

Functions of Pedagogical Intuition in the Activity of Sports Coaching

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Abstract: *This article reveals that pedagogical intuition is manifested in the harmony of the personal and professional qualities of the coach, allows for quick and effective action in unexpected situations, and the multifaceted role of intuition in coaching. It also highlights the important functions of pedagogical intuition in coaching.*

Key words: *pedagogical intuition, personal and professional qualities, quick and effective action, coaching, the multifaceted role of intuition, functions of pedagogical intuition.*

Introduction: Pedagogical intuition plays an integral role in a teacher's professional activity, allowing for quick and effective decision-making in complex and unexpected situations. This is not just "foreseeing," but a complex mental process based on deep knowledge, experience, and empathic understanding.

Pedagogical intuition is manifested in the combination of personal (childlike, benevolent, humane, kind) and professional (knowledge, intelligence, dedication, creativity, abilities) qualities of the coach. This ability is not innate, but is formed as a result of constant work and continuous self-improvement of the teacher. It forms the coach's ability for pedagogical improvisation, which allows them to act quickly and effectively in unexpected situations. Pedagogical intuition performs a number of important functions in coaching:

Compensatory function: Compensates for a lack of knowledge and experience, incompleteness of information. In conditions of uncertainty in the sports environment, the coach may not always have complete information, in which intuition helps to fill the missing gaps.

Regulatory function: Helps to solve pedagogical tasks in the right direction, optimizes the training process. The coach's intuitive understanding helps to quickly correct the athlete's movements and effectively manage training.

Orientation function: serves the main pedagogical goal, helps to foresee trends, overtake events, predict the consequences of actions, and regulate them. This strengthens the coach's ability to assess the athlete's potential and predict their future development.

Optimization function: Saves time and effort in preparing and conducting training sessions. In high-intensity sports activities, when every second is important, intuitive speed allows the coach to save energy and resources.

Integrative function: Helps find complex solutions by combining experience, knowledge, fuzzy emotions, imagination, logic, and memory. This allows the coach to quickly synthesize various data sources.

Heuristic function: Helps find new, non-standard solutions to problems, which is the foundation of creative coaching.

We tried to form the author's table by adding to the important functions of pedagogical intuition in coaching activities. This table helps to systematize the fact that intuition is not only an abstract concept, but also performs specific, practical functions in coaching. This is the basis for understanding the multifaceted role of intuition. Identifying these functions provides a targeted direction in the development of methodological approaches aimed at developing intuition. For example, for the development of the heuristic function, creative problem-solving exercises can be used, and for the development of the compensatory function, case studies for decision-making in conditions of information scarcity can be used. The table also presents the theoretical foundations of intuition in a practically understandable way for coaches, which increases their motivation to consciously develop their intuitive abilities. Pedagogical intuition performs a number of important functions in football coaching, which allows coaches to work effectively in a complex and dynamic sports environment.

Results obtained and their discussion.

Table 1.2 Classification of the functions of pedagogical intuition in football coaching¹

| Function name | Function | Significance in the work of a sports coach |
|--|--|---|
| Compensator. | Compensates for a lack of knowledge and experience, incompleteness of information | In the absence of complete information during the competition or in unexpected situations for quick solutions. |
| Regulatory | Helps to solve pedagogical tasks in the right direction. | Rapid correction of minor changes in the athlete's behavior during training. |
| Orientation | It serves the main pedagogical goal, helps to foresee trends, surpass events, and predict the consequences of actions. | Sportchining kelajakdagi identification of its potential and forecasting of its development directions. |
| Optimization | Saves time and effort in preparing and conducting training sessions. | Effective allocation of time and energy in high-intensity training. |
| Integrative | It combines experience, knowledge, vague feelings, imagination, logic, and memory. | In making complex decisions by quickly synthesizing information from various sources. |
| Heuristic | Helps to find new, non-standard solutions in solving problems. | When developing new game strategies against the opponent's unconventional tactics. |
| Quick decision-making | This manifests as "inner intuition" or "simply cognition" and makes it easier to understand and act quickly on information in complex situations. | Intuition allows coaches to make quick and effective choices under time constraints, often without conscious consideration. |
| In-game flexibility: | This helps them respond to the changing flow of the game. | Coaches use intuition to make quick tactical changes during the game, make decisions in player substitutions, and adapt to unexpected situations. |
| Deep player understanding | Intuition allows coaches to perceive and interpret subtle signals that objective data such as a player's emotional state, confidence level, fatigue, motivation, and mental perseverance cannot fully capture. | This helps coaches adapt their approaches to the individual needs of each player. |
| Talent identification and development: | This will help them identify hidden traits that are important for future success. | Coaches often rely on "intuition" when selecting a player, sensing the player's potential or how they fit into the |

¹ Muallif ishlanmasi

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| | | team, even if objective criteria exist. |
| Formation of an educational environment | This is important for developing "knowledge in the game". | Within nonlinear pedagogy, coaches use intuition to create dynamic and representative training environments that compel players to solve problems, adapt, and make decisions under pressure. |
| Reflection and self-awareness | This allows for the conscious processing of unconscious intuitive signals. | Intuition is closely related to reflexive processes such as nested thinking, allowing coaches to evaluate their decisions, consider alternative choices, and develop continuous learning. |
| Data and Technology Integration | Although intuition is important, it must be combined with objective data and analytical methods. | Coaches use intuition to interpret data, understand player psychology, and adapt to the unpredictable human element of the game, which algorithms cannot fully capture. |

Conclusion.

As can be seen from the table of the classification of functions of pedagogical intuition in the activities of a football coach, pedagogical intuition contributes to the improvement of the teacher's professional skills, makes the educational process more effective and humane, the lack of knowledge and experience, the correct orientation of pedagogical tasks, the combination of experience, knowledge, ambiguous feelings, imagination, logic and memory, the conscious processing of unconscious intuitive signals, and is also an important factor in the development of knowledge in the game. It serves as the main support not only in transferring knowledge to the student-coach, but also in the formation of personality.

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