

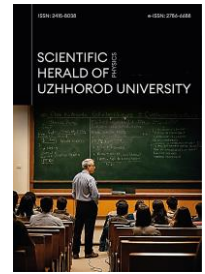
# Scientific Herald of Uzhhorod University

Series "Physics"

Journal homepage: <https://physics.uz.ua/en>

Issue 56, 1339–1346

Received: 17.12.2023. Revised: 08.03.2024. Accepted: 18.04.2024



DOI: 10.54919/physics/56.2024.133yk9

## Psychological and pedagogical support of coaching activities

**Svetlana Tokareva**

Kazakh Academy of Sport and Tourism  
050022, 85 Abay Ave., Almaty, Republic of Kazakhstan

**Vitaliy Avsiyevich\***

Kazakh Academy of Sport and Tourism  
050022, 85 Abay Ave., Almaty, Republic of Kazakhstan

**Natalya Kefer**

Kazakh Academy of Sport and Tourism  
050022, 85 Abay Ave., Almaty, Republic of Kazakhstan

**Aliya Belegova**

Kazakh Academy of Sport and Tourism  
050022, 85 Abay Ave., Almaty, Republic of Kazakhstan

**Aibek Gabdullin**

K. Zhubanov Aktobe Regional University  
030000, 34 A. Moldagulova Ave., Aktobe, Republic of Kazakhstan

### Abstract

**Relevance.** The development of mass sports is an important condition for the upbringing of a healthy nation in Kazakhstan. Relevant in this context is the issue of professional training of coaches responsible for the training of athletes for Kazakhstan to gain international recognition in the sports arena.

**Purpose.** The purpose of the study was to reveal the specifics of psychological and pedagogical support, which is realized by the coach during interaction with athletes.

**Methodology.** The study used the method of analysis, synthesis, comparison, deduction, generalization, abstraction.

**Results.** As a result, it was found that coaching activity includes a system of measures aimed at achieving high sports results by wards. In this regard, it was proved that a professional coach should be comprehensively developed, as well as improve not only physical but also psychological qualities. As a result, it was noted that the success of coaching activity depends on the development of the relationship between the coach and athletes. That is why the priority is the formation of the former's interpersonal skills, on the basis of which he can carry out psychological and pedagogical support of his charges. In addition, it was noted that in the course of professional activity, the coach experiences different emotional states that differ during training and competitive processes. The paper revealed the skills that a coach and athlete should possess to develop a favourable relationship and understanding between them.

### Suggested Citation:

Tokareva S, Avsiyevich V, Kefer N, Belegova A, Gabdullin A. Psychological and pedagogical support of coaching activities. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(56):1339-1346. DOI: 10.54919/physics/56.2024.133yk9

\*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

**Conclusions.** It was established that psychological development is an obligatory component of the professional formation of the coach's personality, which is reflected in the interpersonal orientation of his charges.

**Keywords:** athlete; personal qualities; professional development; emotional states; competitions.

## **Introduction**

The development of mass sports in Kazakhstan and the training of professional athletes directly depend on the effectiveness of coaching. The formation of healthy youth, as well as obtaining high results at international competitions, affects the development of Kazakhstan as a whole. It is necessary to take into account statistical data regarding the attitude of citizens of all ages to physical education in Kazakhstan, for example, A. Ten et al. [1] conducted a survey according to which, among 332 people, 300 (90.4%) noted a positive attitude towards physical education; 18 respondents (5.4%) expressed an indifferent attitude, and only one survey participant had a negative attitude; 13 respondents (3.9%) expressed a different position. Thus, more than 90% of respondents expressed a positive attitude towards physical culture and sports, respectively, only 5% showed indifference. This indicates that physical activity and sports are widespread in Kazakhstan, and therefore the need for coaching is in demand. Accordingly, the issue of high-quality training of trainers, as well as vesting them with professional powers, is relevant.

The development of coaching activities is possible with the formation of a favourable environment in the sports environment, namely the establishment of interpersonal connections with students. Thus, the personal factor in the system of training athletes plays an important role, since it allows the coach to choose an individual approach to each student and establish a relationship with him [2]. In this process, a special place is occupied by psychological and pedagogical support, which allows for the harmonious development of the personality of athletes in a particular sport. This approach improves the relationship between the coach and the student, reduces the number of erroneous actions and increases the success of the latter's sports results [3].

In general, psychological and pedagogical support for coaching activities makes it possible to improve the quality of an athlete's training in the context of mental readiness for performance [4]. This approach allows creating the appropriate conditions on the basis of which it is possible to ensure the development of a long sports career. For a coach, the support process allows increasing the level of monitoring based on the results of the mentee, timely identifying problems in his preparation, including psychological ones [5]. Thus, this issue covers the study of the specifics of coaching and sports training in general, which makes it possible to reveal various mechanisms of influence on the psyche of their participants.

The research problem is to study psychological and pedagogical forms and tools for effective training, as well as the interaction between coach and athlete during the training and competitive processes. Accordingly, this question allows maximally revealing the priority of coaching activities, as well as its influence on the development of an athlete's professional career.

In scientific doctrine, this issue is studied by various authors, revealing the role of the psychological factor in

coaching and sports activities. For example, R.A. Khasanov [6] managed to identify the main vectors of psychological support, namely: individual-social, therapeutic, training-competitive. At the same time, the researcher did not reveal the pedagogical component of such support in the context of the implementation of coaching activities. S.V. Tokareva et al. [7] noted the priority of ensuring stable psychological development of athletes during the training process. They came to the conclusion that the goal of sports activity is the maximum manifestation of the ward's volitional skills and abilities. However, researchers have not determined the role of interpersonal relationships between coach and athlete during the training process. A.A. Zhumadilkhanov [8] studied the psychological component of an athlete's activity. He found that during training his body is subjected to different stresses, which necessitates the use of psychological measures to restore personal balance. The question of how a coach can directly influence an athlete in the context of psychological support remains unsolved.

A.Zh. Aplashova et al. [9] explored the specifics of the process of psychological and pedagogical support. They came to the conclusion that with the help of this process, it is possible not only to reveal the individual's individual sports potential, but also to ensure the consolidation of close interpersonal relationships between her and the coach. The researchers did not address the issue of measures that can be used to implement psychological and pedagogical support specifically in the process of coaching. According to B.O. Dzhanbyrbaev et al. [10] implementation of support should take place at all stages of coaching activities. In conclusion, they indicated that the psychological and pedagogical preparation of an athlete is implemented from the formation of interest in a particular sport to the development of a successful sports career. However, their study did not determine the role of effective interaction between the coach and the athlete not only during training activities, but also during competitive activities.

The purpose of the study was to express the importance of psychological and pedagogical support in the implementation of coaching activities. The study formed several objectives: to reveal the essence of psychological and pedagogical support; describe the priority of effective psychological development of an athlete; determine the specifics of interpersonal relationships between the coach and the mentee; study the forms of implementation of psychological and pedagogical support.

## **Materials and Methods**

The method of analysis in the study was used to investigate the process of psychological and pedagogical support. It was used to reveal the essence of this mechanism, as well as its influence on the coach and athlete. The analysis was used to study the role of interpersonal interaction between the participants of sports activity, namely during training and competitive processes. This method was used to consider the principles and vectors of implementation of

psychological and pedagogical support of coaching activity. On its basis, the structure of coaching activity, its stages and specificity were established. Also, the method of analysis is necessary to investigate the role of psychological development and support of athletes during training activities, as well as performances at competitions.

The method of synthesis in the research was used to study the psychological and pedagogical component of the interaction between coach and athlete in the process of training. On its basis, the forms, and mechanisms of influence of the former on the latter were considered. In addition, synthesis was used to reveal psychologically the qualities and skills that both coach and athlete should possess for effective communication with each other. The synthesis method was necessary to investigate the factors affecting the psychological and physical condition of the mentees during the training process.

The method of comparison was used in the work on the study of different forms of realization of psychological and pedagogical support during coaching activity. On its basis, the role of physical and psychological development of personality during the training process was compared. Also, with the help of comparison, the types, and categories of personal qualities that play an important role in the course of athletes' performance in competitions were revealed. The method of comparison is necessary to study the number of trained professional coaches in Kazakhstan for the period 2020-2022. On this basis, the main approaches aimed at strengthening the relationship between coach and mentee were characterized.

The method of deduction was used to reveal the specifics of psychological and pedagogical support on the basis of universal understanding and knowledge of the coach's activity. It was used to identify the specific criteria by which the pedagogical and psychological support of the mentees takes place. This method was necessary to study the specific place of psychological training in the system of training activities of the athlete. Also, deduction was necessary to investigate specific features of coaching activity with the help of general knowledge about sport and training of athletes.

The abstraction method was used in the study to investigate the mechanism of psychological and pedagogical support. Through this method its components, principles, on the basis of which the realization of support takes place, were revealed. Also, abstraction allowed defining the goals of psychological and pedagogical support in general and directly during the training of athletes. This method was necessary to investigate specific areas of psychological influence of the coach on the mentee and to express the dynamics of his results.

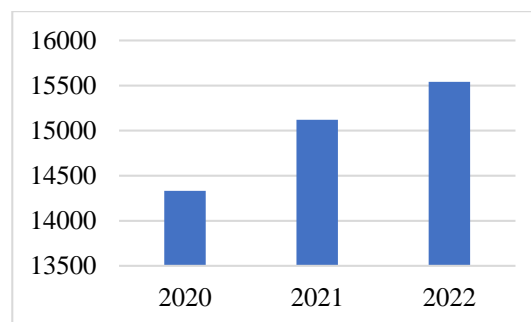
The method of generalization was used in the work in the study of ways of implementation of psychological and pedagogical support. On its basis, psychological and pedagogical measures were combined and promising approaches for the implementation of support of coaching activity were identified.

## Results

Coaching is a multi-sectoral activity and therefore requires a comprehensive development of the coach, in particular not only physical but also psychological. His interaction with athletes is based on various psychological factors,

which as a result are reflected in the success of their results. Thus, an important role in coaching activity is played by approaches to the organization of practical training and personal training of athletes. The latter implies mandatory consideration of the psychology of sport, as well as technologies of psychological influence. Providing psychological support in the training of athletes is an integral part of becoming a coach's professional awareness [11;12].

It should be noted that the training of coaches in Kazakhstan is an important process in the context of the development of mass sport and the formation of a healthy nation. This is evidenced by the statistical data expressing the positive dynamics regarding the increase in the number of professional coach educators in Kazakhstan over the last three years (Figure 1).



**Figure 1.** Statistical data on the number of professional trainers in Kazakhstan for 2020-2022

**Source:** compiled by the authors based on [13].

The process of training a coach and the realization of his/her professional activity presuppose the necessity of developing a system of knowledge and skills on the basis of which he/she interacts with his/her charges. The coach has the responsibility to support athletes at different stages of their development, including during crisis situations. Examples of these may include: non-renewal of a contract, transition to a new team, injury or prolonged separation from family. The described factors can be reflected on the mentee in the form of a deterioration in the technique of the exercises he performs, the absence of a state of improvement in performance, as well as his physical performance in general. In this regard, it can be established that coaching activity encompasses a system of auxiliary functions, namely pedagogical, administrative and educational. This indicates that a professional in the sports sphere should embody a person who is interested not only in sports competition, but also in the formation of proper conditions for the personal development of the athlete and his individuality [14].

Psychological and pedagogical support of coaching activity is long-lasting, as it involves the step-by-step implementation of tasks and goals in order for athletes to achieve high results. his students for many years (with no guarantee that he will), and this requires more than just patience [15]. The longevity of the process described above proves the necessity of developing a qualitative psychological component of the mutual relationship between coach and mentee. It embodies the knowledge of the specifics of sport, its types, professional qualifications, as well as psychological laws of training and competitive activity. The effectiveness of the selection of technologies

and tools to influence the athlete depends on the development of this component.

In this case, psychological support embodies a form of psychological assistance, which is provided to the individual in the process of improving his psychological development at a particular stage of life. It is also reasonable to consider the support as a direction of the personality in the right direction, leaving the choice for his independent further actions. In this regard, it should be noted that the implementation of accompaniment does not provide for the transfer of responsibility for the decisions made by the individual to the person accompanying him/her. As for the process of psychological and pedagogical support of coaches, it embodies a complex and effectively organized activity, which stipulates the formation and distribution of favourable socio-psychological and pedagogical conditions for the consolidation of professional and personal qualities of coaches.

On this basis, psychological readiness, as well as personal development of athletes, depends on the success of this process. It is worth noting that coaching activity involves constant communication with the mentees, not only in the process of training sessions, but also in meetings and competitions. At all these stages, it is important to properly understand the psychology of students, as well as to influence them systematically. Based on this, it can be established that the coach is responsible for the development of both physical and mental health of the athletes while accompanying them. The educational role of the coach is revealed in the formation of specialized cognitive, volitional as well as moral values in students.

The psychological component of coaching activity is revealed not only in interaction with the mentees, but also with other subjects of training and competition processes, such as colleagues, medical staff, judges [16]. In this regard, the coach must possess communication, stamina, ethics, and literacy. The level of development of these skills in the coach determines the success of the formation of psychological and moral properties in athletes. It should be noted that the success of interaction of subjects in the sports environment depends on the consolidation of psychological features in athletes. On the basis of this factor, there is formation and provision of joint activity for the future.

Thus, during psychological and pedagogical support, it is advisable for a coach to study the personalities of athletes in natural conditions of both training and competitive process. During this process, it is important not only to study their personality traits, but also to educate them. It is also important for the coach to correctly identify the main physiological traits of the athlete. As for the individual personality traits of the mentee, they should be investigated with the entire value system of the mentee in mind. For example, the coach should evaluate the perseverance of the athlete only in conjunction with the orientation of his personality, because the first factor can be manifested to achieve a negative goal. Also, during psycho-pedagogical support it is a priority to highlight the positive qualities and values of the athlete, which should be the basis of his upbringing, education, and training respectively.

Assessment of mentees is a complex process in which bias and subjectivism are unacceptable. That is why for successful implementation of this component of coaching activity, it is necessary to carry out qualitative observation of the athlete and comprehensively analyse his performance. When negative personality traits appear in a student, it is important to correctly identify their source. For this purpose, the coach should analyse the tendency of personality development and note whether it is progressing or not. Despite the fact that psychological and pedagogical support is individualized, the upbringing of an athlete should take place in a sports team, in which, accordingly, his behaviour and actions may differ from those he reflects in private. This is an important component of the psychological development of the mentee, as the coach can highlight the factors that have a direct impact on him.

Coaching activity should include a full-fledged study of the athlete's personality, which is possible on the basis of systematic, systematic observation of the athlete in different conditions. On this basis, the coach will be able to determine the effectiveness of the pedagogical and psychological approaches applied to the mentees. In addition, he will be able to identify the motives of actions and deeds of the athlete, as well as to understand his personality. At the same time, for athletes during the training process are important properties of the coach such as: demanding, attentiveness, diligence, caring. During the competition, it is advisable for the coach to show some other traits, namely: equanimity, empathy, firmness.

The personal properties of the coach also play an important role in his activity. This is due to the fact that between the coach and the athlete should develop friendly relations. That is why his benevolence, responsibility, understanding, and ethics are the basis for the realization of coaching activity. Qualitative psychological and pedagogical support in their professional development allows improving the above-mentioned skills and accordingly increasing their competence. The priority role of psychological and pedagogical support of coaching activity plays during the preparation of athletes for competitions. At this stage of intense training, it is important to maintain a balance between physical and psychological state in order to achieve lasting success in the future.

The psychological component is important because on its basis the coach can examine the orientation of his charges and identify those whose attitudes and principles are most in line with his views. Psychological and pedagogical support allows investigating individual interests of team members, determining vectors and goals of their activities and revealing interpersonal orientation. Based on this, it is possible to develop a clear and qualitative plan to achieve success with specific players, while maintaining close interpersonal relationships with the team.

Based on the information disclosed above, revealing the specifics of psychological and pedagogical support, it is reasonable to describe the main methods of its implementation. Firstly, psychological diagnostics should be noted. The essence of this process is revealed in obtaining information about the formation of professional and personal qualities of coaches and their reflection in the

development of psychological readiness of athletes. Psychological diagnostics is one of the fields of psychology and consists in applying different approaches to testing and measuring personality traits. It is important to conduct a preliminary analysis of a coach's personality in order to investigate their goals and objectives that they set for themselves during their coaching activities. As a result, the true psychological state of a person can be identified and investigated, taking into account his/her behaviour during professional activities. As for the methods of psychological diagnostics of young persons, they include indirect and direct observations, as well as questioning and experimental.

The next method of realization of psychological and pedagogical support is psychological education, which consists in forming conditions for improvement of psychological competence of the coaching staff. Besides, it provokes actualization and systematization of the existing knowledge and skills of the coach, including psychological ones. The essence of the process of psychological education is revealed in transferring to coaches the basic regularities and principles, on the basis of which favourable conditions for mental development are formed. This knowledge can be used by them in interaction with athletes, as well as in the course of organizing the activities of the coaching team. Enlightenment assumes development and consolidation in persons of interest to reception of psychological knowledge, and also their use at communication with parents of wards and directly athletes. This method contributes to the coach's awareness of the necessity of practical psychology, as well as the constant work of a psychologist within the sports school. Realization of psychological education is possible in the form of a conversation, lecture, round table, conference.

Psychological counselling also refers to the methods of providing psychological and pedagogical support of coaching activity. In the process of its implementation, there is assistance to coaches in order to help them realize the nature of their difficulties, as well as to identify and eliminate psychological problems. Psychological counselling influences the actualization as well as activation of personal features of the specialist, which allows understanding their personality and evaluating their activity perfectly. As a result of discovering strengths and weaknesses, it is possible to use them to make the right decisions and realize actions. With the help of this method of psychological and pedagogical support, the coach can independently produce, as well as implement, the tasks related to his professional direction. Similar to the previous method is psychological training, during which the trainer accumulates his own professional experience, broadcasts it, and also optimizes his activity. In the process of training, a specialist should independently or in a team practice approaches and techniques of his own behaviour in various situations directly related to his professional employment. Thus, there is a development and consolidation of constructive ways of behaviour.

Based on the above, it can be established that the design of psychological and pedagogical support of coaching activity should be carried out in stages, based on the established algorithm. As a result, it will be possible to ensure qualitative development of professional and personal properties of coaches, as well as their mentees.

## **Discussion**

In scientific doctrine, the topic of psychological and pedagogical support is investigated in different aspects, which allows revealing it in its entirety. Researchers reveal different positions on the realization of this process, in particular in the context of coaching. In particular, R. Predoiu et al. [17] focused on the study of the coach's personality and the qualities and attributes he or she should possess. In their study, they conducted a survey among athletes and coaches, based on the results of which they identified the personality factors that influence the success of coaching. It should be noted that this issue was also uncovered in this study. The joint between the findings was the identification of the following traits of coaches: openness, friendliness, emotional resilience, self-actualization, ability to manage and promptly make decisions in extreme competitive situations. In order to acquire and develop the above qualities, it is necessary for a coach to be characterized by a high level of intelligence, self-confidence, and practicality. On this basis, in both works, it was established that coaching activity is complex and for its successful realization requires systematic development of professional and personal skills. The general conclusion is that a coach should be an innovator for his/her charges, for effective organization of training and achievement of high results.

In the context of the study of psychological and pedagogical support of coaching activity, an important place is occupied by the analysis of assessments of psychological characteristics of coaches. This issue in their article was disclosed by N.H.D. Terblanche and M. Heyns [18], who proved that coaches' perceptions of their ideal activity have significant disagreements with the reality. The researchers noted about the fact that the coincidence between their perceptions and reality occurred only in relation to two authorities, namely the tendency to dominate, as well as the willingness to accept the new. As for the first category, it represents the process of managing others as well as organizing collective activities. This study also highlighted the priority of coaches' adoption of new approaches in organizing sessions as well as in interacting with their mentees. In addition, according to the results of the study of psychological traits of successful and unsuccessful coaches, the researchers found no significant differences between them.

At the same time, they noted the traits that must be possessed by specialists who realize coaching activity. Among them there are those that were mentioned in the framework of this study, namely: strong character, resistance to mental stress, autonomy, responsibility, independence. Separately, it is worth mentioning the trait of authoritarianism, which was revealed in both works and embodies in itself the ability to manage athletes of different age categories, based on the personal professional experience of the coach. The researchers pointed out that this trait is not universal and may not be inherent in all categories of coaches. On this basis, the common conclusion between the works is that success in coaching activity depends on the complex knowledge of the coach, as well as his comprehensive development, both physical and psychological. The success of communication with

athletes and their achievement of sports results depends on these indicators.

Psychological and pedagogical support determines the formation of prerequisites for the effective development and implementation of professional activity of the coach. Such a conclusion was reached by R.J. Jones et al. [19], who assessed in their study the knowledge, skills, as well as the attitude of coaches to different stages of training athletes. This was also mentioned within this work, and the criterion of coaches' attitudes towards different facets of training was disclosed. The joint between the positions disclosed in both studies is that it is experienced coaches who pay the most attention to the psychological training of athletes. Their professional experience and long training reflect the effectiveness of psychological and pedagogical support, respectively, directly influencing their coaching activities. The joint conclusion that the highest professional results are achieved by those coaches who, from the beginning of their activity, focus not only on the physical performance of athletes, but also on their psychology and personality.

The combination of professional and personal development is an important component of successful coaching activity. This was noted in the work by J. Passmore and Y.L. Lai [20], based on the study of the specifics of coaches' work, found that professional coaches have all types of skills comprehensively formed. As a result, they fulfil their duties on the basis of principles: systematicity, positive attitude, as well as a sense of duty. This position coincides with the one described in this paper. In addition, there is a common conclusion between the works that the effectiveness of coaching activity depends on the creativity of the specialist, as well as his passion and diligence in interacting with athletes. In this case, perseverance and diligence are interrelated qualities that can be improved during psychological and pedagogical support. The common results of both studies are that the professionalism of the coach is manifested in his/her tendency to innovate, based on motivational and volitional spheres.

The growth of sports results depends on the successful development of interpersonal relations between coach and athlete. Such a position is held by V. Fouraki et al. [21], who proved that there is a positive relationship between athletes' attitudes towards the coach and individual personality traits of the mentees. According to the special traits of athletes, the researchers attributed discipline, perseverance as well as diligence. This was also mentioned in this study, particularly in the context of personality trait formation in mentees and their interpersonal orientation. The researchers conducted a survey among coaches regarding the peculiarities of building relationships with different categories of athletes.

On the basis of the obtained results, they managed to identify a certain regularity, in particular, in the case of coincidence of typological traits in coaches and mentees the latter achieved higher results than in the absence of such coincidence. Such a conclusion was revealed within the framework of this work, namely, the expediency of psychological counselling and analysis with coaches was noted. In this way, they can obtain a qualified professional opinion, for example through interviews or testing, regarding their psychological characteristics. This

conclusion is joint between both works, as it proves the prioritization of such information and its positive impact on coaching activities.

E. Gencer [22] noted the importance of the coach's effective organization of work in teams, namely the formation of conditions for the personal development of each athlete and the possibility of revealing their individuality. Based on this, the coach will be able to adapt approaches to establish mutual understanding in the sports team. The joint between works position that positive traits among athletes are their practicality and realism during training, which affects their relationship with the coach. As for the list of traits that negatively affect the interpersonal interaction between different subjects during training, the researcher included: independence, stubbornness, as well as aggressiveness. This work also noted these properties and found that they provoke a decrease in the effectiveness of coaching activities. Thus, the general conclusion in both works is that experienced coaches can combine the development of psychological and physical skills of mentees in order to establish effective contact with them.

Based on the above, it should be noted that psychological and pedagogical support of coaching activity plays a priority role in the process of becoming a qualified coach. The positions of researchers coincide on the expediency of all-round development of athletes during training and consolidation of psychological qualities in them. It is established that these processes depend on the coach's competence, experience, and level of interpersonal development.

## Conclusions

As a result of the conducted research, it was established that the success of sports results in different sports depends on the level of development of certain properties of the athlete's and coach's personalities. It was indicated in the work that coaching activity affects not only individual successes of his charges, but also the development of sport in Kazakhstan and the spread of physical culture among young people. It was established that an important place in the process of professional training, as well as directly in the implementation of the coach's activity, takes psychological and pedagogical support. In the work the factors causing the necessity of complex development of the personality of the coach, taking into account his professional and psychological features, were given. It is indicated that the process of support is aimed at providing the specialist with proper conditions for his improvement, as well as the development of personal qualities. On the basis of the latter, the formation of interpersonal relations between the coach and athletes takes place.

Psychological training is one of the components of athletes' development, which is conditioned by the necessity of a qualitative combination of training and competitive processes. That is why the level of development of personal qualities of the mentees directly reflects on the success of their sports activity in general. Psychological and pedagogical support in this case affects the consciousness of athletes, their attitude to training and interaction with the coach, which as a result is reflected in the results of competitions and the success of self-realization of personality. In the work, it was established that in the implementation of support it is necessary to use

a systematic approach, the specificity of which allows ensuring the effective development of both physical and psychological indicators of the athlete. On the basis of this, there is a maximum involvement of the potential capabilities of the mentee, reflecting on his efficiency and competitive activity.

Special attention in the study was paid to the study of the specifics of coaching activity. On this basis, it is indicated that its success directly depends on the versatility of the coach's training, as well as the level of development of functional systems of the body and regulatory functions of the psyche. It is determined that coaching activity involves constant interaction with different subjects, which necessitates the development of personal qualities in a specialist. In this case, psychological and pedagogical

support involves the implementation of approaches aimed at strengthening the mentees' mental properties necessary for the successful implementation of training activities, as well as preparation for competitions and performance in them, respectively. In the following scientific works, attention should be paid to the feasibility of using digital technologies for the personal development of athletes.

#### Acknowledgements

None.

#### Conflict of Interest

None.

#### References

- [1] Ten A, Zaurenbekov B, Shepetyuk M, Baitasov Y, Avsiyevich V, Telemgenova A. Prospects for the development of physical culture and grassroots sports in the Republic of Kazakhstan. *J Phys Educ Sport*. 2022;22(9):2246-2253.
- [2] Otte FW, Davids K, Millar SK, Klatt S. When and how to provide feedback and instructions to athletes? – How sport psychology and pedagogy insights can improve coaching interventions to enhance self-regulation in training. *Front Psych*. 2020;11:01444.
- [3] Richter S, van Zyl LE, Roll LC, Stander MW. Positive psychological coaching tools and techniques: A systematic review and classification. *Front Psych*. 2021;12:667200.
- [4] Weinberg RS, Gould DS. *Foundations of sport and exercise psychology*. Champaign: Human Kinetics; 2023.
- [5] Callary B, Young B, Rathwell S. *Coaching masters athletes: Advancing research and practice in adult sport*. New York: Routledge; 2021.
- [6] Khasanov RA. Psychological support of professional activities of athletes. *Bull Integra Psych*. 2023;26:269-273.
- [7] Tokareva SV, Kefer NE, Nurmukhanbetova DK, Ermakhanova AB, Golokha LI. Studying issues of psychological preparation in water sports. *Theor Meth Phys Educ*. 2023;71(1):90-97.
- [8] Zhumadilkhanov AA. Psychological and pedagogical foundations of education of young athletes (using the example of football). *Sci J Bull WKU*. 2022;85(1):38-42.
- [9] Aplashova AZh, Ayapbergenova GS, Ramazan RB. Psychological and pedagogical support of professional self-determination of adolescents in the system of the educational process. *Bull Abai Kaz Nat Ped Univ Ser Ped Sci*. 2023;78(2):270-277.
- [10] Dzhanbyrbaev BO, Shepetyuk MN, Kulbaev AT, Tokareva SV, Shepetyuk NM. Introduction of new approaches to improving the educational level of trainers. *Theor Meth Phys Educ*. 2020;60(2):44-50.
- [11] Bissett JE, Tamminen KA. Student-athlete disclosures of psychological distress: Exploring the experiences of university coaches and athletes. *J Appl Sport Psych*. 2022;34(2):363-383.
- [12] Cutler BA, Dwyer B. Student-athlete perceptions of stress, support, and seeking mental health services. *J Issues Intercoll Athlet*. 2020;13:206-226.
- [13] Decree of the Government of the Republic of Kazakhstan No. 251 “On approval of the Concept of the Development of Physical Culture and Sports of the Republic of Kazakhstan for 2023-2029”; 2023. [https://online.zakon.kz/Document/?doc\\_id=35402329](https://online.zakon.kz/Document/?doc_id=35402329)
- [14] McCormick A, Anstiss PA, Lavallee D. Endurance athletes' current and preferred ways of getting psychological guidance. *Int J Sport Exerc Psych*. 2020;18(2):187-200.
- [15] Blumenstein B, Orbach I. Periodization of psychological preparation within the training process. *Int J Sport Exerc Psych*. 2020;18(1):13-23.
- [16] Hings RF, Wagstaff CRD, Anderson V, Gilmore S, Thelwell RC. Better preparing sports psychologists for the demands of applied practice: The emotional labor training gap. *J Appl Sport Psych*. 2020;32(4):335-356.
- [17] Predoiu R, Predoiu A, Cosma G, Bota A, Mitrache G. Contributions to the shaping of the successful coach personality profile. *J Sport Kinet Movem*. 2021;1(37):4-13.
- [18] Terblanche NHD, Heyns M. The impact of coach personality traits, propensity to trust and perceived trustworthiness of a coach, on a coachee's trust behaviour in a coaching relationship. *SA J Ind Psych*. 2020;46:a1707.
- [19] Jones RJ, Woods SA, Zhou Y. The effects of coachee personality and goal orientation on performance improvement following coaching: A controlled field experiment. *Appl Psych*. 2021;70(2):420-458.
- [20] Passmore J, Lai YL. Coaching psychology: Exploring definitions and research contribution to practice. In: *Coaching Researched: A Coaching Psychology Reader* (pp. 3-22). Hoboken: Wiley Blackwell; 2020.
- [21] Fouraki V, Stavrou NAM, Apostolidis N, Psychountaki M. Coach and athlete leadership behaviours: Examining their role in athlete's satisfaction. *J Phys Educ Sport*. 2020;20(Supplement issue 6):3212-3220.
- [22] Gencer E. The relationship between self-esteem, satisfaction with life and coach-athlete relationship. *J Educ Issues*. 2020;6(2):493-505.

## **Психолого-педагогічний супровід тренерської діяльності**

### **Світлана Токарєва**

Казахська академія спорту і туризму  
050022, проспект Абая, 85, м. Алмати, Республіка Казахстан

### **Віталій Авсієвич**

Казахська академія спорту і туризму  
050022, проспект Абая, 85, м. Алмати, Республіка Казахстан

### **Наталія Кефер**

Казахська академія спорту і туризму  
050022, проспект Абая, 85, м. Алмати, Республіка Казахстан

### **Алія Бєлєгова**

Казахська академія спорту і туризму  
050022, проспект Абая, 85, м. Алмати, Республіка Казахстан

### **Айбек Габдуллін**

Актюбінський регіональний державний університет імені К. Жубанова  
030000, проспект А. Молдагулова, 34 А, м. Актюбе, Республіка Казахстан

## **Анотація**

**Актуальність.** Розвиток масового спорту є важливою умовою виховання здорової нації в Казахстані. Актуальним у цьому контексті є питання професійної підготовки тренерів, відповідальних за підготовку спортсменів для здобуття Казахстаном міжнародного визнання на спортивній арені.

**Мета.** Метою дослідження було розкрити специфіку психолого-педагогічного супроводу, який реалізується тренером під час взаємодії зі спортсменами.

**Методологія.** У дослідженні використано методи аналізу, синтезу, порівняння, дедукції, узагальнення, абстрагування.

**Результати.** У результаті з'ясовано, що тренерська діяльність включає систему заходів, спрямованих на досягнення підопічними високих спортивних результатів. У зв'язку з цим доведено, що професійний тренер повинен бути всебічно розвиненим, а також удосконалювати не тільки фізичні, а й психологічні якості. У результаті було зазначено, що успіх тренерської діяльності залежить від розвитку взаємовідносин між тренером і спортсменами. Саме тому першочерговим завданням є формування у першого навичок міжособистісного спілкування, на основі яких він зможе здійснювати психолого-педагогічний супровід своїх підопічних. Крім того, було зазначено, що в процесі професійної діяльності тренер переживає різні емоційні стани, які відрізняються під час тренувального та змагального процесів. Було розкрито навички, якими повинен володіти тренер і спортсмен для розвитку сприятливих стосунків і взаєморозуміння між ними.

**Висновки.** Встановлено, що психологічний розвиток є обов'язковою складовою професійного становлення особистості тренера, що відображається на міжособистісній орієнтації його підопічних.

**Ключові слова:** спортсмен; особисті якості; професійний розвиток; емоційні стани; змагання.