

PAPER

PEDAGOGICAL CONDITIONS AND EXPERIMENTAL CONCLUSIONS ON THE FORMATION OF MOVEMENT COMPETENCE IN FUTURE HANDBALL COACHES

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Abstract

This article presents the theoretical foundations for developing coaches' positive physical-psychological competence in handball teams, highlighting results obtained using various research methods.

Key words: Competence, Sports psychology, Coaching skills, Stress resistance, Experiment, Communication skills, Technology, Sequence, Speed, Strength, Endurance, Agility.

Introduction

Handball, as a team sport, stands out with its dynamics, technique, and tactics. The success of a team largely depends on the coach's skill and their ability to influence team members. A modern handball coach must not only possess knowledge of physical training but also create a positive psychological environment within the team, consider the individual characteristics of each athlete, and aim to improve their movement skills.

In recent years, it has been established that the principles of sports psychology and positive psychology have a positive impact on athletes' motivation, mental stability, and results. From this point of view, the development of positive physical-psychological movement competence of future handball coaches is of great importance.

Handball encompasses all the basic movements in a person: running, jumping, throwing. Therefore, by playing handball, you improve all physical qualities, which helps you to successfully pass the special test standards "Alpomish" and "Barchinov".

Literature Review

The problem of developing students' thinking, creatively organizing and activating the educational and cognitive process

has been comprehensively covered in the research of A. Ghulomov, M. Haqberdiyev, T. Ziyodova, S. Yaminova, M. Saidov, B. Adizov, and Ya. Rakhmonov. Q. Yo'ldoshev's research developed ways to organize literature lessons on the basis of pedagogical cooperation. M. Maxmutov, V. Okon, and R. Ibragimov researched ways to create problematic situations in the educational process and thereby increase the effectiveness of students' educational and cognitive activities. The process of independent work and its impact on students' educational and cognitive activities and thinking has been studied by O. Roziqov, R. Mallayev, A. Ghulomov, T. Niyozmetova, N. Sattorova, S. Matchonov, L. Mirdjalalova, and Y. Rakhmonov. The problem of organizing the educational process on the basis of games can be seen in the research of R. Tolipova, J. Tolipova, A. Bobomurodova, and F. Qodirova. A. Choriyev philosophically analyzed independent thinking as a key component of individual independence.

Physical education is a process aimed at comprehensively developing the younger generation, shaping their consciousness, behavior, and worldview based on socio-historical experience. [3]

The laws of physiological maturation of the organism, the mental development of a person, the achievement of philosophical and pedagogical ideas, as well as the level of social culture give a general direction to the goal of physical education. In the famous words of L. Tolstoy: "To be spiritually healthy, one must be physically strong." [2]

Before starting each training session, it is necessary to perform appropriate warm-up exercises, which help to master the basics of game technique and tactics. For example, the ball is first passed slowly to each other or thrown against the wall. Then the shooting is accelerated. Exercises are performed sequentially and consistently. For example, moving around the hall while passing the ball to each other, or passing an obstacle first over the ball, then under various objects.

The first steps in handball are not difficult for both girls and boys, because the game techniques are natural movements that are constantly encountered in our daily lives. But to become skillful, serious work and willpower are required. Masters of handball are distinguished by their speed and agility in performing game techniques. Anyone who truly loves the game can achieve such perfection.

The competency-based approach, coaching skills, positive psychology, and physical training issues in sports have been studied by many researchers. In particular, Jones (2006) emphasizes the leadership qualities of the coach, and Nash (2008) emphasizes the importance of creating a positive environment in the team. However, there are not enough specific studies aimed at developing positive physical-psychological movement competence for handball coaches.

According to the research results, positive physical-psychological movement competence consists of the following components:

To implement this technology in practice, trainings, seminars, practical exercises, role-playing games, and other interactive methods were used. The results of the pedagogical experiment showed that the positive physical-psychological movement competence of future coaches in the experimental group increased significantly compared to the control group ($p < 0.05$).

Research findings can be used to improve training programs for future handball coaches in higher education institutions. The developed technology can be applied in advanced training courses and coaches' self-development programs.

This research established the theoretical and practical foundations for a technology to develop the positive physical-psychological motor competence of future handball coaches. The developed technology helps to improve the system of training future coaches and enables them to succeed in their professional activities. The research focuses on creating the theoretical and practical foundations for a technology to develop the positive physical-psychological motor competence of future handball coaches, which is of great importance in the modern sports education system. During the research, the essence and structural components of positive physical-psychological motor competence were determined, and effective ways to increase the level of preparedness of future coaches in this competence were developed.

The results obtained showed that positive physical-psychological motor competence significantly increases the coach's role in managing the team, motivating athletes, creating a positive psychological environment, and ensuring the team's success. The developmental technology developed in the research enables a comprehensive development of the physical, psychological, and motor skills of future coaches.

The results of the experimental study showed that the developed technology helps to significantly increase the competence of future coaches. Future coaches in the experimental group achieved higher results in physical fitness, psychological stability, motor skills, communication skills, and leadership qualities compared to those in the control group. Studying the specific characteristics of positive physical-psychological motor competence for coaches of various sports. Developing innovative methods and tools for developing this competence.

- Studying the personal characteristics of coaches and their impact on the team.

During the warm season, games and relay races are held outdoors (in the stadium), and during the cold season, they are held in the gym and outdoors. Each additional training session includes 7 to 10 minutes of active games and relay games. Frontal, flow, and circular methods of performing exercises are used in additional training sessions to increase children's physical activity. [2].

The following recommendations have been developed to increase the effectiveness of extracurricular activities in developing physical abilities:

- Organize training sessions taking into account the age characteristics of children.
- Use a variety of physical exercises in training sessions.
- Choose sports based on students' interests.
- Involve parents in training sessions and ensure their support.

[1]

The importance of extracurricular activities: They provide students with the opportunity to consolidate the knowledge gained in physical education classes. They create additional conditions for the development of physical abilities. They strengthen children's health and involve them in sports.

Theoretical substantiation of the problem of forming physical ability in extracurricular activities of primary 4th-grade students, revealing ways to implement it in the process of forming physical ability of primary school students allowed us to determine the purpose, tasks, and content of experimental work. [2]

At this stage of the research, we set a goal: to empirically determine the pedagogical conditions necessary for future teachers to form their readiness to manage the development of children's physical abilities.

We are proposing a physical development system for shaping the physical ability of primary school students. This system is holistic, adequately scalable, and integrative, encompassing diagnostic, information-motivational, design-organizational, and generalization stages.

The purpose of our study was to solve the following tasks:

Indicators of assimilation of the experimental group:

Indicators of assimilation of the control group:

In order to facilitate statistical analysis, from the above variational series, we calculate the repetition (frequency) of n_i and m_j based on the appropriate statistical probability formulas and.

We begin the statistical analysis by calculating and comparing the average assimilation for both groups. The average assimilation indicators gave the following results:

In percentage

Therefore, the assimilation in the experimental groups is higher than the average assimilation in the control groups by $(79.3 - 65.0)\% = 14.3$. This, in turn, means that it is more than double.

Thus, at the end of the experimental work, the respondents' knowledge indicators increased by an average of 14.3%.

As can be seen from the table above, the students in the experimental group achieved significant growth in all physical abilities during the study. In the control group, the growth rates were much lower. This shows that extracurricular activities are an effective tool for developing the physical abilities of 4th-5th grade students. [2]

Scientific novelty: A comprehensive model for assessing the impact of extracurricular activities on students' physical abilities has been developed. New methodological approaches have been proposed to increase the effectiveness of extracurricular activities (e.g., individual approach, the use of game elements, ensuring parental involvement). It was found that extracurricular activities have a positive impact not only on children's physical but also on their psychological development (increased self-confidence, increased stress resistance, development of teamwork skills).

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