



## **FORMS OF CONTROL OVER THE PROFESSIONAL AND PEDAGOGICAL ACTIVITY OF THE TRAINER AND ITS PEDAGOGICAL SIGNIFICANCE**

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### **Annotation**

The article considers the measures taken to monitor the professional and pedagogical activities of teachers and trainers, to monitor the negative and positive aspects of their pedagogical activity, to eliminate shortcomings in a timely manner.

**Keywords:** professional and pedagogical activity, coach, attestation control, monitoring, coach and athlete activity, express survey,

### **Introduction**

Assessing the suitability of the coach for his profession and his professional and pedagogical training on the basis of attestation control will help to accelerate the formation of existing theoretical knowledge, practical skills and other functional abilities. In this regard, the method of internal monitoring of monitoring and evaluation of trainer performance is important. This method of control, on the one hand, helps to identify existing shortcomings and eliminate them in a timely manner, on the other hand, opens the way for further formation of vocational training individually and with the help of colleagues. During the attestation control carried out by the administration and government agencies, the professional and pedagogical activity of the trainer is organized in different ways and forms: monitoring, interviews, express surveys, questionnaires, theoretical knowledge, practical skills and competencies. assessment of the level on the basis of expert tests.

It is known that the professional and pedagogical activity of a trainer is a multi-component and multifaceted process that reflects the movement (activity) and the set of actions. The process focuses on a variety of educational, methodological, spiritual-educational, research and social tasks.

In the pedagogical process, factors such as the activities of the coach and the athlete, education and training, planning and application of loads, the personality of the coach and the athlete, the level of preparation of the team and the results of its participation in the competition. Therefore, the coach will have to keep in mind, memorize, study, control all the issues mentioned in the sports team as a single, governing entity, and make changes or additions to the process if necessary. .





E.A. Seytkhalilov (2000), E.R. According to Yuzlinayeva (2012), one of the important differences between one-time attestation and monitoring of the pedagogical process in sports schools is that monitoring is the dynamics of the process, the nature of the shortcomings and the pace of change. In the order of consistency, it allows the full observation, helps to determine which processes are changing in which direction, the observation of negative and positive cases, creates the basis for the application of measures to eliminate shortcomings in a timely manner.

The most democratic method of monitoring a coach's professional and pedagogical competence is open dialogue. Of course, every interview to determine the level of readiness of the coach should be based on a pre-designed program. The program should include the goals, objectives, and topics of the conversation. The purpose of the interview should not be to look for shortcomings or problems, but to learn from the experience, eliminate negative situations, and introduce positive ideas and actions as role models to other trainers. In this regard, it is advisable to use the methods of discussion, dialogue, discussion, comparative analysis and debate in individual or group discussions.

The use of the express-survey method in the study of the trainer's professional and pedagogical training is based on a pre-designed program of questions, depending on what age and qualification group or team he leads. This method is aimed at quickly answering the identified questions and studying the knowledge and ideas formed in the trainer in a particular area of professional and pedagogical activity.

The survey is recognized as the most common method for studying and evaluating a trainer's professional training. The ability to achieve objective and original results using this method depends on the short and clear structure of the questions, their logical meaning and coherence, as well as the fact that they are developed in a balanced context.

When using the survey method, it is important to ensure that consultation with others is strictly prohibited, that the answers are impartial, and that the name of the respondent coach or trainers is not disclosed. The answers to the questions are "yes" or "no", "I know" and "I don't know", "right" or "wrong" or other similar one-sided punctuation marks. It is advisable to

The practical skills and competencies of trainers are often assessed on an expert basis in the study, diagnosis or certification of their practice. This method can be used in public or in private. Based on the open expert method, the assessment is organized as follows: first, an expert commission consisting of 3, 5 or 7 leading specialists is formed and approved in accordance with the procedure; the maximum number of pre-graded rating points is determined; for example, the maximum score - 10: stratification - 5-6





points - "satisfactory"; 7-8 points - "good"; 9-10 points - "excellent". Each expert publishes (or displays) his score; then all accumulated points are added; the sum of added points is divided by the number of experts; the amount of points generated (e.g., 7.5 points) represents the assessment of the quality of the practical action (technique or tactics of the game method) demonstrated by the coach.

A closed (confidential) form of expert assessment is rarely used in sports practice.

Special test question options are developed and used to determine (assess) the level of theoretical training of the trainer.

The size (number) of test questions used is determined by the category of the trainer, his functional responsibilities, the training program and content of the group or team (children and youth sports school, specialized children and youth sports school, special sports boarding school, national team).

The level of complexity of the questions depends on the position of the coach (head coach, senior coach, trainer, coach-teacher, coach-methodologist).

One of the most objective methods of assessing the level of professional and pedagogical training of trainers is a programmed computer tool. This method is used in the following order: first, the experts prepare the correct and alternative answers to the system of questions developed in a programmed order in paper form; then they are stored in computer memory. The computer has the ability to change the sequence of questions, change the options of questions. The logical meaning of the questions can be retained and renamed.

The selection of test assignments and test exercises to assess the theoretical training and practical skills of the trainer should be based on the principle that their results allow to form an objective picture of professional and pedagogical training.

Based on the generalization and comparison of the opinions of the authors, who studied various aspects of the professional and pedagogical activity of the coach and revealed their internal and external nature, it can be noted that the coach with all-round high professional and pedagogical training is a talented and competitive athlete. can nurture.

It is important to remember that the main criterion in assessing the professional training potential of coaches is the result of the competition. Therefore, when studying the professional and pedagogical activity of the coach, the results achieved by the team in competitions should be taken into account in the assessment based on the forms and types of control.

Coach's role in organizing and conducting competitions (in the case of volleyball). The professional and pedagogical activity of the trainer is not limited to the functional areas, which are described in the relevant paragraphs of this section. Trainer



knowledge in the broad and narrow sense of the organization and conduct of multi-program public competitions, traditional tournaments, sports holidays, including championships, memory tournaments, cup competitions in their specialty and should also have the skills. To do this, it must have a high level of knowledge of the opening and closing ceremonies, the development of competition rules, competition systems, official competition rules and arbitration.

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