

**PROFESSIONALLY PEDAGOGICAL PREPARATION OF COUCHES AND ITS  
IMPROVEMENT WITH THE USE OF EDUCATIONAL TESTS**

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**Abstract.** *The article analyzes the results of the differentiated testing of professional and pedagogical training of the coaching staff, working in the Youth Volleyball. Established clearly marked differences between the indices of the professional competence of trainers depending on their official affiliation, on the basis of which put forward an idea on how to further improve the professional and pedagogical knowledge and skills coaches in volleyball, which was tested in the course of pedagogical experiment with the involvement of graduate students, studying in the Uzbek State Institute of physical culture.*

**Keywords:** *coaching staff, professional and pedagogical competence, differentiated evaluation, testing, regulatory requirements.*

**ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКАЯ ПОДГОТОВКА  
ПРЕПОДАВАТЕЛЕЙ И ЕЕ СОВЕРШЕНСТВОВАНИЕ С ИСПОЛЬЗОВАНИЕМ  
ОБРАЗОВАТЕЛЬНЫХ ТЕСТОВ**

**Аннотация.** *В статье анализируются результаты дифференцированного тестирования профессионально-педагогической подготовки тренерского состава, работающего в детско-юношеском волейболе. Установлены четко выраженные различия между показателями профессиональной компетентности тренеров в зависимости от их должностной принадлежности, на основании чего выдвинута идея о том, как в дальнейшем совершенствовать профессионально-педагогические знания и умения тренеров по волейболу, которая была апробирована в ходе педагогического эксперимента с привлечением аспирантов, учащихся в Узбекском государственном институте физической культуры.*

**Ключевые слова:** *тренерский штаб, профессионально-педагогическая компетентность, дифференцированная оценка, тестирование, нормативные требования.*

According to many experts, the system-forming result of training high-class athletes who are able to solve the big tasks of sports of the highest achievements is largely determined by the talent, giftedness and creative fanaticism of the coaches. However, they also believe that "neither talent", "nor giftedness" and "nor creative fanaticism" of a coach does not guarantee progressive results in coaching if he does not constantly improve his professional knowledge and skills, if he does not study the best practices of coaches, if he does not use the latest achievements of sports science [1,2,3,4,5,].

Observations of the course of the volleyball training process in many sports schools show that during the development of physical qualities and technical and tactical skills, standard exercises are mainly used, coaches do not creatively approach the organization of classes, during training and improvement of certain qualities (skills), effective pedagogical technologies, training equipment and technical means are not used.

It is known that the effectiveness of the process of preparing a promising sports reserve is largely determined by the hereditary and acquired in the course of life motor ability of children involved in classes. Consequently, during the search, selection and selection of children in a sports school, a coach should know and be able to see in them deeply embedded motor inclinations and signs of giftedness, and only after that he should make a decision on involving a child in sports school (3,4,5).

The purpose of this work is a differentiated study of the level of professional and pedagogical preparedness of volleyball coaches, depending on their official affiliation. It is assumed that such an approach to evaluating the activities of coaches can create an opportunity to identify ways to further improve their professional and pedagogical competence and raise the qualification status of sports schools in volleyball to a higher level of functioning. To implement the proposed goal, the work used software-differentiated tests to determine the level of theoretical knowledge and practical skills of the studied coaching staff.

Results and their discussion. The results of testing the professional and pedagogical readiness (teaching staff) of trainers in terms of differentiated scores achieved by them depending on their official affiliation revealed an insufficient level of theoretical knowledge and practical skills. So, out of the number of subjects participating in the testing as a "Volleyball Coach" (80 people), only 16 people were awarded the highest score "5" (86-100 b), 23 people (71-85 b) were marked with a rating of "4" and 41 people passed the test with a satisfactory rating (56-70 b). Accordingly, we received: "Trainers-teachers": "5" - 2 people; "4" - 13 people; "3" - 362 people.

Of the 31 specialists of the "Volleyball Coach-methodist" completed the testing with an assessment: "4" – 3 people; "3" – 28 people. None of the trainers-teachers were awarded a grade of "5".

Analysis of the results of testing of volleyball coaching staff showed a number of shortcomings related to: firstly, the extremely low level of professional and pedagogical ability characteristic of all categories of coaches; secondly, the lack of full knowledge of the basic issues of the theory and methodology of volleyball among young professionals and the inability to reproduce (show) the sequence of rational techniques of playing techniques by young coaches (30-45 years old), which indicates the disappearance of their so-called "Coaching form"; thirdly, there is a very insufficient level of development of technical and physical fitness of trainers of all categories, which, obviously, is the result of the lack of self-improvement and self-training in their work mode. Nevertheless, the results of testing of coaches of all categories allow us to determine procedural and correctional ways of differentiated impact on the process of further improvement of professional and pedagogical skills of coaching staff working or applying to work in the corresponding full-time positions of children's and youth sports schools in volleyball.

Based on this, we have made an attempt to study the possibilities of improving the PPP of volleyball coaches using differentiated training tests, the total effects of which were tested during a pedagogical experiment.

The experiment was organized on the basis of Uzbek State Institute of physical culture. As the object of the experiment, 4th-year students studying in the specialization "Theory and methodology of volleyball" consisting of 20 people were involved, divided into two groups of 10 people. The first group participated in the experiment as a control group (KG), and the second – as an experimental group (EG). During the experiment, the KG was trained in the usual mode according to the current curriculum within the framework of the disciplines "Theory and methodology of volleyball" and "Sports and pedagogical improvement in volleyball".

The following two programs of training test tasks were additionally included in the content of the EG classes:

1. Improvement of professional skills and abilities of "showing" and "telling" (explanation) of the structure of reproducing the technique of their execution and the actual execution of ball passes, receiving serves and blocking.

2. Improvement of professional knowledge on the theory and methodology of sports training using programmed training situational test tasks.

The studies were conducted before and after the experiment. Comparative characteristics of the results of testing the professional and pedagogical competence of students of both groups allowed us to identify a trend of pronounced dominance of the level of manifestation of theoretical

knowledge regarding practical skills in reproducing the technique of basic game techniques of volleyball (Table).

So, for example, the students of the KG who were engaged in academic and elective classes based on the current curriculum, the average level of theoretical knowledge before the experiment corresponded to an assessment of  $34.4 \pm 3.2$  points, and by the end of the pedagogical experiment, the level of knowledge was  $36.1 \pm 3.6$  points, i.e. during the experiment period, the difference in the increase in knowledge was only  $1.7 \pm 0.4$  points. The level of practical skill of reproducing the technique of passing the ball from above to below oneself in this group before the experiment was  $5.0 \pm 0.6$  points, and after -  $6.3 \pm 0.8$  points with a difference in the increase in professional skill by  $1.3 \pm 0.2$  points.

The average score given for the skill of reproducing the technique of attacking strike from zone No. 4 before the experiment was  $4.5 \pm 0.3$  points, and by the end of the experiment -  $6.3 \pm 0.8$  points, i.e. the ability to perform the skill of showing the technique of attacking strike on this test increased by only 0.5 points during the experiment period. The average value of the skill assessment for technique and accuracy in this group before the experiment was  $5.5 \pm 0.6$  points, and after -  $6.1 \pm 0.6$  points (the difference in the growth of the skill assessment was 0.6 points).

*Table*

*Indicators of the effectiveness of improving professional knowledge and skills in volleyball among students of Uzbek State Institute of physical culture in the conditions of a pedagogical experiment, ( $\bar{X} + \delta$ )*

№	Test tasks	Group	Before the experiment	After the experiment	Difference
1.	Tasks on "Theory and methodology of sports training" (50 questions, max. score 50)	<u>KG</u> <u>EG</u>	$34,4 \pm 3,2$ $35,3 \pm 2,8$	$36,1 \pm 3,6$ $42,2 \pm 3,4$	$1,7 \pm 0,4$ $4,8 \pm 0,6$
2.	Practice tasks: passing the ball from top to bottom above yourself in a circle with a diameter of 3m (20 gears, max. score 10)	<u>KG</u> <u>EG</u>	$5,0 \pm 0,6$ $5,6 \pm 0,5$	$6,3 \pm 0,8$ $7,8 \pm 1,0$	$1,3 \pm 0,2$ $2,2 \pm 0,5$
3.	An attacking strike from zone No. 4 after receiving the ball from an attacking strike (2 times in zones 1,5,6, max. score 10)	<u>KG</u> <u>EG</u>	$4,5 \pm 0,3$ $4,1 \pm 0,4$	$5,0 \pm 0,3$ $6,2 \pm 0,4$	$0,5 \pm 0,0$ $2,1 \pm 0,0$
4.	Upper direct feed by zones (to each zone 2 times in 2	<u>KG</u> <u>EG</u>	$5,5 \pm 0,6$ $5,7 \pm 0,5$	$6,1 \pm 0,6$ $7,8 \pm 0,6$	$0,6 \pm 0,0$ $2,1 \pm 0,1$

	min., max. score 10)				
5.	Receiving serves in zones No. 1,5,6 (3 times each with finishing in zone No. 2 max., score 10)	<u>KG</u> <u>EG</u>	$4,1 \pm 0,2$ $5,2 \pm 0,3$	$5,1 \pm 0,3$ $7,2 \pm 0,4$	$1,0 \pm 0,1$ $2,0 \pm 0,1$
6.	Single blocking of an attacking strike in zones No.2,3,4 (2 times in each zone, max. score 10)	<u>KG</u> <u>EG</u>	$3,6 \pm 0,2$ $3,9 \pm 0,1$	$4,2 \pm 0,4$ $6,1 \pm 0,3$	$0,6 \pm 0,2$ $2,2 \pm 0,2$
7.	The total value of points for practical skills (max. score 50)	<u>KG</u> <u>EG</u>	$22,7 \pm 1,9$ $24,5 \pm 1,8$	$26,7 \pm 2,4$ $35,1 \pm 2,7$	$4,0 \pm 0,5$ $10,6 \pm 0,3$
8.	The total value of points for theory and practice (max. score 100)	<u>KG</u> <u>EG</u>	$57,1 \pm 3,2$ $59,8 \pm 3,8$	$62,8 \pm 4,8$ $77,3 \pm 4,6$	$5,7 \pm 1,6$ $17,5 \pm 0,8$

When testing the skill of reproducing the game technique "Receiving serves in zones No. 1,5,6" before the experiment, the average score was  $4.1 \pm 0.2$  points, and after –  $5.1 \pm 0.3$  points, the difference in the growth of the score was  $1.0 \pm 0.1$  points.

The assessment of the quality of the demonstration of the skill of performing a single block before the experiment averaged  $3.6 \pm 0.2$  points, and after –  $4.2 \pm 0.4$  points, i.e. during the experiment period, the value of the increase in the quality of this skill in KG increased by only 0.6 points.

The total average value of the evaluation points awarded for the practical skills of reproducing the basic game techniques of volleyball among KG students before the experiment was  $22.7 \pm 1.9$  points, and after the experiment –  $26.7 \pm 2.4$  points with a difference in the growth of the assessment for demonstrating skills by  $4.00 \pm 0.5$  points, which indicates an insufficient rate of assimilation of practical skills over a relatively long period conducting an experiment. The total average value of the evaluation points awarded for the practical skills of reproducing the basic game techniques of volleyball among KG students before the experiment was  $22.7 \pm 1.9$  points, and after the experiment –  $26.7 \pm 2.4$  points with a difference in the growth of the assessment for demonstrating skills by  $4.00 \pm 0.5$  points, which indicates an insufficient rate of assimilation of practical skills over a relatively long period conducting an experiment.

Moreover, when comparing the level of assimilation of theoretical knowledge (=34.4 points before the experiment and 36.1 points after) and practical skills (22.7 points before the experiment and 26.7 points after), a picture is revealed indicating a significant lag in the practical skills of students to reproduce (show, demonstrate technique and accuracy of performing game techniques). And the total average indicators of the assessment of theoretical and practical (methodological, reproductive) fitness in this group both before ( $57.1 \pm 3.2$  points) and after ( $62.8 \pm 4.8$  points) the experiment were clearly insufficient and corresponded to the low limits of the evaluation criterion "satisfactory".

The total average value of the evaluation points awarded for the practical skills of reproducing the basic game techniques of volleyball among KG students before the experiment was  $22.7 \pm 1.9$  points, and after the experiment –  $26.7 \pm 2.4$  points with a difference in the growth of the assessment for demonstrating skills by  $4.00 \pm 0.5$  points, which indicates an insufficient rate of assimilation of practical skills over a relatively long period conducting an experiment.

Moreover, when comparing the level of assimilation of theoretical knowledge ( $=34.4$  points before the experiment and  $36.1$  points after) and practical skills ( $22.7$  points before the experiment and  $26.7$  points after), a picture is revealed indicating a significant lag in the practical skills of students to reproduce (show, demonstrate technique and accuracy of performing game techniques). And the total average indicators of the assessment of theoretical and practical (methodological, reproductive) fitness in this group both before ( $57.1 \pm 3.2$  points) and after ( $62.8 \pm 4.8$  points) the experiment were clearly insufficient and corresponded to the low limits of the evaluation criterion "satisfactory". It can be seen that during the period of the pedagogical experiment, the students of the KG do not have any pronounced signs indicating the intensive assimilation of professional knowledge and skills characteristic of trainers. Moreover, when analyzing the results of testing practical skills among students of this group, a contrasting trend was revealed, indicating the fact that as the complexity of test tasks increased in their structural content, the quality of their performance gradually decreased. The lowest scores were found when performing the blocking test ( $3.6 - 4.2$  points), attacking strike ( $4.5 - 5.0$  points) and receiving serves with the ball finishing into the zone ( $4.1 - 5.1$  points).

The results of testing of EG students who, during scheduled classes (TIMV, SPS) and in the mode of independent training, additionally worked out the developed training test tasks, revealed a pronounced trend of intensive increase in their professional competence by the end of the experiment. So, if in this group the level of theoretical knowledge before the experiment corresponded to an average of  $35.3 \pm 2.8$  points, then by the end of the experiment this value reached up to  $42.2 \pm 3.4$  points, which is significantly more than similar indicators recorded in KG.

The results of the testing of the students of the EG, who during the planned classes (TIMV, SPS) and in the mode of independent training additionally worked out the test tasks developed by the students, revealed a pronounced trend of intensive increase in the level of their professional competence by the end of the experiment. So, if in this group the level of theoretical knowledge before the experiment corresponded to an average of  $35.3 \pm 2.8$  points, then by the end of the experiment this value reached  $42.2 \pm 3.4$  points, which is significantly more than similar indicators registered in the KGB. The marks given for the performance of practical test tasks on the reproduction of the main game techniques of volleyball by students of this group are also high relative data established in KSU. In particular, the average score for completing test No. 2 before the experiment was  $5.6 \pm 0.5$  points, and after that –  $7.8 \pm 1.0$  points with a difference in the growth of the skill level by  $2.2$  points; test skill № 3 –  $4,1 \pm 0,4$ ;  $6,2 \pm 0,4$ ;  $2,1$  scores; test skills # 4 –  $5.7 \pm 0.5$ ;  $7,8 \pm 0,6$ ;  $2,1$  points; test skills –  $5,2 \pm 0,3$ ;  $7,2 \pm 0,4$ ;  $2,0$  points; test skills № 6 –  $3,9 \pm 0,1$ ;  $6,1 \pm 0,3$ ;  $2,2$  points.

The total average score for the performance of practical skills test tasks in this group before the experiment was  $24.5 \pm 1.8$  points, and after it reached  $35.1 \pm 2.7$  points with a difference in the growth of performing skills by  $10.6$  points, which is much higher than the level of data set in KG. And the total average value of the grades given for theory and practical skills in the EG, before the experiment, was expressed on average  $59.8 \pm 3.8$  points, after the experiment it increased to  $77.3 \pm 4.6$  points, which corresponds to the limits of the evaluation criterion "good", whereas in KG these indicators ( $57.1 \pm 3.2$  and  $62.8 \pm 4.8$  scores) vary within significantly low limits of the "satisfactory" rating.



**Conclusion.** A comparative analysis of the actual materials characterizing the level and dynamics of the manifestation of the indicators of the studied parameters of the PPR of trainers on the example of students of the control and experimental groups suggests that the programs of training test tasks developed and tested during the experiment are an effective means of improving professional knowledge and skills necessary for coaching. It is also important to emphasize the fact that periodic audit diagnostics and assessment of the level of PPR of trainers using programmed test tasks and normative exercises are one of the important factors stimulating the process of further improvement of theoretical knowledge and practical skills in the chosen sport. Moreover, the results of such a form of diagnosis of the trainers' PPR can be used as an evaluation criterion when hiring a specialist, for adequate placement or reshuffling of personnel to appropriate positions, taking into account their professional competence.

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