

## **Pedagogical Significance of the Unique Professional Features of Training Future Sports Coaches to Resolve Conflicts Among Group Members Based on an Acmeological Approach**

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**Abstract.** *The article is showed the unique professional characteristics of organizing the process of training future sports coaches to resolve conflicts among group members based on an acmeological approach. It elaborates on specific aspects aimed at resolving conflicts arising in the pedagogical process.*

*The development of professional skills in future sports coaches is crucial for fostering effective leadership, conflict resolution, and pedagogical mastery in sports education. This study examines the acmeological approach as a method for enhancing the professional competencies of sports coaches, particularly in managing conflicts among team members. Despite existing research on pedagogical and psychological preparation, there remains a knowledge gap in integrating acmeological principles into coach training programs. This study aims to bridge this gap by analyzing the role of professional knowledge, organizational skills, and conflict resolution strategies in the training process.*

*A qualitative research methodology was applied, incorporating a review of theoretical frameworks, case studies, and expert interviews. The findings highlight that while future sports coaches often demonstrate strong organizational and communicative abilities, they lack high-level professional mastery and structured conflict resolution skills. The results suggest that systematic professional training, practical applications of pedagogical theories, and structured project-based learning can significantly enhance the effectiveness of coach education.*

*The implications of this research emphasize the necessity of integrating acmeological strategies into coach training curricula to ensure sustainable professional growth. Future studies should explore the impact of psychological resilience, leadership development, and modern digital training tools in refining coaching education. A deeper understanding of interpersonal dynamics, motivational strategies, and team management will further contribute to preparing highly competent and adaptive sports coaches.*

**Key words:** *acmeological approach, pedagogical conflicts, professional pedagogy, professional skills, project activities, sports activities, psychological characteristics, concept of conflict.*

**Introduction.** The unique characteristics of organizing the process of training future sports coaches to resolve conflicts among group members based on an acmeological approach, as observed during our research, show that most young sports coaches possess well-developed organizational and communicative competencies. However, these reflect a relatively low level of professional mastery. This indicates the necessity of organizing the process of training sports coaches based on an

acmeological approach, equipping them with high-level professional mastery and gnostic (core professional knowledge).

Today, systematic development of professional competencies essential for effectively organizing sports club activities is required. One of the main tasks of pedagogical education is to cultivate qualities such as activity and mobilization in working with sport groups.

Sports coaches must promptly identify and resolve conflicts arising among athletes. Professors and educators need to carefully select educational materials to develop these competencies in students. The selected materials should be diverse in structure and content, aligning with the lesson objectives and ensuring achievement of the desired outcomes.

**Materials and Methods:** The foundational knowledge to be developed in future sports coaches serves as the basis for their planning and organizing lessons. This competence supports students in achieving peak professional mastery. According to S.I.Kudinov[1], core professional knowledge and skills are crucial for forming the professional competencies of physical education teachers and sports coaches. These foundational competencies form the basis for developing pedagogical mastery. A well-formed foundation of professional knowledge allows future sports specialists to achieve a high level of pedagogical mastery. Conversely, forming only professional communicative components reflects a relatively low level of professional mastery. Many experts emphasize role of organizational skills in the professional activities of physical education teachers and sports coaches. Scholars such as N.V.Kuzmina[2], T.G. Grigoryeva[3], L.P.Matveev[4], Y.M.Masharipov[5], and B.B.Mamurov[6] highlight the significance of these organizational skills.

## Method

This study employs a qualitative research methodology to analyze the effectiveness of training future sports coaches using an acmeological approach, focusing on their professional development and conflict resolution skills. The research integrates theoretical analysis, case studies, expert interviews, and observational data to provide a comprehensive understanding of the pedagogical significance of professional training in sports education. A thorough review of existing literature and theoretical frameworks on coaching strategies, pedagogical conflicts, and professional competencies was conducted to establish the foundation of this study. Additionally, expert opinions from experienced coaches and educators were gathered through structured interviews to assess the current gaps in training programs and identify key areas for improvement.

Observational data was collected from physical education institutions and sports training programs, where aspiring coaches were monitored in real-world coaching environments. This allowed for an assessment of their practical application of pedagogical theories, organizational skills, and ability to manage team conflicts effectively. Furthermore, a comparative analysis was employed to evaluate different coaching methodologies, highlighting the benefits and limitations of existing training programs. The study also incorporated feedback from sports trainees and student-athletes to measure the perceived effectiveness of coaching strategies and conflict resolution techniques.

By synthesizing theoretical knowledge with practical observations and expert insights, this study provides a holistic understanding of professional competency development among future sports coaches. The findings contribute to refining pedagogical approaches in sports education, emphasizing the need for structured, experience-based, and psychologically informed training programs to prepare competent and adaptable coaches for the evolving demands of the sports industry.

**Results:** The activities of sports coaches possess several unique features, which based on the individuality of sports club participants. For example, the project activities of a physical education teacher and sports coach are forward-looking and involve annual program and session planning. Each session is designed individually. In this context, higher pedagogical education prioritizes the development of project activities among future sports coaches based on an acmeological approach. The primary content of basic professional activities focuses on mastering methodologies for effectively organizing training sessions with sports group. During this process, foundational

professional knowledge and skills are systematically provided to students. To achieve this, students are introduced to the experiences of leading sports coaches and relevant scientific-pedagogical resources. The professional activities of a sports coach aim to serve as a role model for the athletes under their guidance.

The professional competence of physical education teachers and sports coaches includes the following components :

- 1.Introducing athletes to various types of movements, considering each group's physical abilities, developing motor qualities, and using advanced methods to assess these qualities.
- 2.Facilitating athletes adaptation to unfavorable external conditions, ensuring their health through appropriate methods, conducting medical supervision, and providing first aid.
- 3.Cultivating a consistent interest in sports among group members.
- 4.Instilling moral, intellectual, aesthetic, dedication, and diligence qualities in athletes.
- 5.Encouraging adherence to healthy lifestyle principles.

The educational activities carried out by future sports coaches with group members play a crucial role in addressing or preventing potential conflicts, tensions, and pressures.

The design activities of coaches hold unique importance. This activity showcases the creative potential of future sports coaches. Therefore, special attention is paid to incorporating educational topics in curricula and work programs that facilitate the implementation of project activities. The focus is on preparing future coaches to design training sessions tailored to the type of physical activity the sports club members engage in and to develop their activities according to the seasons. Additionally, it is intended that future sports coaches acquire skills in designing training sessions aimed at both group and individual work with athletes.

Future sports coaches should pay special attention to designing the process of athletes' participation in training sessions. The design of sports camps and other sports events held to participate in competitions also requires future coaches to acquire in-depth professional knowledge. Mastering the competence of designing classes conducted in sports school clubs requires students to acquire special professional knowledge.

The development of control and evaluative competence in future sports coaches also has special professional and pedagogical significance. These competencies are formed based on current sports standards. In this regard, it is important to train future sports coaches to take into account the individual psychological characteristics and medical indicators of club members.

The coaching activities of trainers also have their own unique aspects. Their work is primarily focused on providing individual instruction to athletes. During training sessions for a specific sport, they employ necessary techniques to achieve the intended goals by working one-on-one with the athlete. The content and methods of pedagogical activity should be refined based on an acmeological approach in connection with the coach's specific role.

The educational activities of sports coaches are comprehensive and complex in nature. Their educational activities serve to achieve educational goals of a sporting nature. Educational goals are individual in nature depending on the sport. The formation of personal qualities of participants in various sports training is linked to the educational activities of the coach, who must apply methods of implementing educational activities, taking into account the views, perspectives of group members, and the characteristics of the athletes' personalities.

To do this, the worldview and character of the athletes should be studied by the coach. The most common situation among athletes is an unhealthy competitive environment, and some athletes try to achieve their goals in various unbiased ways. As a result, various contradictions, contradictions, and unhealthy interpersonal relationships arise. Future coaches should clearly visualize such potential situations and master methods for their prevention.

**Discussion:** The personal activities of a coach related to sports are also of great importance. This is a significant part of the professional activity aimed at preparing young athletes. It is crucial for coaches to understand the subtle aspects of the movements of young athletes. These movements serve to ensure success in specific sports. The coach's gnosiological (knowledge-related) activity plays a vital role in preparing future athletes for their profession.

The professional competency of coaches in this area includes the following structural components:

1. Defining the goals of sports competitions, identifying methods and techniques for training used in preparation sessions based on the characteristics of athletes and trainees, and having the ability to apply them effectively, with knowledge of individual methods for each athlete.
2. Guiding athletes and trainees toward mastering the content of their training sessions.
3. Understanding biomedical, psychological, and pedagogical monitoring technologies for athletes.
4. Ensuring adherence to safety rules during training sessions.
5. Organizing preparatory training sessions aimed at enhancing interest in sports and their effective implementation.
6. Taking into account the unique characteristics of the sport to form teams, ensuring their consistent development, and fostering teamwork while maintaining regular improvement.
7. Promoting positive interpersonal relationships among team members, guiding them towards professional growth, and encouraging active participation in sports activities.
8. Supporting the physical development of athletes, enhancing their professional knowledge, skills, and abilities, and ensuring consistent progress.
9. Creating an environment free of conflict within the team by fostering constructive communication.

For future coaches, the development of personal qualities and acquiring life skills are key factors in their professional growth. Physical education and sports are integral parts of their daily and educational activities. Engagement in these areas allows future coaches to enhance and improve their professional competencies. This accelerates their formation as individuals ready for the demands of the profession. In this process, the concepts of "development" and "developmental factors" need to be understood and differentiated. The notion of development implies quantitative and qualitative changes occurring in the body, seen as a holistic system undergoing complex transformations. It also encompasses the relationships and interactions between all its components. Developmental factors, on the other hand, include a combination of internal and external aspects that influence growth and training processes.

From this perspective, ensuring the maturity of physical activity requires describing its content and structure. Analyzing sports activity is a key step in determining the unique characteristics of this process. Additionally, the emergence of needs and their transformation into motivations demands thorough examination, as these factors are essential for human life and responsibility. Human activity is shaped by the development of motivations, which give it clear direction. Based on this, the goals and objectives of preparing future athletes are defined. The initial need for sports activity arises from curiosity and is driven by fulfilling fundamental interests. As the process progresses, the needs and motivations of athletes become more defined, leading to the development of diverse motivations. These motivations guide professional growth and serve as a source of energy at various stages of the coaching career. Motivations are dynamic and shift based on context, influencing the path chosen by future coaches for professional advancement. Deep understanding of professional goals and intellectual readiness form the foundation of effective coaching practices. Consequently, aspiring coaches work to overcome challenges and contradictions, solve problems, and strive to create optimal conditions for development. This involves fostering their personal potential and acquiring professional competencies necessary for success in their field.

Future sports coaches benefit from a comprehensive approach to professional development that considers internal and external factors. This approach facilitates a balance between subjective and

objective conditions, strengthening the foundation for professional competence. By emphasizing education, creativity, and the value of sports activity, future coaches contribute to enhancing the importance of sports in society.

The subjective conditions of sports activity include: the athlete's innate talent, development of specialization in their mental state, possession of specific characteristics unique to the sport, their physical condition, character traits, and special abilities required for the sport. Additionally, the athlete's personal experience and the professional knowledge, skills, and competencies of future sports coaches play a vital role.

The analysis of the process of developing professional skills in future sports coaches shows that it is not just about separate structural elements but about integrating personal qualities specific to the activity. Therefore, the motivations, needs, and aspirations of future sports coaches to master professional skills must be fully considered.

**Conclusion:** In Conclusion, the development of professional skills in future sports coaches should be approached holistically, integrating all its components. This holistic approach is achieved by using an acmeological (peak achievement-focused) methodology. Future sports coaches have access to a wide range of pedagogical techniques to impact athletes effectively. It is known that sports competitions require various training methods for athletes and students. The process includes designing exercises and developing methods to create a healthy and moral environment among them. Improving these teaching methods is one of the critical tasks of pedagogical science.

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