



# PRACTICAL USE OF PROJECT-BASED LEARNING TECHNOLOGIES BY A SPORTS COACH

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## Abstract

This article delves into the challenges surrounding the effective organization of the educational process across different stages of social development, emphasizing the importance of maintaining consistency and continuity. It explores the insights of seasoned thinkers and progressive educators who have dedicated attention to these issues. Specifically, the focus of the article centres on the practical implementation of project-based learning technologies within the realm of sports coaching. By examining the application of these technologies, the research aims to shed light on innovative approaches to education, offering valuable perspectives for sports coaches seeking effective and dynamic ways to engage and educate their athletes. The findings contribute to the broader discourse on educational methodologies, offering insights applicable not only to sports coaching but also to the larger field of pedagogy.

**Keywords:** Project, didactic, strategic, trainer, continuous, strategic, social, intellectual, criterion, continuous, development.

## Introduction

Project education has been used in pedagogical practice for more than 300 years. According to German pedagogue M. Knoll's research, the emergence of the concept of "project" dates back to the 16th century, and it is connected with the attempts of Italian architects to turn their activities into a profession by declaring architecture a science and elevating it to the level of academic subjects.

## Literature review

As a result of the emergence of engineering professions at the end of the 18th century, the educational project was first used in France, then in Germany, Austria, Switzerland, and in the middle of the 19th century in technical and industrial higher schools in the USA.

The term project has passed from the technical field to the field of social sciences, and the project means the basic idea of restructuring the state of this or that field according to specific rules [1].



Designing in the sense of education is a purposeful educational activity specially organized by the teacher, which ensures the student's independent action from searching for a problem, planning and organizing activities to solve it, and ending with public assessment.

During the next 30 years of the last 20th century, a new direction was based on the theory and practice of pedagogical processing of information content and preparation of didactic projects under the guidance of famous didactics experts M.N.Skatkin, V.V.Kraevsky. It analyzed the essence of social experience and developed the idea of creating didactic projects.

V.I. Dal; pod ed. M.I. Baudouin de Courtenay. - M.: Citadel. D.I. Ushakova, M. V. S. Tsetlin, V. S. Shubinsky, scientists such as scientific research, the idea of looking at and analyzing skills, qualifications, the experience of creative activity and relationships as components of didactic projects were decided.

## **Methodology**

Designing is one of the important conditions for organizing the pedagogical process and ensuring its success. When designing the pedagogical process, the sports coach:

- analysis of the content of pedagogical activity;
- predictability of results;
- tasks such as creating a project for the implementation of planned activities are performed.

At this stage, the activity of the teacher, which is designed based on determining the content and means of the educational process independently, and at the same time in cooperation with the student, takes a leading place. The design of the pedagogical process of the sports coach is the creation of a project that serves to fully express the general essence of the pedagogical activity, which is organized based on three content activities.

The projects differ from each other according to the subject and its direction. Sports coach in projects. Analytical activities are carried out sequentially and end with diagnosis; creative activities such as foreknowledge and design are manifested. Diagnosis, foresight and design are the essential trinity of any coach's mission. The purpose of the project is reflected in advance on paper as a schedule, and a brief written statement. Effective solution for strategic, tactical and operational tasks depends on the quality of design technology.

In designing the pedagogical process of the coach, not only the activity of the coach but the content and possibility of using coaching tools should be taken into account. It should mainly cover the content of activities organized by individual teachers and groups of students. Designing is a general strategy that reflects the pedagogical process, based on the social and pedagogical goals of education. Curriculum, programs, textbooks, methodical recommendations and other training manuals serve as an important resource in designing. Forward-looking and agile design in coaching activities is adapted differently in different classes. When starting to design a teacher, whether it is a lesson or an educational event, he should know the place of each pedagogical task in the system of the whole pedagogical process [2].



Educators with skilled, systematic modelling skills can create sustainable technologies. They differ sharply from pedagogues who can implement (local) modelling suitable for specific conditions. Therefore, in the activities of the second group of pedagogues, not a holistic science (or pedagogical process), but the technology of the lesson (or educational event) takes a leading place.

If the activity of the coach is focused on meeting the requirements of the students, that is, on the final goals, then the pedagogue will not face any difficulty in designing the whole pedagogical process or individual lessons and educational activities.

These aspects of organizing the education of the young generation were studied by Abu Ali ibn Sina, Mirza Ulugbek, Jan Amos Comensky, Dmitry Konstantinovich Ushinsky, Abdulla Avloni, Abduqadir Shakuri and others.

The globalization of information exchange, as well as the rapid growth in the number and quality of scientific innovations in the fields of science, technology, and production, by themselves, put on the agenda to provide students with quick and detailed information about them. The positive satisfaction of this demand is carried out, first of all, in the educational process, which is a convenient and acceptable form of assimilation of scientific-theoretical and practical knowledge. Appropriate and effective organization of the educational process directly depends on the level of educational resources, as well as the level of knowledge of the trainer and the skills of the trainer.

In the application of new pedagogical technologies in the educational process, the perfection of the content of the curriculum, the creation of textbooks and manuals based on modern requirements, the theoretical and practical characteristics of the curriculum serve to achieve a single goal, the existence of pedagogical conditions that allow for effective organization of training, positive relations between the trainer and the students. , such issues as the resolution of intimate relationships are taken into account.

It was emphasized that one of the main directions of the reforms implemented in order to improve the continuous education system is the technologicalization of the educational process. In order to ensure the effectiveness of this process, the fulfilment of the following conditions is important:

- 1) active use of modern educational technologies by the trainer in educational practice;
- 2) to be aware of the modern technologies used in the educational practice of developed foreign countries.

Information supply design principles serve to form information supply in the educational process project.

State educational standards and curricula are also tools that organize information supply.

The principle of designing socio-economic provision means ensuring economic feasibility. The socio-economic design of the educational process is the task of the educational manager. When designing the activities of all educational institutions, it is necessary to take into account the



needs and opportunities of the participants of the educational process, society and the state, and fill them.

The design strategy developed by D. Johnson is a generalized project and is the result of the creative (design) activity of the coach.

The design strategy is a system of implementation of activities planned by the designer in a certain sequence in accordance with the technical tasks.

A number of strategies are used in the design of coaching activities. Each strategy has a specific feature in the design of the educational process. The coach has the opportunity to use two or more types of strategies in his practical activities.

Today, in the education and development of future sports coaches, determining how they chose the pedagogic profession, and forming their social inclinations for in-depth acquisition of professional knowledge is one of the important pedagogical issues [3].

The main criteria that determine the social and personal inclinations of future sports coaches when choosing a pedagogic profession are:

- emotional attitude;
- interests and needs;
- realizing the social essence of his profession;
- the quality of pedagogical training and the ability to see its prospects;
- to be able to coordinate the inclination towards the pedagogic profession with social requirements;
- to be able to evaluate the results of their activities in the pedagogical practice and educational process;
- such as understanding the interests of future sports coaches in choosing the pedagogic profession.

It should be noted that in the training of future sports coaches, professional inclinations appear as the basis of the educational process. It is they who direct the personality of future sports coaches to the educational process, encourage them and help students to think and intellectually act, to see their own professional prospects, and to understand their social and pedagogical tasks. In addition, clear instructions and recommendations are necessary to achieve the desired results. Thus:

- freedom of choice of future sports coaches is ensured;
- activities aimed at professional and personal development are organized;
- future sports coaches will be given the opportunity to imagine the prospects of personal and professional development, the need for active socio-pedagogical activity will be formed in them, and the experience of self-evaluation and objective analysis of pedagogical reality will increase.

In order to form and regularly develop the professional needs and socio-pedagogical inclinations of future sports coaches, it is necessary to choose suitable means and conditions.



In addition, it is necessary to take into account that the possibilities of satisfying students' aspirations and desires are the driving force in their education and development.

As a result of engaging students in active social activities, a communicative culture is formed in future sports coaches. It is necessary for future sports coaches to know the psychology of young students well, to take into account their emotional and mental states, to be able to approach them individually, to be able to realize their intellectual and creative potential in time and to help them to master and understand educational materials carefully. In addition, future sports coaches should understand the essence of the students' acquired knowledge, their emotional and spiritual experiences, and their needs for independent learning.

Future sports coaches will have clear ideas about the methodological bases of studying and knowing the personality of students, ways, methods, and means of educating them, forming and developing them as well-rounded individuals.

In order for future sports coaches to thoroughly study students, the following is necessary:

- have an idea about the personality, its structure and orientation, in particular, the developed personality;
- knowledge of students' age characteristics, individual-typological characteristics of a person;
- deep understanding of the emotional-spiritual, spiritual-ethical characteristics of the first meeting with students;
- such as those who clearly know the directions and methods of studying students.

### **Conclusions**

The ultimate goal of pedagogical activity is the personality of the student, his development, education and training. Therefore, it is of particular importance for the teacher to know the personality of the students, especially in the context of the modern humanistic direction of education, which is gaining special relevance.

In higher education institutions of pedagogy, future sports coaches get to know students based on a certain system.

Practical experiences show that it is necessary not only to educate and develop the personality of the future teacher who is active, conscious, and able to carry out pedagogical activities but also to prepare him to have a successful educational impact on the personality of students.

Pedagogical leadership in the process of education and development of future sports coaches should be directed to the student. Pedagogical support in the process of moral education and development of future sports coaches means helping them to realize and develop themselves.

Pedagogical-psychological support of future sports coaches means taking care of them and directing them to development and independent development. When the teacher tries to help, the students are required to accept this help earnestly.



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