

Assessing the importance of pedagogical abilities of table tennis coaches in the context of achieving high results of PRC sportsmen

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Abstract

Objective of the study was to assess the level of significance of pedagogical abilities, the manifestation of which allows table tennis coaches to achieve high results in the preparation of Chinese athletes.

Methods and structure of the study. The work was attended by 100 table tennis coaches, each of whom acted as an expert. The examination was aimed at identifying the opinions of coaches on assessing the significance of the types of pedagogical abilities that affect the athletic performance of the trainees. The experts were asked to note at what level of significance a particular pedagogical ability is manifested in the training of athletes.

Results and conclusions. The results of the expert survey allow us to state that in order to achieve high results in the preparation of athletes, coaches must be endowed with certain pedagogical abilities. The respondents named didactic, personal and authoritarian abilities as especially important ("very significant"). Constructive, expressive, organizational, communicative and special abilities are distinguished as no less significant ("more significant than less"). It should be noted that a third of the experts do not believe that academic abilities affect the effectiveness of training athletes, since they singled out these abilities as "less significant than more" and "little significant".

Keywords: *pedagogical abilities, level of significance, coaching skills, effectiveness of training athletes.*

Introduction. In sports, success is the result of the joint work of a coach and an athlete, which is formed through mutual social and personal "penetration" of each over many years. The coach is the main figure in the preparation of an athlete, since it is he who reveals and develops the qualities of the trainees, determines their "sports path" and directs them to achieve high results. The coach, like a sculptor, "sculpts" his athletes, putting his knowledge, skills and abilities into them [4]. The coach is both an educator, and a teacher, and a psychologist, and a doctor, and sometimes his authority becomes higher than the authority of parents. Coaching activity is multifaceted, and the main prerequisite for the skill of a coach is the level of manifestation of his pedagogical abilities [3].

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tion of which allows table tennis coaches to achieve high results in the preparation of Chinese athletes.

Methods and structure of the study. The work was attended by 100 table tennis coaches, each of whom acted as an expert. Summary information about the contingent of participants in the expert survey is presented in the table. Most of the respondents are represented by male trainers (64 people), the age of most experts was over 30 years old and their coaching experience is quite long (11-20 years - 42 people; more than 20 years - 26 people), which allows us to judge about the professionalism of the interviewed coaches.

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Information about the contingent of study participants

Parameters		Number of people
Gender attribute	Men	64
	Women	36
Age	25-29 years old	16
	30-40 years old	31
	41-55 years old	44
	Over 55 years old	9
Experience of coaching	3-5 years	3
	6-10 years	29
	11-20 years	42
	Over 20 years	26
Stage of sports training of trainees	Stage of initial training	84
	Stage training (sports specialization)	94
	Stage of improvement of sportsmanship	46
	Stage of higher sportsmanship	37

Note: Some coaches practice with athletes at various stages of training.

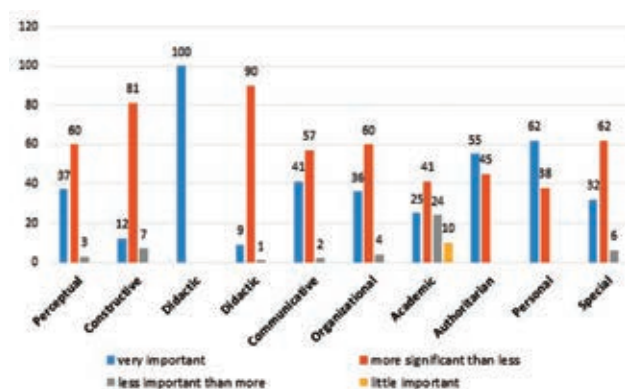
to note at what level of significance a particular pedagogical ability is manifested in the training of athletes. Experts singled out the most significant among the types of pedagogical abilities. For these purposes, a rating scale was developed that allows to differentiate the opinions of experts: 5 - very significant; 4 - more significant than less; 3 - less significant than more; 2 - little significant; 1 - not significant.

The degree of agreement between experts' opinions was assessed by the value of the concordance coefficient (W). The statistical significance of the concordance coefficient was assessed using the – criterion. Comparison of the obtained value with the tabular one made it possible to make sure that the found concordance coefficient differs significantly from zero. When evaluating the data obtained, the concordance coefficients were set at a significant level ($p < 0.01$), which confirms an approximately identical view of the significance of a particular ability and the objectivity of the results obtained.

Results of the study and their discussion. Pedagogical mastery can be achieved only if pedagogical abilities are formed and improved. Among the pedagogical abilities, the following types are distinguished: perceptual, constructive, didactic, expressive, communicative, organizational, academic, authoritarian and personal [1, 2]. Often we observe that not all coaches show their pedagogical abilities to the full extent, and some abilities are completely absent. Pedagogical abilities, with all their diversity, can be interconnected and at the same time, some of them can compensate for the missing abilities.

Perceptual abilities are manifested in pedagogical observation, which allows you to "penetrate" inside, understand the state and influence changes in the personality of those involved, identify what they are interested in and what they are inclined to, in order to manage pedagogical situations for the purposeful formation of the personality of the trainees. In our study, the majority of coaches (60%) responded that these abilities are "more important than less", and 37% of the experts indicated that they are "very important" (see figure).

The results of an expert survey on the importance in working with athletes of pedagogical abilities that affect the effectiveness of the training process.



Constructive abilities are necessary for the successful construction of the training process and the formation of the personality of young athletes, thanks to which the coach can foresee the development of pedagogical situations and choose the right means of influencing the personality of those involved. 81% of

trainers rated these abilities as “more important than less”, 12% rated them as “very important”, and only 7% considered them “less important than more”.

Didactic abilities provide an intelligible presentation of the transmitted material, constructing and adapting it, taking into account the personality characteristics of those involved. These abilities are manifested when trainees are stimulated to mental search and mobilization of thinking, memory and attention. The significance of these abilities for achieving high results in the training of athletes was unanimously emphasized by all coaches (“very significant” - 100%).

Expressive abilities are manifested in the effective presentation of program material, the expression of one’s thoughts and knowledge through speech, facial expressions, and motor abilities. The ability to competently build phrases, emotionally convey information, demonstrate movements beautifully from the point of view of technology, competently explain the tactics of their application - all this in the aggregate is determined by expressive abilities. These abilities were identified as “very significant” by 9% of coaches, and 90% of experts identified them as “more important than less.”

Communication skills allow the coach to build relationships with trainees that are aimed at successfully building the training process, when pedagogical situations are built on the basis of a mutual trusting relationship between the coach and the trainees, when the coach does not allow conflicts not only with the trainees, but also between them. The importance of these abilities for the successful construction of the training process was indicated by 41% of coaches (“very significant”), and 57% of the respondents considered them “more important than less”.

Organizational skills are manifested in the rational distribution of training and competitive events combined with the training and leisure activities of trainees. It is also important to organize relationships within the team, an accurate assessment of the situation and adequate solutions aimed at achieving the set training objectives. This is possible under the condition of manifestation of such personal qualities of a coach as quickness and flexibility of thinking, perseverance, determination, exactingness, endurance, responsibility, etc. 36% of trainers rated them as “very important” and 60% rated them as “more important than less”.

Academic abilities are manifested in the need and interest in scientific research, a critical assessment of their own positive and negative results of practi-

cal activities. This allows you to constantly improve in coaching skills, focusing on the results of scientific research. Only 25% of experts emphasized the high importance of these abilities (“very significant”), and 41% of coaches answered that they are “more significant than less”. At the same time, 24% of respondents considered these abilities “less significant than more”, and 10% - “little significant”, which means that not all coaches are interested and do not focus on new results of scientific research.

Authoritarian abilities are manifested in the ability to gain authority among pupils, due to the fact that the coach influences them, being an example of a serious attitude to their work, interest in its results. These abilities were identified by 55% of coaches as “very significant” and 45% as “more significant than less”, which emphasizes the importance of the authority of the coach for the successful construction of the process of sports training and effective interaction between the teacher and students.

Personal abilities (pedagogical tact) consist in maintaining a sense of proportion in relationships with those involved, and, most importantly, when demanding, which is combined with the endurance and poise of the coach, but with respect for the athletes. The importance of pedagogical tact in the interaction between the coach and athletes was emphasized by all experts, and 62% marked them as “very significant”, and 38% - “more significant than less”.

Special abilities are the abilities that the coach is endowed with in addition to pedagogical ones, the ability to music, painting, poetry, etc. If the coach is gifted with special abilities and uses them in practice, then he enriches the pedagogical abilities. He, including them in his activities, expands the range of his own influence on the minds of the trainees. They were identified as “very significant” by 32% of respondents, and 62% indicated that they were “more significant than less”.

Conclusions. The results of the expert survey allow us to state that in order to achieve high results in the preparation of athletes, coaches must be endowed with certain pedagogical abilities. The respondents named didactic, personal and authoritarian abilities as especially important (“very significant”). Constructive, expressive, organizational, communicative and special abilities are distinguished as no less significant (“more significant than less”). It should be noted that a third of the experts do not believe that academic abilities affect the effectiveness of training athletes, since



they singled out these abilities as “less significant than more” and “little significant”.

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