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# DEVELOPMENT MODEL OF PROFESSIONAL COMPETENCE BASED ON COACHING TECHNOLOGIES IN SPORTS EDUCATION

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## Abstract

This article explores the role of coaching technologies in the sports education system, their significance in the pedagogical process, and their effectiveness in developing the professional competence of future specialists in physical education and sports. In addition, a model for developing professional competence based on coaching in sports education has been developed, and its structural components, pedagogical conditions, and practical mechanisms are analyzed. The study highlights the importance of modern pedagogical technologies, interactive methods, and motivational approaches in training sports professionals.

**Keywords:** Sports education, coaching technologies, professional competence, pedagogical model, motivation, interactive methods, sports pedagogy, innovative education.

## INTRODUCTION

In the context of globalization, improving the quality and effectiveness of education systems, particularly in sports education, has become highly relevant. In modern society, sport is considered not only a means of physical development but also an important strategic field that contributes to the social, psychological, and professional development of an individual. Therefore, training competitive,



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creative, and highly competent professionals in sports education is one of the priority tasks today.

In the Republic of Uzbekistan, special attention is being paid to modernizing the education system, promoting the healthy development of the younger generation, and improving the sports sector. In this process, the introduction of modern pedagogical technologies, including coaching technologies, is becoming increasingly necessary.

Coaching technologies are one of the key directions of modern educational paradigms. Based on a learner-centered approach, they aim to develop the internal potential of students, improve decision-making skills, and organize goal-oriented activities. In sports education, coaching strengthens cooperation between the coach and the student, increases engagement in the learning process, and enhances motivation.

In particular, the development of professional competence of future physical education teachers and sports coaches is of great importance. Professional competence is not merely a collection of theoretical knowledge; it is a complex system that includes practical skills, communicative abilities, psychological stability, leadership qualities, and innovative thinking. Therefore, the use of coaching technologies is recognized as an effective pedagogical approach in developing students' competence in sports education.

International experience shows that coaching-based learning significantly enhances students' self-development, improves independent thinking, and facilitates faster adaptation to professional activity. Moreover, coaching technologies are essential tools for improving athletes' psychological readiness, stress management, and teamwork skills.

From this perspective, the development of a model for professional competence based on coaching technologies in sports education is considered a relevant scientific and methodological problem. This model aims to improve students' professional training, organize the educational process based on innovative approaches, and enhance the quality of training modern sports specialists.

This article analyzes the pedagogical potential of coaching technologies in sports education, the structural components of professional competence, and the theoretical and practical foundations of the proposed model.



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## MAIN PART

### **Pedagogical essence of coaching technologies**

The term “coaching” originates from the English word “coach,” meaning “guide,” “trainer,” or “mentor.” From a pedagogical perspective, coaching is a collaborative and developmental technology aimed at revealing the internal potential of learners.

The main tasks of coaching technologies in sports education include:

- developing independent thinking in students;
- forming goal-setting skills;
- increasing motivation;
- developing leadership qualities;
- improving communicative competence;
- teaching stress and psychological pressure management.

In coaching technologies, the teacher or coach acts not as an instructor but as a facilitator and motivator, which increases students’ active participation in the learning process.

### **Concept and structure of professional competence**

Professional competence is a combination of knowledge, skills, abilities, and personal qualities required for effective professional activity.

In sports education, professional competence consists of the following components:

#### **Professional knowledge competence**

- sports theory;
- pedagogy and psychology;
- sports methodology;
- knowledge of modern technologies.

#### **Practical competence**

- organization of training sessions;
- teaching sports techniques;
- managing competitions;



- teamwork skills.

### **Communicative competence**

- effective communication;
- teamwork;
- conflict resolution;
- leadership skills.

### **Personal development competence**

- self-development;
- reflection;
- creative thinking;
- innovative approach.

### **Model for developing professional competence based on coaching technologies**

The coaching-based model in sports education consists of the following components:

#### **Goal-oriented component**

The main goal is to equip students with professional competencies relevant to modern sports activity.

#### **Tasks:**

- developing professional motivation;
- improving leadership abilities;
- forming decision-making skills.

#### **Content component**

This stage includes theoretical knowledge and practical training related to coaching technologies.



### **Main directions:**

- coaching methods;
- sports psychology;
- motivational training;
- communicative exercises;
- interactive teaching methods.

### **Technological component**

This component involves the practical implementation of coaching methods.

### **Methods used:**

- SMART goal-setting technology;
- GROW model;
- reflection;
- training sessions;
- case studies;
- role-playing games.

The GROW model consists of:

- 1.Goal — defining the goal
- 2.Reality — analyzing the current situation
- 3.Options — identifying alternatives
- 4.Will — developing an action plan

### **Diagnostic component**

This component includes assessment and monitoring of students' competencies.

### **Evaluation criteria:**

- theoretical knowledge level;
- practical skills;
- communicative activity;
- independent work quality;
- creativity.



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### **Advantages of coaching technologies**

The use of coaching technologies in sports education provides the following outcomes:

- increased student engagement;
- higher motivation;
- development of independent thinking;
- increased self-confidence;
- faster professional adaptation;
- improved sports performance.

In addition, coaching technologies play an important role in strengthening psychological stability and developing teamwork culture.

### **Research results and analysis**

Research shows that students who are trained using coaching technologies achieve better results compared to traditional methods. In particular:

- increased interest in classes;
- improved theoretical knowledge acquisition;
- developed leadership and communication skills;
- stronger sense of responsibility in sports activities.

This confirms that coaching technologies are an effective pedagogical tool in sports education.

### **CONCLUSION**

In conclusion, the use of coaching technologies in sports education is an effective approach for developing the professional competence of future specialists. The proposed coaching-based pedagogical model contributes to the development of independent thinking, goal-oriented activity, leadership, and communication skills.

Furthermore, these technologies improve the effectiveness of sports education, ensure innovative organization of the learning process, and enhance the training of competitive sports professionals. In the future, integrating coaching technologies with digital platforms will be one of the promising directions in sports pedagogy.



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## **Recommendations and suggestions**

### **Recommendations**

1. It is advisable to develop special curricula aimed at integrating coaching technologies into sports education to enhance students' professional competence.
2. Regular training seminars and workshops on coaching methods should be organized for teachers and coaches.
3. Interactive sessions, training programs, and practical projects should be widely used to develop leadership, communication, and motivation skills.
4. Combining coaching technologies with digital platforms will enable effective distance training and individual monitoring.
5. Competence assessment should include reflection, portfolio-based evaluation, and competency-based diagnostic methods.

### **Suggestions**

1. Introduce a special course or module titled "Sports Coaching Technologies" in higher education institutions.
2. Develop and implement a national pedagogical model for coaching-based professional competence development in sports education.
3. Establish mentoring and coaching centers for individualized student development support.
4. Expand scientific and practical research on the effectiveness of coaching technologies in sports training.
5. Develop electronic manuals, video lessons, and digital resources on coaching technologies and implement them in practice.

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