

## CONTENT OF PEDAGOGICAL REQUIREMENTS OF COACHES TO THE QUALITY OF SPORTS ACTIVITIES OF TEENAGERS

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**Abstract:** The article deals with the problem of co-organization of the content of the pedagogical requirements of coaches to the quality of the activity of a teenager-athlete. The authors classified the pedagogical requirements in the format of the State Educational Standard and considered the resources of their successive and synergistic development in the corresponding types of sports activity of a teenager-athlete.

**Key words:** teenager-athlete, quality of activity, structure of activity, pedagogical requirements of coaches.

The success of the sports activity of a teenager engaged in combat sports, in a number of significant factors, is due to the content of the pedagogical requirements of the team of coaches. The structure and orientation of the requirements allow us to identify not only their localization in the activity space of a teenager's personality, but also to state the level of significance for coaches of the qualitative parameters of sports activity demonstrated by a young athlete in met subject, subject and personal contexts. The purpose of our research is to identify the structure and content of the pedagogical requirements of coaches to the qualitative characteristics of the sports activity of young combatants in the context of the formation of the success of students-athletes.

Consideration of the problem of the quality of the activity of a teenager-athlete is based on theoretical provisions on the essence and specifics of the

educational process, the principles of reforming education, the basis of assessment the quality of education, individualization of the coupled physical and mental development of schoolchildren in the process of physical education. Research practice of cognitive and motivational components of activity in the field of: development of the cognitive sphere of athletes as a factor of his success [2]; the influence of the attitude to educational and sports activity on the success [7] - allow stating the urgency of the problem of the quality of the activity of a teenager-athlete.

The quality of professional activity, according to A. S. Markov, becomes a quality of the individual, combining “the professionalism of the individual, the professionalism of the activity and the professionalism of communication” [4, p. 128], in which a tiered approach to the formation of the quality of activity through the semantic, functional and operational levels that actualize the significance of activities and are most fully reflected through the informational, motivational, cognitive, operational-activity, emotional-volitional, regulatory components of activity [3, p. 44], when the semantic basis of the quality of activity is developed and reinforced in each of the presented components.

The issues of integration of basic and additional education of sports orientation of schoolchildren are considered in the works of V.G. Khromin [8], N.M. Akhtemzyanova[1]; the issues of education, upbringing and training of young athletes, taking into account the requirements of competitive activity, are highlighted by N.N. Samylkina [5] and M.V. Tapkharov, [6]. At the same time, the analysis of scientific and methodological literature on the research problem showed that the structure and content of the coach's pedagogical requirements, designed to increase the success of a teenager's sports activity, is not sufficiently disclosed.

The lack of development of requirements for the quality of personality activity allows us to determine the resources in the formation of the content of

pedagogical control and self-control of prolonged sports activity and the life of a teenager in general. The lack of development of requirements for the quality of operations raises questions about the conditions for the implementation of the learning process in the system of sports training. At the same time, in the process of an open questionnaire, the coaches might not have paid attention to these aspects of the quality of activity, so we conducted a closed questionnaire, which presented the requirements in a competency-based format for the process and results of a teenager's sports activity, where the interviewed coaches expressed their interest in the upbringing of personally and competitively significant qualities and abilities of a teenage athlete.

The revealed positive judgments about the necessary orientation of the trainer's pedagogical requirements confirm the practical significance of the developed methodological recommendations. The data obtained allow us to state the insufficient formation of the professional views of coaches with professional experience of 1-3 years, about the importance of groups of pedagogical requirements in the field of moral, aesthetic, ecological culture, the formation of met subject results of sports activity, requirements for communicative, game and educational activities.

Localization of the pedagogical requirements of a coach-teacher to the quality of sports activity of a teenager-athlete:

- in the meta-subject results of sports activity, actualizing volitional qualities and intellectual abilities;
- in subject results in the field of sports activity;
- in personal, meta-subject and objective results of activities in the field of moral culture;
- in personal, meta-subject and subject results of activities in the field of aesthetic culture;

- in personal, meta-subject and subject results of activities in the field of environmental culture;
- in personal, meta subject and subject results of activity in the field of communication in sports activity;
- in personal, meta-subject and subject results of activity in the field of game activity;
- in personal, meta-subject and subject results of activity in the field of controlling evaluative activity;

The formation of the professional competence of a trainer in the field of assessing the quality of a student-athlete's activity is associated with the processes of systematization and co-organization of the content of the selected requirements presented by coaches to a teenager-athlete at the Center for Sports and Education. The principle of integrative unity, laid down in the Concept of the development of the educational space, will ensure the continuity and synergy of the development of the content of the requirements that form the affective, intellectual, regulatory spheres of the personality of the student-athlete.

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