao for such activities. b) expansion of business and collective VI relations, change of coach pose; C) creation of psychological ground, which is the most effective means of implementing educational programs.

Stage 4. In the process of education, it is necessary to establish constant contacts between young athletes, the coach-Apprentice, which occurs at the initiative of the coach., reverse contacts (student-coach), other contacts initiated by adolescents, the coach, stimulates the intentions of the students. Creates favorable conditions for communication, participates in their games, conversations.

5 stages, evacuation- - - a necessary element of individualization of the educational process; implementation of Group or individual programs in order to strengthen the qualities of the person being brought up, filling the educational program with new methods, taking into account changes in relations within the team, correction, correction if its unhealthy is detected.

When creating an individual model of the upbringing of a young athlete, the coach must remember that he deals not with the quality or character characteristics of the student, but with the whole shayus. The good or bad behavior of the reader can make it a manifestation of its nature and reflect the essence of the personality.

In addition, it should be taken into account that, in addition to specific personal qualities, adolescents have something in common in age development, facilitate penetration into their individual qualities and increase the effectiveness of the effect.

Result

Methods of upbringing - (this applies to the consciousness of students, behavior,the formation of the necessary qualities for them,useful activity and various relationships (legal, labor, aesthetic and other.) are methods that have a targeted effect aimed at enrichment.

The use of various methods of upbringing depends on the characteristics of the personality of the teenager,on the skills and competence of the coach, on the specific pedagogical situation.

The general and private goals of the choice of methods of upbringing are determined by the actions, the personality of the teenager, his place in the team and the specific situation.

Therefore, when organizing the same type of activity, it is possible to use persuasion and coercion methods, to create pedagogical situations using different techniques. At the same time, the results of pedagogical influence are determined by the direct activity, skill of the coach in the kshp aspect with the ability to apply a rich colorful arsenal of methods of upbringing. Each method should form a specific system, be combined with the totality of tasks and a single approach to solving it.

The skills required of the coach to apply educational methods are: to correlate educational goals and objectives(general and special); to choose the one that helps them achieve goals and objectives; to see the internal processes that characterize the formation of the individual and the team, to supplement them with the methods used.

In the educational process, mainly four methods are used:

- 1.Convince. Explaining persuasion, statement, instruction, motivation, proof, dauil, an example of one's own action.
- 2.Train as required. Show, explain, give assignments, teach exercises.
- 3.Inspire. Inspire, force, condemn, blame, warn, punish.
- 4.Praise. Encouragement, approval, reward, confidence allow you to participate in competitions, evaluate.

Method of persuasion

The method of persuasion is considered the most important in education, the rest are subject to it.

The leadership of persuasion is that with the help of this method:

1. the most necessary property of a person is the formation of his consciousness
- 2.through the persuasion method, many educational issues that cannot be achieved by other methods are resolved.
- 3.in combination with other methods, any methods will give a great educational effect.

There are two forms of this method: persuasion in words and showing in practice ishontirish.So a common form of persuasion with z: doclad, lectsia, political information, conversation, etc. These methods of mass work are mainly such as dismemberment, statement, proof, denial. Their sensitivity depends on the content, objectivity, relevance of materials. For the purpose of persuasion, it is necessary not to use false, suspicious, materials that have not found confirmation, not to answer questions incorrectly. Because teenagers do not trust such coaches.

Talk to children: thoughts can be not only positive, but also negative. Only negative examples should not attract children, but, on the contrary, draw the right conclusions from it. It is very important to clearly formulate the conclusions drawn from the interview, its requirements.

With the act of persuasion in words, that is, teachers, celebrities, adolescents should be imbued with confidence in their personal experience.

M. I. According to stankin, teenagers choose examples that take an example in life as follows.

1.Charming events, a bright story, an interesting book when choosing the ideal for himself. This is typical for younger (7 - 10)people.

2.The sample is close to the selector. He, according to the imagination of a teenager, has the same character as his own, only stronger than him, is engaged in the same sport, lives in the same neighborhood, attends the same school. This is typical for middle-aged and older adolescents (11 -14).

3.65 percent of guys and girls choose those who have the opposite character. The master - the excellent, the weak - willed-the strong-willed, the humble-the extremely active.

4. At the heart of choosing a hero for himself, adults are distinguished by kindness, warm attitude, ease of communication with them, friendliness. This is mainly a characteristic feature of girls.

Conclusion

The role of a coach in choosing an ideal for a teenager himself is incomparable. Because during his conversations he gives extensive, detailed information about the famous athletes who introduced the country to the world, about their endurance, about the literature necessary to work on themselves.

The pedagogical principle of a coach is to educate through action. This is the best way to build respect for the chosen sport. Young athletes who see the beauty and charm in the coach's haraet are surprised at first, then their interest increases, and finally they are fond of sports.

This is how the foundation of interest in sports is created. The selfless work of a coach creates a spiritual need for such work for his student as well.

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