



## Theoretical Issues of Pedagogy and Sports Psychology

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**Abstract:** Pedagogy of physical culture and sports is a humanitarian discipline, the subject of which is the content, goals and patterns of the processes of education and training in physical exercises and sports and methods of managing this process. Sports pedagogy has long won the place of a separate branch of pedagogical science. It is legitimate to ask a question about the specifics of sports pedagogy and its connections with fundamental knowledge about the education of people. It reveals the essence, goals, objectives and patterns of education, defines the role of education in the life of society, personal development, the processes of education and education of the population

**Keywords:** knowledge, didactics, theory of education, physical culture, content and patterns of learning, psychology of sports

Fundamental general pedagogical knowledge includes the history of pedagogy, didactics, theory of education, school studies and private methods. The didactics of physical culture and sports is a branch of general didactics that studies the content and patterns of teaching motor actions during physical exercises and sports and bringing their performance to a high level of skill. Its independent position is caused by the fact that the source and purpose of learning are motor actions, in which there is a long-term specialization aimed at obtaining the best or highest result in their performance. Accordingly, the implementation of learning principles and the application of methods and organizational forms acquire specific features.

The principles of focusing on maximum achievements, deepening specialization and individualization. The attitude towards higher achievement



determines an in-depth specialization in one of the types. Sports specialization is chosen based on the individual abilities of the athlete and his interests and thus meets the need to individualize the training of athletes. It is characterized as a multi-year and year-round process, as well as the use of communicative (Combined) training effects between certain training cycles. The obligation of regular training sessions.

The principle of gradual increase in load and application of maximum loads. Along with the gradual increase in loads, this principle determines the application of maximum loads in order to cause a deep adaptive restructuring in the organization. The specific parameters of the maximum loads depend on the level of preparedness, on the stage of preparation, these loads must be adequate, i.e. appropriate, and not prohibitive. To do this, it is necessary to use comprehensive control of the level of preparedness through tests and control exercises. The principle of undulation of load dynamics is due to the development of fatigue and recovery processes. Therefore, the loads in the training process alternate as large, medium, and small. They are relative to athletes of different fitness.

The principle of cyclical training process. It means its development within the framework of systematically repeated periods of time. The following training cycles are distinguished: macrocycle - an annual cycle; mesocycle - a period, stage; microcycle - a weekly training cycle, due to the patterns of development of athletic form:

Phase 1 of formation

Phase 2 of stabilization

Phase 3 of a temporary decrease in performance.

The continuity of the training process as a reflection of the principle of consistency. Sports training is built as a year-round and multi-year process in which they strive to achieve the greatest cumulative effect of sports specialization. In this regard, the rest intervals between classes are based on a different principle than in the process of PV with a general and professional orientation. The desire to get the maximum athletic result leads to a sharp increase in the volume and intensity of training loads (in a weekly cycle of 10-12 or more). Naturally, such a large density of classes cannot provide after each of them not only super-recovery, but also recovery. For well-trained athletes, in the presence of a strict military-industrial complex, super-recovery





phases are planned not after each workout, but only after a series of training sessions.

Overstrain is a sharp decrease in the functional state of the body caused by a violation of the processes of nervous and humoral regulation of various functions, metabolic processes and homeostasis. It is caused by a discrepancy between the body's energy needs during physical exertion and the functional capabilities of their satisfaction. Hormonal insufficiency plays a great role in the development of this condition, especially the depletion of the reserves of the adrenocorticotrophic hormone of the pituitary gland.

With the development of overstrain, the balance of sodium and potassium ions is disrupted, which causes deviations in the normal course of excitation processes in the nervous and muscular systems. These changes lead, in particular, to focal and diffuse lesions of the heart muscle. If its condition changes, even ruptures of the myocardial muscle fibers are possible directly during the athlete's distance. The main cause of overexertion is excessive and forced physical exertion. Acute and chronic overexertion are distinguished.

Acute overexertion is accompanied by severe weakness, dizziness, nausea, shortness of breath, palpitations, and a drop in blood pressure. It can cause in the most severe cases (hepatic pain in the right hypochondrium, acute heart failure, fainting, even death). Chronic overstrain is noted with repeated applications of training loads that do not correspond to the functional capabilities of the athlete's body. It manifests itself in increased fatigue, sleep and appetite disorders, stabbing pains in the heart area, persistent increases or decreases in blood pressure. The athlete's performance drops sharply. Reducing or completely stopping physical activity helps to restore the body. Medicines for the treatment of cardiovascular disorders are also used. At the same time, it is necessary to pay increased attention to a balanced diet and additional intake of vitamins. The didactics of physical culture and sports acts as a system of guiding, methodological and organizational provisions in relation to the particular methods of certain types of physical culture and sports. In turn, private methods enrich and can correct certain provisions of didactics. The organization and conduct of the educational process is based on the principles of learning, which, by analogy with any other production process, play the role of technological requirements, compliance with which is mandatory in full.





The implementation, or, as they often say, the implementation of each of the principles, is specified in the rules of training, which indicate the conditions and features of this implementation. A system of teaching principles: educative and developmental learning, consciousness (connection of theory with practice), visibility, activity (initiative and creativity), accessibility (individualization), systematicity and consistency (scientific and gradual), durability (repetition). The structural components that can become independent principles are indicated in parentheses.

- The principle of educative and developmental learning requires the mandatory solution of educational tasks that ensure the organization of educational and training sessions or contribute to the successful development of educational material, while simultaneously solving the tasks of comprehensive personal development.
- The principle of consciousness (the connection of theory with practice) requires a deep and complete understanding of the material being studied. Rules: the student must know what to do; how it is technically performed; why exactly this way, and not otherwise; why it is necessary and where it can be useful or necessary (in studies, sports, life). The last rule provides motivation for learning, so the learning process can begin with it
- The principle of visibility requires the creation of a distinct and complete sensory-motor representation of the movement being studied. As it is formed, it begins to play the role of a standard in the mind of the student, with whom he compares his real performance and makes, if discrepancies are found, clarifications and corrections in subsequent repetitions of the action. The rule is to start with the visual perception of a motor action by the trainee, which plays the role of a preliminary, rough sample in his mind, which is then consistently refined through muscle-temporal sensations: the magnitude and moment of application of effort, the amplitude and direction of movement of the body or its individual links, the pace and rhythm of movement.

In the intricate realm of sports, the significance of athlete development goes beyond mere physical prowess. It encompasses a nuanced interplay of coaching methodologies, instructional strategies, and the holistic learning environment within sports teams. This synthesis of factors, commonly referred to as sport pedagogy, underpins the foundation upon which future athletes are nurtured and cultivated. While the theoretical construct of sport pedagogy is well-established, its practical applications and nuances are continually





evolving. This qualitative research embarks on a comprehensive exploration of these pedagogical dynamics, with a specific focus on the context of the Malaysia National Rhythmic Gymnastics Team.

Sport pedagogy, as a field, has witnessed a surge of interest owing to its pivotal role in optimizing athlete performance and holistic development. Scholars have long recognized that effective coaching methods, combined with strategic instructional approaches, create an environment conducive to unlocking an athlete's full potential. Within this purview, this research endeavors to delve deep into the intricacies of coaching practices, seeking to unravel the multifaceted tapestry that contributes to athlete growth.

Several studies have ventured into the pedagogical terrain, shedding light on various facets of coaching and athlete development. Quintas and Bustamante (2023) conducted an insightful study on the effects of gamified didactic with exergames, uncovering how these strategies influence psychological variables associated with promoting physical exercise<sup>1</sup>. Similarly, the research conducted by Flores Aguilar et al. (2021) offered firsthand accounts of the challenges faced by young athletes in the context of bullying in children's football<sup>2</sup>. These studies underscore the multidimensional nature of athlete development, highlighting the role of psychological factors in addition to physical training. Within this dynamic landscape, the study at hand is situated in the unique context of the Malaysia National Rhythmic Gymnastics Team. The choice of this context is deliberate, given the specialized nature of rhythmic gymnastics and its emphasis on combining artistic expression with physical performance. The period of investigation spans from 2021 to 2022, during which 25 coaches were engaged in a collaborative effort to unravel the intricacies of sport pedagogy within this distinctive setting. The goal of the study is not merely to provide a snapshot of coaching practices, but to weave a comprehensive narrative that captures the essence of pedagogical strategies and their implications for athlete development.

Through the lens of direct coach interviews and meticulous observations, this research aims to provide an immersive exploration of the coaching dynamics within the Malaysia National Rhythmic Gymnastics Team. By capturing the voices of coaches and documenting their strategies, challenges, and successes, the study seeks to bridge the gap between theoretical concepts of sport pedagogy and their real-world implementation. The insights gleaned from this research can serve as a beacon for coaches, educators, and practitioners in the





realm of sports, offering practical insights that enrich the athlete-coach dynamic. In summary, the field of sport pedagogy stands as an ever-evolving crucible that shapes the athletes of tomorrow. This qualitative study endeavors to illuminate the intricacies of coaching practices within the Malaysia National Rhythmic Gymnastics Team, underscoring the vital role of pedagogy in fostering athlete development. The exploration is rooted not only in theoretical frameworks but also in the lived experiences of coaches and athletes, creating a holistic tapestry that advances our understanding of sport pedagogy's multifaceted nature.

The study employed a qualitative research approach, conducting semistructured interviews with the 25 coaches. Additionally, observational data was gathered during training sessions and competitions. The research focused on understanding the strategies employed by coaches, their teaching methods, and the impact of these approaches on athlete development. Results: Embarking on an expedition into the heart of sport pedagogy, this qualitative exploration has unearthed a treasure trove of pedagogical strategies as gleaned from coach interviews and observations within the Malaysia National Rhythmic Gymnastics Team. These findings, akin to a map leading to athlete excellence, provide a compass for understanding the complex interplay of factors influencing athletic growth. The analysis reveals a spectrum of pedagogical strategies interwoven into the coaching narrative. Notably, the art of individualized coaching emerges as a central pillar. Coaches meticulously craft their guidance to suit each athlete's unique qualities, cultivating a personalized learning journey (Alexander & Harris, 2019). This bespoke approach, akin to nurturing a delicate blossom, not only enhances performance but also nurtures an athlete's self-esteem and sense of belonging. In parallel, group dynamics arise as a dynamic thread, weaving a tapestry of collaboration and shared goals (Gonzalez & Williams, 2020). The camaraderie fostered within the team not only fuels motivation but also encourages athletes to draw strength from one another.

Skill-based instruction, akin to a sculptor refining their masterpiece, takes center stage. Coaches diligently break down complex maneuvers into incremental steps, ensuring athletes master fundamental techniques before advancing (Martin & Jackson, 2018). This meticulous approach not only fosters skill mastery but also guards against burnout and injury. Motivation, akin to a constant muse, echoes through the coach testimonials. Coaches illuminate its





transformative influence on fueling athletes' commitment and fervor (Wilson & Peterson, 2021). Setting clear objectives, bestowing positive reinforcement, and acknowledging accomplishments serve as catalysts for cultivating intrinsic motivation. Observations cast a spotlight on the incorporation of psychological techniques, a latent dimension within the coaching canvas. Coaches acknowledge the symbiotic relationship between the mind and body, infusing sessions with mindfulness, visualization, and resilience-enhancing exercises (Smith & Johnson, 2017). These psychological tools empower athletes to navigate performance pressures, surmount setbacks, and maintain focus amidst distractions. This fusion aligns seamlessly with contemporary research illuminating the integral connection between mental fortitude and athletic excellence.

This study illuminates a symphony of pedagogical strategies harmonized by the coaches of the Malaysia National Rhythmic Gymnastics Team. These strategies, marked by their diversity and finesse, underscore the holistic essence of athlete development. The results affirm the pivotal role of tailored guidance, cohesive group dynamics, skill-centered teaching, and psychological empowerment as the cornerstones for elevating athlete performance and holistic well-being.

#### Conclusion

The study's findings underscore the significance of effective sport pedagogy in athlete development within the Malaysia National Rhythmic Gymnastics Team. The qualitative insights from coach interviews and observations contribute to a deeper understanding of coaching strategies, with potential implications for broader sports contexts. Since the sport pedagogy field continues to evolve, this study serves as a foundational element for improving coaching methodologies and optimising athlete performance.

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