

## IMPROVEMENT OF MECHANISMS OF TRAINER-ATHLETE DYAD RELATIONS IN SPORTS SCHOOLS

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The expansion of the competition, the continuous increase in the number of applicants for the highest awards in the most prestigious international competitions, creates the need to search for new scientifically based methods and tools in the training system of highly qualified athletes. One of the ways to improve the effectiveness of this training is to develop optimal forms of interaction and relationships in the "coach-athlete" system. The study of the coach's and athlete's personality should have an individual character and reveal the main distinguishing features of both, where the level of development of the coach's personality must take the leading place in the structure of his activity. The higher this level, the stronger and more permanent the influence of the coach on the athlete.

The mental individuality of an athlete consists of personality type, temperament, character and abilities that determine the athlete's relationship in the "athlete-athlete" and "coach-athlete" systems. These characteristics of the athlete's personality should be taken into account by the coach when developing training programs and communicating with the athlete. Temperament, which determines the dynamics of mental processes and the athlete's behavior, is of great importance in sports activities. Currently, contrary to the previously widespread opinion that the level of sports results depends on the type of GAM, it is believed that students of different temperaments can achieve high sports results, but their path to this result is different and the costs are time, effort and energy is not the same. In the process of forming the personal qualities of an athlete, his teacher plays a key role, his skills, in turn, can meet the requirements of a "great" athlete and cannot be less than him as a person. Otherwise, he will not be seen by the athlete as a leader or a full partner in joint work.

The successful activity of a coach, due to its characteristics, cannot be imagined without authority. The undivided power of the coach, even if it is based on high professional skills, is not always a guarantee of prestige in front of his students, because the same personal qualities of the coach are manifested and perceived differently in groups. different levels of education and development. When working with children of primary school age, the teacher's instructions and requirements are usually accepted as a guide for unquestionable actions, without the slightest doubt about their correctness, and this is understandable. In adolescence, the picture is completely different. At this stage, authority and power alone are not enough, although the coach is still responsible. has the right to make a responsible decision. It should be noted that older teenagers begin to be critical of any instructions from adults. Therefore, starting from this age group, it is recommended to argue about presenting each new

requirement so as not to be taken as arbitrary by the coach. Individualization of training tasks begins to take an important place as the athlete grows up and acquires sports skills. It is recommended to discuss the presentation so as not to take it for granted. Individualization of training tasks begins to take an important place as the athlete grows up and acquires sports skills. It is recommended to discuss the presentation so as not to take it for granted. Individualization of training tasks begins to take an important place as the athlete grows up and acquires sports skills.

A coach's reputation creates thoughts and feelings in athletes that allow them to accept the coach's perspective as their own. With the high authority of the coach, athletes forgive some flaws in his character, for example, temper, carelessness. Some athletes require a coach to be authoritative in every way. The coach's authority can be weakened depending on various circumstances. Often this happens due to the deterioration of the coach's attitude to his work, lack of thorough preparation for training, loss of "fire" in work, inspiration. All this can be caused by the fact that the coach dreamed of training a great athlete, but could not achieve it. According to Yu.A. Kolomiitsev, coach and athlete There are three types of interpersonal relationships: psychophysiological (compatibility in temperament), psychological (compatibility of characters, intelligence, personal qualities) and social (same understanding and). interpret social norms and attitudes; similarity of goals and directions). Social compatibility creates the necessary conditions for an athlete's positive attitude to training, helps to conscientiously perform tasks.

Athletes who treat their coach with respect and are conscientious in completing tasks can achieve high results. For example, in the research conducted by TA Ostapets, a connection was found between social compatibility and the growth of sports results. The analysis of the data showed that the matching of the life values and views of the coach and his student allows the athletes to improve their results, unlike in the case of a complete mismatch. When a problem arises, there are two ways to solve it: be with the student, help him find a coach who meets his needs, or reconsider your actions, preparation plans and making every effort to normalize relations. After establishing the rules, the coach must strictly monitor their implementation. No matter what a coach promises, he should always keep his promise - good or bad. The athlete himself is to blame for the fact that the coach has become demanding towards him. In this case, the athlete must reconsider his actions and actions, change his views. But here, too, the coach should help shape the character of the athlete, force him to look at himself from the point of view of the interest of the team. iy must control. No matter what a coach promises, he should always keep his promise - good or bad. The athlete himself is to blame for the fact that the coach has become demanding towards him. In this case, the athlete must reconsider his actions and actions, change his views. But here, too, the coach should help shape the character of the athlete, force him to look at himself from the point of view of the interest of the team. iy must control. No matter what a coach promises, he should always keep

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The athlete may also have a negative attitude towards the coach, because the coach did not feel the moment when the student surpassed him, and in this regard, he can no longer give him everything he needs to grow. sportsmanship. In this case, the athlete needs another coach. Forced detention of a student is a way of artificially delaying his growth, reducing results and creating conflict situations. The mentor must transfer the student to another mentor who, in their mutual opinion, is more qualified. In such cases, athletes remember their first teachers with gratitude.

The psychology of interaction in the system makes it possible to implement a comprehensive approach to the study of the personal structure of the athlete, whose success is formed and programmed in the relationship with the members of his team and the coach. The emotional balance of the coach and the stability of his behavior create a sense of self-confidence in athletes and help to form long-term goals. The unstable behavior of the coach forces the athletes to change their behavior all the time, which leads to excessive tension.

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