

THE RELATIONSHIP BETWEEN METACOGNITIVE SKILLS AND THE COACH'S READINESS FOR PROFESSIONAL AND EDUCATIONAL SELF-DEVELOPMENT

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Abstract. The purpose of our study is to identify the relationship of metacognitive skills indicators with the components of professional self-development of coaches. The data were gathered via online survey. The study involved coaches ($n = 53$) aged 22 to 60 years in various sports, with a professional experience of 1 to 34 years. We are used the questionnaire "Diagnostics of the level of partial readiness for professional-pedagogical self-development" and the questionnaire "Reflexive skills (metacognitive level)" by E. V. Savchenko, methods of mathematical statistics (Spearman's correlation coefficient). According to the results of the study, a relationship was revealed between the general level of development of metacognitive skills and all components of the coach's readiness for professional self-development. According to the results of the study, interrelations were revealed with all components of the coach's readiness for professional self-development and such parameters of metacognitive skills to organize the problem-solving process, to regulate your own emotional states, to monitor mental activity, to form probabilistic problem-solving models.

Keywords: Coach, metacognitive skills, self-development, professional activity.

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ВЗАИМОСВЯЗЬ МЕЖДУ МЕТАКОГНИТИВНЫМИ НАВЫКАМИ И ГОТОВНОСТЬЮ ТРЕНЕРА К ПРОФЕССИОНАЛЬНОМУ И ОБРАЗОВАТЕЛЬНОМУ САМОРАЗВИТИЮ

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Аннотация. Целью исследования является выявление взаимосвязи показателей метакогнитивных навыков с компонентами профессионального саморазвития тренеров. Данные были собраны с помощью онлайн-опроса. В ис-

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следовании приняли участие тренеры ($n = 53$) в возрасте от 22 до 60 лет, занимающиеся различными видами спорта, с профессиональным стажем от 1 до 34 лет. Нами использованы опросник «Диагностика уровня частичной готовности к профессионально-педагогическому саморазвитию» и опросник «Рефлексивные навыки (метакогнитивный уровень)» Е. В. Савченко, методы математической статистики (коэффициент корреляции Спирмена). По результатам исследования была выявлена взаимосвязь между общим уровнем развития метакогнитивных навыков и всеми компонентами готовности тренера к профессиональному саморазвитию. По результатам исследования были выявлены взаимосвязи со всеми компонентами готовности тренера к профессиональному саморазвитию и такими параметрами метакогнитивных навыков, как организация процесса решения проблем, регулирование собственных эмоциональных состояний, мониторинг мыслительной деятельности, формирование вероятностных моделей решения проблем.

Ключевые слова: тренер, метакогнитивные навыки, саморазвитие, профессиональная деятельность.

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Introduction. The problem of studying metacognition is one of the important areas in foreign psychology, within the framework of which a number of interrelated areas of research have emerged, including the sphere of metacognitive skills, analysis of the role of metacognitive functions in professional activity, as well as psychological research aimed at studying the structural and functional patterns of metacognitive processes [3].

Coach's skills play important role in the preparation of athletes. They are largely determined by the psychological characteristics of the personality that contribute to high results achieving. The success of athletes in sports, as well as the formation of their character, the education of industriousness, efficiency, the formation of life principles, depend to a greater extent on the knowledge, skills of the coach, their pedagogical talent, cognitive skills and managerial, communicative and other professionally important qualities.

In the process of professional and pedagogical development of coaches significant role is assigned to metacognitive skills at a reflexive level, which allow performing professional tasks as efficiently as possible [1].

In this regard, the purpose of our study is to identify the relationship of metacognitive skills indicators with the components of professional self-development of coaches.

Methodology and methods. The data were gathered via online survey. The study involved coaches ($n = 53$) aged 22 to 60 years in various sports, with a professional experience of 1 to 34 years.

We are used the questionnaire “Diagnostics of the level of partial readiness for professional-pedagogical self-development” and the questionnaire “Reflexive skills (metacognitive level)” by E. V. Savchenko, methods of mathematical statistics (Spearman's correlation coefficient) [2].

Results. According to the results of the study, a relationship was revealed between the general level of development of metacognitive skills and all components of the coach's readiness for professional self-development.

I would like to note that all correlations had a positive sign. According to the results of the study, interrelations were revealed with all components of the coach's readiness for professional self-development and such parameters of metacognitive skills to organize the problem-solving process, to regulate your own emotional states, to monitor mental activity, to form probabilistic problem-solving models.

As a result of the study, no interconnections were revealed between the components of a coach's readiness for professional self-development and the ability to critically assess their intellectual abilities.

The data obtained indicate that coaches with sufficiently high indicators of the level of metacognitive skills are characterized by analysis, assessment and correction of professional activity, readiness to perceive, process and accumulate information in the course of their professional self-development, the ability to quickly navigate in the current situation, the ability to effectively interact with others in the course of professional self-development. In turn, the development of professional and pedagogical components of self-development will make it possible to form and analyze a model of a problem, control one's own emotional state, plan actions to solve a problem, implement a plan and strategy in actions, and conduct a detailed analysis of possible options for resolving that problem.

Implications and conclusion. The data obtained indicate that the level of development of metacognitive skills and the coach's desire for self-improvement, self-development of their personality are closely interrelated, which in turn contributes to an increase in the effectiveness of the training and competitive processes of athletes.

The results of the study allow to highlight a promising direction for the study of metacognitive skills among specialists in the field of physical education and sports.

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