



Article

Ensuring the Effectiveness of Patriotic Education in Sports Schools Through Improving the Professional Competence of Coach-Teachers

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Abstract: The aim of this study is to identify the relationship between the level of professional competence of coach-teachers working in sports schools and the effectiveness of patriotic education formation among student-athletes, as well as to develop pedagogical conditions aimed at enhancing the professional potential of coaches. The study employed an integrated approach using scientific literature analysis, pedagogical observation, questionnaire and testing methods, and statistical analysis; coach-teachers and student-athletes from several children's and youth sports schools in Tashkent and Fergana regions participated in the research. Results showed that in the group of coaches with high professional competence, students' patriotism indicators were significantly higher, and a statistically significant positive correlation was identified between the two variables.

Keywords: patriotic education, professional competence, coach-teacher, sports school, national ideology, physical education pedagogy, young athletes.

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Introduction

During the years of independence, raising a physically healthy, spiritually mature, and patriotic younger generation became one of the priority directions of state policy in Uzbekistan. President Shavkat Mirziyoyev's decree of November 3, 2022, "On Measures to Further Improve the System of Personnel Training and Scientific Research in the Field of Physical Culture and Sports," and the Cabinet of Ministers' Resolution No. 267 of June 29, 2023, "On Measures to Improve the Effectiveness of Military-Patriotic Education of Youth," further strengthened the institutional foundations in this area. As emphasized in these documents, personnel in the sports sector specifically coach-teachers serve not only as specialists teaching physical skills, but also as educators who perform an important social function of instilling in the younger generation a sense of national pride, loyalty to the homeland, and civic responsibility [1].

Sports schools children's and youth sports schools, Olympic reserve schools, and sports clubs represent a unique environment for the formation of young athletes not only physically but also spiritually and morally as individuals. In this environment, the coach-teacher's personal example, pedagogical skill, and professional competence are of decisive importance [2]. As many researchers have noted, the professional competence of a coach encompasses not only the ability to manage technical and tactical preparation, but also the skill to organize educational work on a scientific basis, establish effective communication

with athletes, and instill national values. From this perspective, even when high sports results are achieved, if the coach's professional potential is insufficient, the goal of patriotic education may remain unfulfilled [3].

An analysis of scientific literature on the topic shows that while the problem of patriotic education has been widely covered in pedagogy, philosophy, and social sciences, its comprehensive study specifically in the context of sports pedagogy and the coach's professional competence has not yet been sufficiently carried out. Most existing works are dedicated either to general pedagogical competence issues or to the theory of patriotic education in isolation, with relatively few studies analyzing the two directions in their interrelationship based on empirical data [4].

In this regard, the purpose of this article is to determine the level of professional competence of coach-teachers in sports schools, to empirically evaluate its influence on the formation of patriotic qualities among student-athletes, and to develop pedagogical guidelines for ensuring the effectiveness of patriotic education through enhancing coaches' professional potential [5]. The study covers the following tasks: identifying the structural components of coach-teachers' professional competence; analyzing their practical activities in organizing patriotic education; assessing student-athletes' patriotism indicators in relation to coach competence levels; and developing practical recommendations based on the findings [6].

Research Methodology

The study was conducted during the 2024–2025 academic year on the basis of children's and youth sports schools in Tashkent and Fergana regions. A total of 64 coach-teachers (in various sports athletics, wrestling, football, volleyball) and 312 student-athletes aged 13–17 under their supervision participated in the study. The sample was formed using a purposive sampling method, taking into account the coaches' pedagogical experience, qualification category, and work experience.

The research methodology included the following complex of methods:

1. **Analysis of scientific-theoretical literature and regulatory-legal documents** on the topic (content analysis method) used to theoretically substantiate the structural components of a coach's professional competence and the criteria for patriotic education.
2. **Pedagogical observation** carried out by directly observing how coaches organize educational work during training sessions.
3. **Survey and questionnaire method** adapted questionnaires based on a 5-point Likert scale were used for coaches' self-assessment and for measuring students' patriotic views.
4. **Pedagogical testing** applied to determine student-athletes' level of knowledge about national history, state symbols, and patriotic concepts.
5. **Mathematical-statistical analysis** the collected data were processed using Pearson's correlation coefficient and Student's t-test, with a significance level set at $p < 0.05$.

Coaches' professional competence was assessed across four structural components: gnostic (knowledge-related), constructive-design, communicative-educational, and reflective-evaluative. Students' level of patriotism was measured based on cognitive (knowledge), emotional-value (feelings and attitudes), and behavioral (practical activity) components. To ensure the reliability of the research results, coaches were conditionally divided into two groups those with high and those with medium/low professional competence and the patriotism indicators of their students were then comparatively analyzed.

Results

The data collected during the study revealed a clear relationship between the level of professional competence of coach-teachers and the indicators of patriotic quality formation among their student-athletes. Below are two tables reflecting this relationship [7].

Table 1 presents the results of coach-teachers' self-assessment by professional competence components, as well as average indicators based on expert evaluation. As can be seen from the table, the gnostic and constructive-design components are relatively well developed, while the communicative-educational and reflective-evaluative components show lower indicators. This indicates that the components most directly related to the practical organization of patriotic education are comparatively underdeveloped [8].

Table 1. Indicators of Coach-Teachers' Professional Competence by Structural Component.

Professional Competence Component	Average Score (5-point scale)	High Level (%)	Medium/Low Level (%)
Gnostic (knowledge-related) component	4.1	68	32
Constructive-design component	3.9	61	39
Communicative-educational component	3.3	44	56
Reflective-evaluative component	3.1	39	61

Table 2 presents a comparative view of student-athletes' patriotism indicators (by cognitive, emotional-value, and behavioral components) divided into two groups according to coaches' professional competence level. Data are expressed in percentages and clearly show the differences between groups of coaches with high and medium/low competence. According to statistical analysis results, the differences between groups were statistically significant ($p < 0.05$) across all three components [9].

Table 2. Student-Athletes' Patriotism Indicators by Coaches' Professional Competence Level.

Patriotism Component	High Competence Coach Group (%)	Medium/Low Competence Coach Group (%)	Difference (p-value)
Cognitive component (knowledge)	78	54	$p < 0,05$
Emotional-value component	82	49	$p < 0,01$
Behavioral (practical activity) component	74	51	$p < 0,05$

Discussion

Analysis of the obtained results shows that there is a direct and statistically significant relationship between coach-teachers' professional competence and the level of patriotic quality formation among student-athletes [10]. In the group of coaches with high professional competence, students' patriotism indicators were significantly higher across all three components cognitive, emotional-value, and behavioral which confirms that the coach's personal example, pedagogical skill, and ability to organize educational work on a scientific basis are the decisive factors in shaping the spiritual and moral character of young athletes [11].

The results reflected in the first table showed that the gnostic and constructive-design components of coaches were relatively highly developed, but the communicative-educational and reflective-evaluative components were considerably lower. This situation can be explained as follows: traditionally, the sports and technical aspects and methodological knowledge receive the most emphasis in coach training systems, but insufficient attention is paid to developing educational-psychological competencies including the skills of establishing effective communication with students, exerting educational influence while considering their interests, and critically evaluating one's own

activities [12]. This conclusion has been noted in previous studies as well, where the social and personal components of professional competence are often found to lag behind the specialized component. Therefore, in coach professional development programs, special attention must be paid not only to sports-technical mastery but also to pedagogical communication, educational technologies, and self-reflective analysis skills [13].

The results presented in the second table require deeper analysis. Students in the group of coaches with high competence showed significantly higher indicators on the cognitive component knowledge about national history, state symbols, and the heritage of great ancestors. This may be the result of coaches systematically organizing conversations about homeland history, national sports traditions, and the lives of great athletes during training sessions. The difference in the emotional-value component was even more pronounced, demonstrating the importance of the coach's personal attitude, educational moments that cultivate respect for the national flag and anthem, and the skill of interpreting victories and defeats in team competitions from a patriotic perspective. Regarding the behavioral component practical indicators such as students' active participation in social-patriotic events and preparation for national holidays the group of coaches with high competence also prevailed [14].

These results practically confirm that the priority tasks set out in the relevant decrees of the President of the Republic of Uzbekistan improving the professional potential of personnel in the field of physical culture and sports, and raising youth in a patriotic spirit are inextricably linked. Sport is not merely a means of physical activity, but a powerful social-pedagogical tool for forming national pride, collectivism, and loyalty to the homeland; however, this potential can be fully realized only through a qualified, professionally mature coach [15].

Conclusion

The results of the conducted study empirically confirmed that the effectiveness of patriotic education in sports schools is directly dependent on the level of professional competence of coach-teachers. It was found that among student-athletes under the supervision of coaches with high professional competence, the cognitive, emotional-value, and behavioral components of patriotism were formed at significantly higher levels, which indicates that the coach's personal skill and educational approach are the primary mechanisms for implementing patriotic education within the sports education system.

During the study, it was determined that the gnostic and constructive-design components within the structure of coaches' professional competence are relatively highly developed, while the communicative-educational and reflective-evaluative components are at a lower level of development. This demonstrates the necessity of purposefully developing educational-psychological competencies alongside sports-technical preparation in the professional development system.

It was also found that conducting patriotic education not as a separate ideological session, but integrated naturally into the sports-technical training and competition process, yields higher results.

Based on the conclusions drawn, the following practical recommendations can be formulated: **first**, introduce specialized modules aimed at developing educational-communicative competencies into coach training and retraining programs; **second**, develop a unified methodological system and guidelines on patriotic education for sports schools; **third**, improve periodic certification mechanisms that develop coaches' self-assessment and reflective skills; **fourth**, establish a system of regular monitoring of coaches' professional potential between sports federations and educational institutions.

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