

# Formation of self-organization skills of future trainers based on a synergic approach

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## Abstract

**Objective of the study** was to theoretically substantiate the formation of self-organization skills of future coaches based on a synergetic approach.

**Methods and structure of the study.** Analysis of the training process based on a synergetic approach is presented as a complexly organized system, within the framework of which conditions for self-learning, self-development, self-realization, etc. are created. Training during training becomes interactive, and the trainer-teacher and the student learn from each other.

**Results and conclusions.** Features of the activity of a teacher (trainer-teacher) within the framework of the synergetic approach are that he must:

- create a stimulating learning environment that will allow future trainers to develop their self-organization skills;
- use productive teaching methods that activate the participation of future trainers in the process of self-organization;
- act as a facilitator who supports and guides the process of self-organization of future trainers;
- take into account the individual needs and characteristics of each future coach in order to create a personalized training route;
- promote the development of reflection and self-esteem skills among future trainers;
- encourage cooperation and exchange of experience between students.

In technological and methodological terms, the synergetic approach involves a problem-oriented approach to the presentation of educational and training material, the use of so-called resonant teaching methods and their individual psychological and pedagogical support.

**Keywords:** *skills formation, self-organization, future trainers, synergetic approach.*

**Introduction.** The question of self-organization of future sports coaches implies consideration of how future coaches will be able to independently organize their work, develop professionally, and how they can achieve success in their coaching activities. This includes various aspects such as self-learning, self-development, self-realization, self-expression, self-knowledge, self-improvement and self-education through time management, through goal setting, training organization and communication with teammates.

When considering the self-organization of future coaches and the formation of their integral thinking,

it is necessary to take into account various approaches to determining the essence and structure of self-organization. This will help create a comprehensive model that integrates various aspects and approaches, and will also facilitate adaptation to various training and competition conditions.

**Objective of the study** was to theoretically substantiate the formation of self-organization skills of future coaches based on a synergetic approach.

**Methods and structure of the study.** The research methodology is synergetics as a modern approach to scientific knowledge [1-5]. Analysis of



the training process based on this approach is presented as a complexly organized system. From this position, the training procedure becomes different, as well as the methods of communication between the training athlete and the coach-teacher: this is no longer the transfer of knowledge from one person to another, but the creation of conditions under which the processes of generating knowledge and skills by the students themselves become possible, their active and productive creativity in the training process. Training during training becomes interactive, and the trainer-teacher and the student learn from each other.

**Results of the study and discussion.** What are the features of a teacher's activity within the framework of a synergetic approach? In our opinion, it includes the following aspects:

1. Creating a stimulating environment: The teacher (trainer-teacher) must create a stimulating learning environment that will allow future trainers to develop their self-organization skills. This can be done through creating conditions for independent and exploratory learning, through providing access to resources and didactic technologies, as well as through support and motivation from the teacher.

2. Application of active learning methods. The teacher must use productive teaching methods that enhance the participation of future trainers in the process of self-organization. This can be group work, discussions, joint practice of practical tasks in the form of new sports techniques, role-playing games and other methods that promote active participation and independent thinking of students.

3. Facilitation of self-organization. The teacher should act as a facilitator who supports and guides the process of self-organization of future trainers. This should include assistance in setting goals, planning and organizing work, feedback and reflection, as well as support in overcoming difficulties and in developing the personal qualities of trainees.

4. Individualization of training. The teacher must take into account the individual needs and characteristics of each future coach in order to create a personalized training route. This may include adapting training materials and activities, accommodating a variety of learning (training) styles, and providing additional resources and support as needed.

5. Support reflection and self-esteem. The teacher should promote the development of reflection and self-esteem skills in future trainers. This will enable them

to recognize their strengths and weaknesses, identify areas for improvement, and plan for their physical and professional improvement. The educator can provide one-on-one interviews, feedback, and reflective practices to help future coaches develop these skills.

6. Cooperation and exchange of experience. The teacher should encourage cooperation and exchange of experience between students. This may include organizing group projects, post-training discussions, and sharing views on best practices for training and athletic competition. Joint learning and exchange of experience contribute to the development of self-organization and the effective use of a synergistic approach.

In technological and methodological terms, the synergetic approach involves a problem-oriented approach to the presentation of educational and training material, the use of so-called resonant teaching methods (which are integrated and responsive in nature) and their individual psychological and pedagogical support.

Particular attention should be paid to actualizing the individual's need for self-realization through the definition of true sports goals and values, as well as physical development in accordance with these goals and values of creative potential. All this contributes to the adoption of a self-transformative goal. The stage of goal acceptance plays a key role in the self-organization system, since the entire process is aimed at achieving a person's goal, which he himself has realized. The goal cannot be imposed, it must be realized and accepted personally. After this, based on taking into account the internal and external conditions of self-transforming activity, the trainer-teacher begins to create a program of action and helps monitor its implementation. The optimal approach is to combine internal goals (coming from one's own development trends) with external goals. It is in relation to these goals that it is determined whether the subject of management will accept the goal as his own or whether he will be the object of control, forced to obey the goal accepted by other people.

First of all, it should be noted that the process of self-organization arises from the process of organization by creating complex open nonequilibrium connections within the elements of the didactic system. In this regard, it can be assumed that the self-organization skills of a sports personality will coincide with the personality organization skills, but will differ in the qualitative level of development.



A synergistic approach to education and training allows the trainer-teacher to develop and implement his own methodology and unique training style based on the basic principles of human science. Synergetics provides a framework (software platform) within which it is possible to integrate various methods and techniques, as well as take into account interaction and emergent properties in teaching and training.

**Conclusions.** In the context of the synergetic approach, the educational and training process is considered as a complex system that is self-organizing, open and nonlinear, and has all the relevant properties and principles of development. Our proposed didactic model of a synergistic approach to the process of teaching coaching at a university is based on the principles of self-organization, bifurcation development, synergy and integrativeness. It allows you to most fully and meaningfully reflect the essential properties of the subjects of learning, their relationship and order of functioning.

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