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## **MANAGING THE PROCESS OF TALENT DEVELOPMENT IN SPORTS**

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**Akhrorjon Nuriddinov**

Asian International University Teacher Of The Department Of Physical Culture, Uzbekistan

### **ABSTRACT**

Identification and development of talents in the training of high-level athletes is a complex and multifaceted process. As the need for technical, tactical, conditional and psychological characteristics of the sports network increases, it becomes difficult to predict future performance. The process of talent development is influenced by factors such as children's developmental periods and levels, relative age effects, gender, athlete training program, social support, coaches' qualifications, and use of equipment and facilities. In this study; It mainly emphasizes the importance of cooperation of sports scientists, coaches and statisticians under the umbrella of sports federations in talent development models and approaches that take into account the stages of identification, verification, development, improvement and transfer of talent after selection. In our country, instead of improving the performance of a small number of talented athletes from adolescence, long-term programs of athlete development are recommended for children who have been identified as talented among the masses, who have received elementary movement training from qualified physical education teachers since the middle ages.

### **KEYWORDS**

Talent identification, Talent models, Stages of development. Problems of talent development. Selection of talents. Sports. High efficiency.

### **INTRODUCTION**

One of the main tasks of sports federations is to identify talented children from a young age and prepare them for international success by knowledgeable, qualified, ethical and professional coaches. Talent selection and systematic sports training, which began in the United States in 1947 and are practiced worldwide, still have unsolved problems. In the first half of the 21st century, various studies have shown that one of the most important challenges facing sports organizations is talent management.

Ability, which is a complex trait, is determined by heredity, has a complex structure and is influenced by environmental conditions. Although sport scientists continue to define the characteristics necessary for elite performance, there is no national or international consensus on the definition of talent, which includes the identification, selection and development of talent. In general, the observation of the coach and the decisions of the experts are crucial in the selection and selection process.

This study highlights the importance of approaches that take into account the talent development models of coaches, statisticians and sports scientists responsible for sports federations in the stages of identification, verification, development, improvement and management of talent after selection.

Problems of talent identification and development

There are many key challenges within talent selection models and criteria, such as training suitable coaches for planned training, directing highly developed athletes to top clubs, and providing budgets and resources.

It is difficult to make a selection that captures all the characteristics of actual performance, including physical, physiological, anthropometric, psychological, sociological, and environmental factors. The primary goal of talent selection is to maximize an athlete's genetic potential through training to achieve athletic success. In other words, the interaction of genetic abilities, such as race, gender, genetic background, intelligence, locomotor, neuromuscular, anatomical structure, and psychological state, which are the basic building blocks of biological endowment, are determinants of future performance. It is known that in the first stage of talent screening, age differences between children expressed only by years also lead to changes in performance due to higher body weight and height in children born at the beginning, middle and end of the same year. will bring.

Although the relative age effect decreases with age during adolescence, it has been reported to have little effect on performance in team sports. There are challenges in identifying talent in such a complex, dynamic and complex process. The definition of talent varies depending on the needs of the sports network. Structural, physiological, psychological, motor,

technical and tactical elements are important in determining talent according to the open or closed skill level of the respective sports network. For example; In areas such as rowing, swimming, and cycling, testing motor characteristics is more important in predicting future performance. However, in team and combat sports, there is a need to develop complex characteristics that include conditional characteristics along with technical and tactical skills. Therefore, it is more difficult to predict future performance with the results of motor tests in these sports. Precocious are undoubtedly among the best athletes of childhood. For example; In areas such as rowing, swimming, and cycling, testing motor characteristics is more important in predicting future performance. However, in team and combat sports, there is a need to develop complex characteristics that include conditional characteristics along with technical and tactical skills. Therefore, it is more difficult to predict future performance with the results of motor tests in these sports. Precocious are undoubtedly among the best athletes of childhood.

Unfortunately, because most children's sports programs focus too much on winning, latecomers are not given an equal opportunity to participate. Often, these children are discriminated against. The peak growth rate (peak height velocity) indicates both training readiness and early development of the athlete. Height increases by an average of 5 cm per

year, doubles during the peak growth period, and returns to its previous level the following year. A phase of rapid height growth should be observed with regular anthropometric measurements. The increase in physiological capacity, in other words, the increase in aerobic development corresponds to this period and constitutes the beginning of optimal loads.

Overloads and the stress of intensive training, which is psychologically difficult, not only lead to fatigue, but also often lead to injuries. In many cases, long-term training programs for children are not implemented. In comparison, parents and coaches want to achieve the goal in a short time, coaches do not pay enough attention to the child's anatomical strength. If trainers do not focus on the strengthening of ligaments, tendons, joint cartilage and muscle tissue (anatomic adaptation training), the injury-preventing part of the training program is forgotten. Add to this disadvantage high-intensity training and injuries occur. Therefore, at first, a gifted child moves away from sports and loses enthusiasm and cannot keep up with sports activities.

Theoretical foundations of talent selection and development

In the process of talent selection, coaches who influence the sports experience of young people with their values, views and behavior occupy the most important place. The level of satisfaction of young people with sports training and the continuity of their

desire to continue training are largely influenced by coaches and lead to higher performance. In general, training conducted by coaches to identify and develop.

- 1) Erikson's concept of planned and structured activity.
- 2) Bloom's step-by-step approach to talent development
- 3) Stages of Kot participation in sports activities
- 4) Gagne's theories of differentially gifted intelligence and talent model is based on.

Achieving high performance requires continuous investments and planned actions for implementation. If activities are clearly defined and planned at an appropriate level of difficulty, adequate feedback is provided, opportunities for repetition are created, and errors are identified and corrected, athletic performance can be improved. Sources are the factors that limit the maximum performance of the planned training by athletes; It shows motivation and drive. These resources include sufficient time, energy, access to a qualified trainer, training equipment, and other facilities.

High-level individual performance is limited if insufficient time is devoted to high-quality training, if coaches are not informed about the talent selection process, and if equipment and facilities are inadequate or inaccessible. It is well known that intrinsic

motivation rather than extrinsic motivation is the source of sustained participation in sports activities. If efforts are made to improve performance without setting goals for daily, weekly, monthly, annual and development periods, the athlete's desire to participate in training will decrease. athletes to participate in training and adapt to high-intensity work. It states that high-quality planned practices are sufficient to achieve excellence in sports.

It is emphasized that the development of high abilities of athletes in their special areas depends on the support of the coach and the social environment, the constant contribution to development, training and training. Emphasizing that it takes years of dedication and commitment to develop talent, he stressed that the support and quality education provided by athletes' families, teachers and coaches is critical to success. In the early years of an athlete's development,

- Oriented to the development process, polite, cheerful, protects the athlete and recognizes his high talent;
- Highly technical, highly skilled, highly individualized, respected, strong leadership that monitors developmental changes in adolescence and beyond, especially cognitive, affective, and psychomotor behaviors and those who possess



management skills and achieve the expected competency results;

He emphasized the importance of learning from a coach who is feared and respected, who can achieve success and is demanding, who always loves and thinks about the athletes even when he gets angry. their goodness and success. He emphasized that sports participants should strive for success and competitions should be an important indicator of progress.

He pointed out that there are three different stages of participation in sports activities. These are periods of experience (discovery), specialization (development), and investment (mastery). Athletes at every level have the opportunity to progress to the next level and can complete their studies or continue the activity as a hobby. At the initial stage of sports activity (testing and discovery), athletes, coaches and parents aged 4-12 years all become a "family of athletes". A child who gets acquainted with various sports discovers his skills. If children start special training from an early age and compete in such fields as gymnastics and skating, they become competitors in individual and team sports at an older age.

The most important problems at this stage come from too much emphasis on competition and/or insufficient coaching. A significant amount of time and money is invested in the development of sport-specific skills in planned systematic research during the

privatization and investment phases. He noted that during the investment years, the athlete should spend a lot of time and effort on training and preparing for competitions. He emphasized the importance of providing both emotional and financial support to facilitate participation in sports events. It is also emphasized that athletes should be supported to overcome difficulties such as injuries, handicaps and low motivation levels that hinder their development.

The athlete should continue training at his own will and with the support of his family, under the guidance of his coach. Trying too hard to achieve early success can lead to athlete burnout. It is necessary not to exceed the planned goals and constantly monitor the level of recovery of the athlete. Demonstrating exemplary athlete behavior during the investment (mastery) stage is the most distinctive feature of this stage. It is important to define specific, measurable, attainable, realistic and attainable goals in a specific time frame to achieve educational goals. Due to the inability of families to adequately support athletes financially and morally, excessive competition and competition are observed as important problems.

Instead of investing in kids by recruiting young talent to develop internationally successful athletes, they should go through basic movement training for basic movement skills, basic motor skills and basic sports skills from pre-school age, and from 3 years of age in early specialized sports.

Walking, running, jumping, jumping, changing direction, throwing, and catching are elements of basic movement skills. Agility, balance, speed, strength, coordination, flexibility, and endurance are elements of basic motor skills. In the context of specialized sports skills, for example; Examples of basic athletic skills include the seven basic wrestling skills of positioning, moving, leveling, pushing the body forward, stepping back, lifting the opponent, and kicking the stomach.

After basic movement training, in gymnastics, diving, tennis, table tennis, gymnastics, diving, tennis, table tennis, wushu, swimming and squash; 10-12 years old in football, basketball, hockey, volleyball, badminton, fencing, archery, handball and cycling; For those over 13, special training in boxing, wrestling, judo, canoeing, rowing, horse riding, pentathlon and weightlifting should begin. After qualified physical education teachers provide basic movement training to all children in elementary schools, children with high levels of physical literacy should be identified and referred to elite athlete training programs. Talent development should start from this moment. If an attempt is made to select talented children who do not have primary movement education until the age of 11-12, the most suitable times for the development of such characteristics as skill, speed, agility and coordination will be missed. Many developed countries use this method to train elite athletes.

### The concept and stages of talent development

- Talent selection and talent development consists of different stages. Many terms are used in this regard.
- Talent identification and giftedness are used interchangeably when recruiting gifted children for sports.
- The terms talent selection, talent validation and talent development are also frequently used.
- Identifying talent - discovering those with potential who have not yet participated in sports activities. For example; It is to find the fastest and/or fastest among children who have not played any sport and evaluate them in sports networks where speed is an important element.
- Talent identification is the process of identifying talented participants who are currently playing sports to become high-level athletes. In other words, talent identification is the identification of athletes with the potential to reach the world level with the help of certain physical, physiological, psychological and skill tests. Athletes have no prior experience in the respective field and are selected to develop their raw talent.
- Talent validation is the process of carefully measuring, observing, and verifying an individual's initially identified characteristics at the beginning, middle, and end of training programs. The athlete's ability to train, his reaction to loads and the level of

adaptation to high-performance training are studied.

- Talent selection is the process of identifying or identifying athletes that goes on at various stages of training programs. Talent screening programs refer to specific tests that demonstrate an athlete's competency in a specific field or position. It includes athletes who are selected for the sports department and receive additional guidance and support. In addition, talent screening is the observation of the coach and the sports death of athletes who are candidates for international success among active athletes. is a selection process based on measurements .
- Talent development is the process of athletes developing and demonstrating their potential in a specific sport, where an appropriate learning and training environment is created and encouraged.

High performance development (world level development) refers to the participation in a highly specialized training program that enables the development of athletes whose talent is identified after talent screening and whose talent is confirmed by their inclusion in talent screening programs. competitors or competitors in the class. To develop high performance, not only training programs are needed, but also expert coaches, a calendar of competitions with an adapted level of difficulty, as well

as tools, equipment and equipment, as well as sports doctors and scientists.

Talent transfer is the transfer of technically, tactically and conditionally identified athletes to other sports similar to the same sport, while continuing to train at the highest level of interest in the sport. is the process of development. For example, directing an athlete to gymnastics, diving, wrestling or judo.

In the classical sense, in the selection and development of talents, first of all, the characteristics that create success in the respective sports field are identified. These characteristics are then measured in athletes, and once the data is collected, norms are created to compare the talented and the less talented. After that, each athlete is profiled and checked for which sports network these characteristics match. England develop high-level athletes using the stages of talent identification, talent screening, talent development and talent transfer respectively in their talent identification and development program.

It takes 8 to 12 years of training for a talented athlete to reach the elite level. This is called the "10-year" or "10,000-hour training rule." Such a lengthy talent acquisition process requires long-term planning and organization. Especially in the discovery and management of gifted children; All officials should be part of a practice based on scientific principles in the process of testing, curriculum, selection and

competition planning, talent selection and development.

## Talent selection criteria

In recent years, the use of a holistic approach to talent selection has been increasing. Although the emphasis is placed on concepts such as giftedness, commitment, and creativity before selecting talent, children should be tested with measurement tools that help determine individual productivity at different developmental levels. These are; There should be anthropometric measurement test, motor skills test, physiological tests, psychosocial tests, cognitive (decision-making) tests. A young athlete in the selection of talents; Willingness to succeed, skill level, creativity and motivation should be evaluated along with interest level. It should then be determined by physiological, anthropometric, psychological, sociological and technical skill measurements and regularly monitored during development. When determining the talent potential, first of all, at the selection stage, physical determinants: body weight, height, body size, bone diameter, muscle circumference, body type, growth rate, body fat measurements should be taken and recorded.

As a physiological determinant, motor characteristics such as aerobic capacity, anaerobic endurance, anaerobic power and agility, coordination, balance and speed are measured. Sociological determinants include

parental support, socio-economic infrastructure, education, mentor-student interaction, length of study, and cultural background variables. Identification of psychological determinants such as perceptual-cognitive abilities, attention, intuition, decision making, game mind, creative thinking, motor/technical skills and personality traits and levels of self-confidence, anxiety, motivation and concentration and must be tested.

## CONCLUSION

Instead of investing in a small number of children and selecting talent at a young age to raise internationally successful athletes, build basic movement skills from preschool to "three" years. early specialized sports; Basic motor skills and basic sports skills should be taught. Specific training should begin after basic movement training, depending on the characteristics of the sports network. After qualified physical education teachers provide basic movement training to all children in elementary schools, children with high levels of physical literacy should be identified and referred to elite athlete training programs. Many countries use this method to develop elite athletes. Physical education teachers, coaches, trainers, statisticians and sports scientists need all-round support, trust and encouragement to selectively cooperate in the stages of talent identification, confirmation, development and transfer.



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