

MAIN CRITERIA FOR ASSESSMENT OF WORK, COMPETENCE AND PROFESSIONALISM OF THE TRAINER

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Abstract: The peculiarities of the coach's activity are connected, first of all, with the goal facing him - the achievement of high sportsmanship by his students as a result of many years of training. To understand the psychological characteristics of successful sports activity, it is necessary to understand the nature of one of its most important factors - the personality of the coach. He was represented as a dogmatic and rude person, striving to bring up the same qualities in athletes under his command, as a loser with a whistle around his neck. In some cases, it was a portrait of a courageous knight with a strong will and high moral principles, ready to protect his pupils from delusions, to prepare them for life.

Key words: sports activity, coach, criteria, assessing, pedagogical problems.

It is important for a teacher (trainer) today to convince the society (educational authorities, family) of the importance of the results of their work, to be able to enter into business relations in the educational services market, showing the advantages of their methods and forms of work.

The criteria for professional commitment show: is the coach able to respect the honor and dignity of the profession, to highlight its specific unique contribution to the progress of society.

It is important for the teacher to have professional patriotism and dedication. Unfortunately, sometimes there is isolation, corporatism, opposition of the teaching profession to others, as well as an external professional locus of control,

when the shortcomings of the education system are associated only with negative social phenomena.

Qualitative and quantitative criteria characterizing the professionalism of a teacher (trainer) are both in quality parameters.

In accordance with the above criteria for assessing work, a professional can be considered a trainer who:

- successfully solves the problems of education and upbringing, prepares the necessary specialists for society, graduates of educational institutions with a set of socially significant personal qualities (objective criteria);
- personally disposed to the profession, motivated to work in it (subjective criteria);
- achieves the desired results trained and educated students (performance criteria);
- uses democratic methods of influencing students (procedural criteria);
- open for continuous improvement of the level of professional qualifications, accumulation of experience (criteria for professional learning);
- at the same time enriches the experience of the profession through personal, creative contribution (criteria of creativity);
- is socially active in society, raises in the course of public discussions questions about the needs of the profession, its achievements, at the same time looks for solutions to problems within the profession, is not afraid to get into conditions of competition (criteria of social activity);
- devoted to the teaching profession, strives to support, even in difficult conditions, its honor and dignity (criteria of professional commitment).

The teacher's professionalism in practical activities is largely determined by the ability to set and solve pedagogical problems. The structural components of a coach's abilities to sports activity can be attributed to: guess (quick enumeration of

possible options for strategies and tactics for solving sports and pedagogical problems, a curtailed system of reasoning and actions); differential sensitivity; probabilistic forecasting; the ability to generalize, to identify pedagogical patterns in the educational process, the creative and varied nature of training, efficiency in solving various problems during training and outside of it; short-term memory; breadth and flexibility of constructive solutions in the course of the educational process; the use of a variety of teaching methods and methods of pedagogical influence.

The analysis of the characteristics of special pedagogical and sports abilities of coaches of different skill levels showed the following.

Coaches of a high level of skill are characterized by the highest level of development of all types of studied abilities, and the leading components are those reflecting more special abilities. The trainers have a clearly expressed pedagogical orientation, responsibility for work and love for, they strive to master the psychological and pedagogical knowledge and experience of their colleagues. They are distinguished by proper self-criticism and adherence to principles in relations with workmates. As a rule, these are thoughtful hard workers and good social activists.

Coaches of a low skill level are characterized by the heterogeneity of the development of special abilities. Thus, the level of projective abilities is significantly lower than the level of the other two groups, the level of reflexive and sports abilities is significantly lower than the level of these abilities in master trainers does not differ from the level of these abilities in trainers of the middle group.

Coaches of a low skill level find it difficult to rethink the advanced experience of colleagues and the achievements of psychological and pedagogical science. At the same time, they may have a pronounced love for business, for children, but they have a special inclination only for sports activities. They constantly conflict with young athletes, parents and school leaders, are not self-

critical, are constantly dissatisfied with something, grumble, refer to difficulties in their work.

Developing models, fulfilling the same role of assessment, are aimed at assisting the teacher in unleashing his creative potential.

The choice of one of these models depends, first of all, on the interest of the leaders in the assignment of advanced qualifications to the teaching staff of the educational institutions subordinate to them. In this regard, at present, there are many complex, multifactorial techniques, the use of which makes it difficult to assess the objectivity of teaching work, introduces additional difficulties in the formation of interest in professional development.

It is well known that the objective criteria for assessing the level of qualifications of any work is its effectiveness, the ability to solve various professional tasks.

In the work of a teacher, an objective criterion may be his ability to successfully solve the problems of teaching and upbringing in accordance with the requirements of the education system, the needs of society, the family and the student himself.

Evaluation of the results of the teacher's work is related to the extent to which the profession meets his requirements, motives, abilities, how satisfied he is with the work in the profession.

The criterion for assessing the professionalism of a teacher can be a stable professional and pedagogical orientation, an understanding of the importance of the profession, its value orientations, a set of necessary professional and psychological qualities of a person, a positive attitude towards oneself as a professional, and the absence of personal deformations.

A professional teacher is characterized by a combination of a fairly high work success and an internal desire to improve in the profession.

Until now, there are different opinions about the correctness of the choice of criteria for assessing the work of a teacher. Some researchers believe that the result of a teacher's work can be only the knowledge of students, their compliance with

the requirements of educational standards, others note the need to first of all take into account the development of students' creative abilities, others see the main result of teaching activities in the adaptation of a graduate to subsequent social life, etc.

At the same time, the main priority criterion for assessing the result of work remains positive qualitative changes that determine the increments in the personal development of students that arise in the process of their interaction with the teacher. Tracking and evaluating these changes, the teacher needs to know the development indicators, be able to diagnose their initial level, potential level, zone of proximal development, as well as the student's self-development zone.

Currently, in pedagogy, there are methods for assessing the work of a teacher, associated with the use of procedural, effective, individual-variable, prognostic criteria and criteria of the impersonal level.

For a teacher, as for any other specialist, it is important to master the norms of the profession, developed in science and tested in practice. In pedagogical work there are certain norms of communication, behavior, social relations, the observance of which at a high level represents the professional skill of a teacher of any educational institution.

Individual-variable criteria show: does the teacher strive to individualize his work, realize his own personal needs in it, show originality in work, etc.

Today, in a teacher (coach), as never before, they value originality, individuality, uniqueness, the presence of their own style, the originality of their view of the surrounding reality.

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