



Journal Website:
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

BEHAVIORAL CHARACTERISTICS, PRINCIPLES AND WORKING METHODS OF COACHES

Submission Date: November 10, 2023, Accepted Date: November 15, 2023,

Published Date: November 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue11-08>

Sirojev Shoxrux

Asia International University Physical Culture Chair Manager, Uzbekistan

ABSTRACT

When the styles, behavior and characteristics of coaches are studied in depth within the team, it becomes clear how important these issues are. To be successful, the coach who imparts his institutional knowledge and experience must also understand the athletes and guide them according to their abilities. A coach who prepares athletes for goals and provides leadership; Must focus on success with sports knowledge and exemplary attitude. In addition, they should instill a sense of belonging in their athletes and continue their work without giving up the principles of unity, solidarity, and honesty. has its own characteristics. subject of expertise.

KEYWORDS

Sport, coach, behavior, management, difference, liberal.

INTRODUCTION

No matter how talented and hardworking an athlete or a team of athletes is, success cannot be achieved if they are not properly guided and developed technically and tactically. All athletes need a coach to succeed. A coach is a sports person who, incorporating theoretical knowledge and experience, guides and coaches

athletes according to their capabilities, prepares them for competitions, and provides leadership.

A coach's job is not just to coach or to show how to play a sport. He interprets the information he receives from sports scientists, sports doctors and sports psychologists and compares it with his own experience

and then passes it on to the athlete. Because the information of scientists is theoretical information and is not suitable for practical application. These data should undergo some changes according to the personality and sports characteristics of the athletes.

The most important condition for achieving success, which is the main goal in performance sports, is to ensure a healthy relationship between the coach and the athlete. The main field of work of a coach is an athlete or a team. This relationship is usually defined as a relationship with an individual or a group.

visible. Their difference from any human relationship is that their purpose, activity and structure are more specific.

Different characteristics of the coach and the characteristics of the athlete or team are important in establishing the relationship between the coach and the athlete or the team. There are two main factors related to the coach in keeping the coach-athlete relationship healthy and successful. These are the characteristics of a coach and the way a coach works.

Characteristics of the coach:

The characteristics of an ideal coach can be summarized as follows; Sports knowledge: The athlete must be confident in the knowledge of his coach. He must be able to trust his coach to overcome any challenges he faces in the professional field. In addition

to having general sports knowledge, a coach must also have high knowledge in his field and master them. He should also learn new information in the field of sports and reflect it in his practice. These characteristics allow athletes to trust the coach.

Openness to innovation and development: Both the coach's worldview and the sport's culture must be open to new information. . For this, it is necessary to achieve innovation through means such as congresses, symposiums, internet, books and magazines.

Personal Characteristics: A coach is expected to have positive personal qualities to build good relationships with athletes and other people. These include consistency, taking responsibility, flexibility (being soft when needed, firm when needed), supporting the positive, acting democratically and fairly, openness to criticism, empathy , maturity, humility, self-criticism, leadership qualities. In addition, he must be able to withstand pressure from club managers, fans and the media.

Wide range of interests: A coach should have enough general knowledge as a person. As a requirement of his profession, he is expected to have knowledge in these fields as he has to collaborate with sport theorists and researchers, managers, sports doctors and sports psychologists.

Being a role model: A coach should be a good role model for athletes both in their sports life and outside

of sports. A coach should be able to do whatever he wants his athletes to do. For example, a coach who prohibits his athletes from drinking should not push alcohol around his athletes.

Honesty: A coach must be honest with himself and his athletes. He should be able to reveal the mistakes of his athletes as well as his own mistakes with the same honesty, and guarantee that athletes will get their rights if they show the desired result not by words but by actions.

Involvement: A coach should have a close interest in his profession and athletes. They should be interested in the lives of athletes, their problems outside of sports, and try to support them. They should keep their relationship within the framework of love and respect.

Take constructive action: Give constructive criticism and take responsibility for the success and failure of the athlete or team. The key to success is the coach. It is the leader who determines the chemistry of the team. It is not easy for the players to respect a coach who throws himself into the sky after a goal is conceded or blames the guilty player.

Coach's style of work

One or more practices that every coach adopts and implements to achieve their goals. There is a way. What are these methods, what are their characteristics, the

characteristics of athletes. It is important whether it is taken into account or not.

1. Form of relationship between coach and athletes:

- The coach is authoritarian and aggressive.
- The coach is democratic and ready to help.

2. The coach's preparation aspect:

- Scientifically based, systematic.
- Pratik prioritizes his experiences.

3. Management style during the competition:

The opponent is looking at the place and time of the competition, tactics are important, he takes a lot of risks, he is confident, he is exciting. He knows his athletes and can motivate them.

There are two general approaches to the creation of a coach's training program: structured according to scientific data or giving preference to one's own experience. In fact, it is important to use these two approaches together. Because scientific data is obtained under specified conditions. However, there are various external conditions that affect training and competition. To these should be added the characteristics of athletes. Therefore, all factors should be taken into account when determining the work method and, if necessary, adjustments should be made.

As coaches apply their training methods, their relationships with athletes are also critical to success. While some coaches may be strict and authoritarian at work, others may be more democratic. While it is necessary to be authoritarian in terms of discipline, sometimes it is necessary to be gentler. If we put these together, we can say that a sweet-tough relationship is appropriate.

Behavioral characteristics of the coach

One of the most important decisions coaches must make is their coaching style. Coaching style affects how decisions are made, what skills and strategies are taught, how competitions are organized, and what methods are used to regulate players and athletes. This determines what roles they will be given to make decisions. There are three main features of coaching:

- Authoritarian (commanding and commanding),
- Liberal (tolerant, laissez-faire),
- Democratic (participation, sharing).

While coaches don't necessarily fall into one of these, they are more likely to fall into or base themselves on one.

Authoritarian coaches

In an authoritarian style, all decisions are made by the coach. The task of athletes is to respond to the commands and orders of their coaches. A coach has knowledge and experience and his job is to tell athletes

what to do. The athlete's job is to listen, understand, obey and do it. The coach has full control, while the athletes are passive. A coach is not worried about gradually gaining control over his athletes. Rather, they worry too much about losing control and the information they have. He does not trust athletes and people very much. That's why management is so important. When control slips from them, they experience great anxiety, stress and insecurity.

In short, authoritarian coaches;

- All decisions are made by the coach.
- Athletes' task is to follow the coach's commands and orders.
- Control is completely in the coach's hands.
- Athletes are passive.
- Cares about their data.
- It brings anxiety and fear of losing control.
- They don't trust athletes.
- Whatever they are, they are very important.

Liberal coaches

They try to make very few decisions. Coaches who use this style give few instructions and set few rules for organizing training. When it comes to their attitude to disciplinary matters, they do not interfere unless

necessary. Those who adopt this coaching style manage their teams and athletes with a liberal approach in addition to the democratic coaching style. They are tolerant rather than prescriptive in their coaching duties. Summary liberal style;

- They try to make as few decisions as possible.
- They provide very little education and training.
- They don't interfere unless things get out of hand.
- Controls are not adequately enforced and an anarchic environment can develop. They are very poor in organizing staff, making plans and programs.
- They act carelessly, carelessly and irresponsibly.
- They act as caregivers and waiters to the players.
- They may be powerless and inadequate in solving problems.
- Although athletes are able to ask questions, they do not receive descriptive answers.
- j. They want to get rid of their athletes and make their free time lazy.
- k. They feel the need to cover up their shortcomings through authoritarianism.
- l. They are not concerned about being in real education.
- m. They are not successful, they are successful by accident.
- n. Motivation management is out of the question.
- she is. They do not worry about developing intrinsic motivation.

- p. They do not care about developing control and responsibility in athletes.
- r. They don't worry about developing self-confidence and self-esteem in their athletes.
- p. They can be neither democratic nor dictatorial.
- t. They are not concerned about achieving goals for their athletes or themselves.

Democratic coaches

Those who follow this coaching style share the decisions to be made with the athletes. Democratic coaches believe that without learning to make decisions, young people cannot grow into healthy adults. They are responsible for helping their athletes by teaching them leadership skills and influencing their development. They do not accept either dictatorship or indifference. They have no negative concerns about themselves. They act with the understanding of gradually transferring control to the athletes. They try to help athletes take responsibility for their lives.

Summary democratic style;

- Decisions made are shared with athletes.
- Necessary and appropriate education and training prevail.
- Devolution of control is considered as athletes develop responsibility.
- It values the freedom of athletes.
- They believe they cannot grow up healthy until they learn.

- They commit to teaching their athletes leadership skills.
- They do not accept either dictatorship or liberalism.
- They do not have excessive anxiety or doubt about themselves and their knowledge.
- They provide opportunities for athletes to ask and ask questions.
- They tend to learn as much as they teach.
- They tend to attribute success to athletes.
- They motivate athletes physically, socially, emotionally and mentally.
- They provide opportunities for athletes to enjoy.
- They regulate intrinsic motivation and control in their athletes.
- They develop confidence and respect for athletes.
- They understand that winning isn't everything, it's the only thing.
- Athletes act with the understanding that winning comes first and winning comes second.
- They help athletes make decisions and take responsibility.
- They think about and plan exercises that are meaningful to athletes.
- The prevailing opinion is that I am there for my athletes.
- They see athlete development as a goal
- The prevailing opinion is that the athlete is not for the sport, but the sport is for the athlete.

Coaching principles

The principles in coaching can be broadly summarized as follows. In addition, the tasks of the coach constitute integrity with the principles of coaching;

- Be a resource person to help develop the athlete's self-reliance and potential.
- Always consider the development and long-term interests of players while recognizing individual differences.
- Striving for the athlete's development and perfection with realistic goals.
- Set an example, teach, be disciplined, help each other. Treat referees, officials and opponents with respect and use appropriate language.
- Making the sport challenging, competitive and fun. Not requiring painful training of skills and techniques.
- Be honest and consistent in dealing with athletes.
- Be prepared to communicate and communicate with the media, relatives of athletes and officials, not forgetting that they play an important role in people and human organizations and in sports.
- Remember that coaching involves training with responsible people who are always willing to improve and learn.
- Physical fitness should be everyone's lifelong goal.

Coaching and leadership

General coaching; It can be described as a profession with characteristics of science and art, based on the interaction between the athlete, sports managers, media, audience and coach. is formed as a result of interaction between coach. Accordingly, as a technical expert, a coach is a person who has the necessary knowledge in his field and can apply this knowledge to people of different temperaments by combining this knowledge with the light of science and applying it to the success of the team. can be considered as sports skills and strategies.

In addition to these characteristics, a coach should be a good organizer, effective leader, motivator and educator, providing the athlete with independence and competence. Coaching is defined as the non-coercive use of influence in the management and coordination of team members to achieve goals, and from a pedagogical point of view, it is training intended for the player to achieve the highest performance. lessons; From a psychological point of view, a limited method affecting the development of talent; From a physiological point of view, it is explained as a response that improves the ability to carry out internal and external structural changes in the body. In terms of leadership, a coach is defined as a trained manager of people (athletes) working toward a goal and intelligently guiding his athletes toward that goal.

Based on these characteristics, research on the influence of a coach on team performance has defined

an effective coach as "one who can produce successful performances or obtain positive psychological reactions from his athletes." A coach, who can affect the psychological well-being of athletes as well as their physical performance, must also be prepared to respond to the personal and individual needs of athletes.

Therefore, effective coaches may need to play multiple roles in the lives of their athletes in addition to their technical and athletic knowledge and skills. Leadership, friendship, teaching, role model, psychologist/counselor or mentoring can be included in these roles. In terms of these roles, the coach's leadership skills in sports clearly reveal the importance of conditioning, coordination, technical, tactical and psychological skills that are used to communicate, motivate and train athletes. Therefore, a successful coach must demonstrate effective leadership skills and these skills must facilitate the physical, technical, tactical and psychological performance of athletes. Teams that work with coaches who have effective leadership skills are more likely to achieve success and high performance.

However, many coaches today exhibit a low level of leadership while exercising a high level of management. Therefore, it can be said that coaches who set realistic goals for themselves during the season, encourage their players to achieve these goals,

increase team morale, expand and improve their programs, have real leadership qualities.

CONCLUSIONS AND RECOMMENDATIONS

Coaches' behavior may vary depending on the characteristics of the athletes on the team they are coaching and other external factors. It is wrong to classify coaches as good or bad. Importantly, coaches are aware of their own leadership style and can make adjustments to their leadership style based on the characteristics of their athletes. For example, if a coach with athletes who do not fully believe in him is wrong to use a democratic coaching style, then a highly autocratic style is also wrong. It can.

Coaches' leadership behaviors can be identified according to athletes' and players' perceptions, and research can be conducted accordingly to determine athletes' satisfaction. An autocratic leader essentially excludes followers from management; They are leaders who have no say in setting goals, plans, and policies. The most important disadvantage of the autocratic leadership model is that the leader is very selfish and does not consider the beliefs and feelings of the athletes. This situation has a negative effect on athletes and causes them psychological dissatisfaction.

Over time, hatred, depression, conflict and disagreements develop in the team towards the coach. A leader's natural authority may gradually disappear. In this context, adopting an autocratic behavior can

cause some problems. A coach who exhibits a democratic behavior generally accepts the ideas and opinions of his athletes and allows them to work together. While this may seem positive, the downside is that being democratic always creates various problems. The coach must be careful not to abuse the athlete-coach relationship in this joint work. As long as due care is taken, democratic behavior can be observed as the most positive behavior.

REFERENCES

1. Shoxrux, S. (2023). VOLEYBOLDA OTISH TEZLIGI TUSHUNCHASI VA AHAMIYATI. Новости образования: исследование в XXI веке, 1(11), 913-917.
2. Sirojev, S. (2023). THE CONCEPT AND IMPORTANCE OF SHOOTING SPEED IN VOLLEYBALL. Modern Science and Research, 2(9), 187-191.
3. Sirojev Shoxrux Fayzullo o'g'li, (2023) YEVRONA ITTIFOQI VA SPORT. International journal of scientific researchers 2(2), 7-16.
4. Bahodir o'g'li, N. A. (2023). YEVRONA MAMAKATLARIDA YUQORI MALAKALI FUTBOLCHI VA MURABBIYLARNI TEXNIK TAKTIK HARAKATLARINI TADBIQ QILISH METODIKASI. THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH, 2(14), 187-189.
5. Nuriddinov, A., Sayfiyev, H., & Sirojev, S. . (2023). WHY FOOTBALL IS THE FIRST SPORT

- THAT COMES TO MIND TODAY. Modern Science and Research, 2(9), 200–203. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/24104>
6. Nuriddinov, A. (2023). THE ROLE OF FAIR PLAY IN PHYSICAL EDUCATION. Modern Science and Research, 2(10), 244–250. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/24327>
7. Bahodir o'g'li, N. A. (2023). NIMA UCHUN FUTBOL BUGUNGI KUNDA SPORT DEB ATALGANIDA BIRINCHI NAVBATDA AQLGA KELADI.
8. Nuriddinov Axrorjon Bahodir o'g'li, (2023) Futbol zo'ravonligi, fanatizm va millatchilik International journal of scientific researchers 2(1), 451-456.
9. Azamat Orunbayev, (2023) NONUSHTANING MASHQ BAJARISHGA TA'SIRI. International journal of scientific researchers 2(2), 3-6.
10. Yarasheva Dilnoza Ismail Qizi. (2023). TECHNICAL AND TACTICAL SKILLS IN SPORTS. American Journal Of Social Sciences And Humanity Research, 3(10), 105–116. <https://doi.org/10.37547/ajsshr/Volume03Issue10-16>
11. Yarashova, D. (2023). THE IMPACT OF PLAYING SPORTS IN EARLY CHILDHOOD ON SOCIAL DEVELOPMENT. Modern Science and Research, 2(10), 230–234. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/24325>
12. Ярашева, Д. (2023, April). ФИТНЕС КАК ОЗДОРОВИТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ. In Proceedings of International Conference on Modern Science and Scientific Studies (Vol. 2, No. 4, pp. 278-283).
13. Yarasheva, D. (2022). BOLALARDA MASHQ QILISHNING AHAMIYATI. PEDAGOGS jurnali, 19(1), 139-142.
14. Ярашева, Д. (2023). СТИЛИ ОРГАНИЗАЦИИ НЕТРАДИЦИОННЫХ ОЗДОРОВИТЕЛЬНЫХ ЗАНЯТИЙ. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 19(5), 6-10.
15. Yarashova, D. (2023). STRENGTH TRAINING AND STRENGTH TRAINING IN CHILDREN. Modern Science and Research, 2(9), 211-215.
16. Yarasheva Dilnoza Ismail qizi, (2023) INSONLAR, SPORT VA FALSAFA International journal of scientific researchers 2(1), 457-462.
17. Saidova, M. A. (2023). SPORT VA FALSAFANING ALOQASI. SALOMATLIKGA TA'SIRI. Educational Research in Universal Sciences, 2(10), 288-293.
18. Ayubovna, S. M., & Xayrullayevich, S. H. (2023). YOSH BOLLALARDA SPORT SPORT GIMNASTIKASINING PEDAGOGIK O'LCHOVLAR NAZARIYASI VA TASHKILIY-METODIK ASOSLARINI TADQIQ ETISHNING MAQSADI, VAZIFALARI. PEDAGOGICAL

- SCIENCES AND TEACHING METHODS, 2(22), 108-118.
19. Saidova, M., & Sayfiyev, H. (2023). CONTENT-IMPORTANCE AND PRINCIPLES OF PHYSICAL EDUCATION CLASSES. Modern Science and Research, 2(9), 192-199.
20. Saidova , M. A. (2023). BO'SH VAQTDA QILADIGAN SPORTNING STRESS VA SALOMATLIKGA TA'SIRI. Educational Research in Universal Sciences, 2(11), 294–299. Retrieved from <http://erus.uz/index.php/er/article/view/3974>
21. Saidova , M. A. (2023). SPORT VA FALSAFANING ALOQASI. SALOMATLIKGA TA'SIRI. Educational Research in Universal Sciences, 2(11), 288–293. Retrieved from <http://erus.uz/index.php/er/article/view/3973>
22. Ayubovna, S. M. (2023). JISMONIY TARBIYA DARSLARINING MAZMUNI-AHAMIIYATI VA TAMOIYILLARI.
23. Saidova , M. A. (2023). BO'SH VAQTDA QILADIGAN SPORTNING STRESS VA SALOMATLIKGA TA'SIRI. Educational Research in Universal Sciences, 2(11), 294–299. Retrieved from
24. Sirojev, S., Nuriddinov, A., & Sayfiyev, H. (2023). THE CONCEPT AND IMPORTANCE OF SHOOTING SPEED IN VOLLEYBALL. Modern Science and Research, 2(9), 187-191.
25. Сайфиев, X., & Саидова, М. (2023). БАДМИНТОНИСТЫ ФИЗИЧЕСКИЙ ПОДГОТОВКА И ЕМУ РАЗРАБОТКА МЕТОДЫ. Инновационные исследования в науке, 2(4), 45-54.
26. Xayrullayevich, S. H., & Ayubovna, S. M. (2023). BADMINTONCHILAR JISMONIY TAYYORGARLIGI VA UNI RIVOJLANTIRISH METODIKALARI. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 2(18), 201-208.
27. Ayubovna, S. M., & Xayrullayevich, S. H. (2023). YOSH BOLLALARDA SPORT SPORT GIMNASTIKASINING PEDAGOGIK O'LCHOVLAR NAZARIYASI VA TASHKILIY-METODIK ASOSLARINI TADQIQ ETISHNING MAQSADI, VAZIFALARI. PEDAGOGICAL SCIENCES AND TEACHING METHODS, 2(22), 108-118.
28. Saidova, M., & Sayfiyev, H. (2023). CONTENT-IMPORTANCE AND PRINCIPLES OF PHYSICAL EDUCATION CLASSES. Modern Science and Research, 2(9), 192-199.
29. Sayfiyev , H. X. (2023). SPORT GIMNASTIKASINING PEDAGOGIK O'LCHOV USULLARI. Educational Research in Universal Sciences, 2(11), 307–315. Retrieved from <http://erus.uz/index.php/er/article/view/3976>
30. Sayfiyev , H. X. (2023). SPORT GIMNASTIKASI ORQALI YOSH BOLALARNING HARAKAT

KO'NIKMASI RIVOJLANTIRISH PEDAGOGIK
MUAMMO SIFATIDA. Educational Research in
Universal Sciences, 2(11), 300–306. Retrieved
from

<http://erus.uz/index.php/er/article/view/3975>

31. Xayrulloevich, S. H. (2023). SPORT
GIMNASTIKA MASHG'ULOTLARIDA ASOSIY
HARAKAT QOBILYAT (FMS), POSTURAL
(MUVOZANAT) NAZORAT VA O'ZINI O'ZI
IDROK ETISHGA SPORT GIMNASTIKASINING
TA'SIRI.



OSCAR
PUBLISHING SERVICES