

# Eco-Active Learning: Sports Pedagogy and Environmental Education Synergy

Arzikulov Dilshod Ne'matovich

*Uzbek State University of Physical Culture and Sport, Tashkent, Uzbekistan*

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**Abstract:** According to various sources, there exists a meaningful connection between environmental education and sports pedagogical activities. Environmental education has the potential to enrich the awareness, knowledge, skills, and values of individuals engaged in sports-pedagogical pursuits, fostering a positive attitude towards the natural environment. Simultaneously, sports-pedagogical activities offer opportunities for environmental education by exposing participants to diverse natural settings, involving them in outdoor experiences, and nurturing an appreciation for the beauty and diversity of nature. Both environmental education and sports pedagogical endeavours can actively contribute to the objectives of environmental sustainability by promoting healthy lifestyles, responsible consumption, social justice, and cultivating ecological citizenship.

## 1 INTRODUCTION

Specialists exhibit particular abilities closely tied to their performance in specific activities. These abilities enable them to execute actions or employ specific strategies. A specialist's capabilities are intrinsic to their personality, professional background, life experiences, and the knowledge, skills, and abilities acquired over time. In the realm of sports and pedagogy, scholars view these activities as intricate, multifaceted processes marked by extreme, emotional, and effective athlete training. The diverse nature of sports necessitates varying approaches, although common features exist in the sports pedagogical activities of trainer-teachers across different disciplines.

Analysing relevant scientific literature reveals that contemporary sports and pedagogical activities are intricate processes involving extreme, emotional athlete training and strong psychophysiological pressures for optimal results. Each sports discipline possesses unique characteristics, influencing the diverse action plans employed by trainer-teachers. While differences exist among sports, common features persist in sports pedagogical activities, as recognized by scholars in the field. This acknowledgment underscores the multifaceted nature of sports training and coaching.

Trainer-teachers engaged in sports and pedagogical activities exhibit abilities linked to their personality, professional experiences, and accumulated knowledge. Scholars emphasize the complexity of these processes, marked by emotional and effective athlete training. While each sport has its distinct characteristics, shared elements define sports-pedagogical activities across disciplines. Understanding these common features aids in comprehending the nuanced yet interconnected nature of trainer-teachers' roles in different sports.

## 2 RESEARCH METHODOLOGY

To understand the complexities of sports and pedagogical activities, our research employs an empirical analysis approach. We aim to delve beyond superficial perceptions by identifying socio-psychological conditions vital for effective development. Through this methodology, we intend to reveal the essence of the trainee teacher's role, going beyond mere organizational aspects. By scrutinizing social experiences in physical education settings, we aim to unravel underlying factors shaping sports and pedagogical skills.

**Data Collection Method:** Our data collection method entails a comprehensive examination of

socio-psychological factors influencing sports and pedagogical skills development. We employ surveys, interviews, and observations to gather diverse perspectives from trainers, athletes, and educational institutions. By engaging with various stakeholders, we aim to capture nuanced insights into the multifaceted nature of sports and pedagogy.

**Data Interpretation Technique:** Utilizing a qualitative approach, we analyze collected data to determine the factor structure underlying sports and pedagogical activities. Through thematic analysis and pattern recognition, we seek to uncover recurrent themes and emerging patterns within our data set. By triangulating multiple data sources, we aim to offer a holistic interpretation of the state of sports and pedagogical skills development and elucidate the factors driving this process.

### 3 RESULT AND ANALYSIS

The study focuses on the comprehensive assessment of content and structural aspects of sports and pedagogical skills, employing factor analysis and exploring various methods to evaluate the development of these skills with a particular emphasis on socio-psychological factors. Through an initial expert evaluation, a systematic categorization of factors influencing sports pedagogical skills development was established.

Ten socio-psychological factors contributing to the advancement of sports and pedagogical activities were identified based on expert assessments. Subsequently, these factors were ranked according to their significance, providing insights into their respective roles in the study's research objectives. The study employed a method of organizing expert relationships to analyse socio-psychological conditions crucial for sports and pedagogical skills development.

Using a 5-point scale, the study assessed the importance of these factors, with rankings ranging from 1st to 10th indicating strong to weak importance. The empirical data, presented in Table 1, delves into the order of development of sports-pedagogical skills.

Factors influencing the abilities of trainer-educators in the realm of sports education were then outlined. Notably, master classes emerged as the top-ranked factor, with their organization garnering the highest importance. Trainers and educators emphasized the pivotal role of master classes in enhancing sports pedagogical skills. The leading role was attributed to expert organizers with profound

knowledge in the field, showcasing well-rounded skills in both pedagogical and socio-pedagogical aspects. Additionally, the factor of "Creating a pedagogical support environment for sports teachers" held the second rank, underscoring the significance organizations place on the socio-psychological milieu within the community for efficient work.

Table 1: Socio-Psychological Dimensions Shaping Sports Pedagogical Skill Development

Factors	Mean	Rank
Organization of scientific and practical conferences dedicated to sports and pedagogical activities	4.29	5
Organization of master classes on the development of sports and pedagogical activities;	1.19	1
Organizing meetings with teachers with high experience in sports and pedagogical activities	2.92	4
Organization of competitions for the development of sports and pedagogical activities	7.11	10
Preparation of guidelines for the independent development of sports and pedagogical activities	2.35	3
Formation of traditions in universities on the development of sports and pedagogical skills	5.61	7
Ensuring civic and personal maturity in the sports teacher	6.08	8
Creating an environment of pedagogical support for sports educators	1.36	2
Formation of emotional maturity in sports-pedagogue	6.63	9
Enhancing the social maturity of sports educators	4.56	6

The importance of fostering a healthy socio-psychological environment within a sports education team is highlighted as crucial for the development of sports and pedagogical skills. It is emphasized that a supportive team atmosphere plays a significant role in assisting sports educators, emphasizing the need for mutual support and a conflict-free professional environment.

The third-ranked factor involves the preparation of guidelines for independent development in sports and pedagogical activities. Sports educators acknowledge the necessity of guidelines for skill development, emphasizing that methodological instructions do not spontaneously emerge. The

creation of these guidelines requires an experienced specialist with both pedagogical and professional expertise, coupled with a research-oriented mindset. The importance of an independent and inquisitive approach by teachers in utilizing methodological guidelines is underscored.

Organizing meetings with highly experienced teachers in sports and pedagogical activities is ranked fourth. Such meetings offer benefits such as receiving advice and guidance from experienced colleagues, motivation, emotional uplift, and a focus on enhancing operational efficiency.

Surprisingly, the social, emotional, civic, and personal maturity of sports educators is given limited importance, possibly stemming from the perception that high maturity in professional training may inherently contribute to personal growth.

In Table 2, expert assessments of teachers' skills necessary for sports pedagogy activities are presented, showcasing a unique arrangement of factors contributing to skill formation.

Table 2: Impacts of Social Factors on Sports Pedagogy: Teacher Skill Development

Factors	Mean	Rank
Organization of scientific and practical conferences dedicated to sports and pedagogical activities	1.16	1
Organization of master classes on the development of sports and pedagogical activities	3.00	5
Organizing meetings with teachers with high experience in sports and pedagogical activities	8.40	10
Organization of competitions for the development of sports and pedagogical activities	3.50	6
Preparation of guidelines for the independent development of sports and pedagogical activities	5.25	8
Formation of traditions in higher education institutions for the development of sports and pedagogical skills	1.23	2
Ensuring civic and personal maturity in the sports teacher	2.50	4
Creating an environment of pedagogical support for sports educators	4.20	7
Formation of emotional maturity in sports-pedagogue	7.00	9
Enhancing the social maturity of sports educators	1.75	3

The primary criterion identified by teachers as the most significant factor is the "Organization of scientific and practical conferences dedicated to sports and pedagogical activities". Scientific conferences address current issues in the field, providing valuable insights into both theoretical and practical aspects along with recommendations for potential solutions. This underscores the deliberate choice of teachers to engage in scientific-practical conferences for the advancement of their sports-pedagogical skills.

Following closely, the second key indicator emphasizes the "Formation of traditions in educational institutions for the development of sports and pedagogical skills". Educational institutions establish traditions to foster the growth of pedagogical skills. These traditions may manifest in the "teacher-student" dynamic within the institution, faculty, or department. Experienced teachers often contribute by offering guidance through model lessons, creating a vital framework for the cultivation of qualities essential to sports pedagogy.

The third and fourth indicators, as ranked by teachers, focus on "Ensuring civic and personal maturity in sports teachers" and "Increasing the social maturity of sports teachers." These factors are deemed crucial for honing sports and pedagogical skills. The argument posits that the development of skills integral to sports education is linked to the formation of personality traits with socio-psychological significance. Individuals with emotional and social maturity can effectively regulate themselves both personally and professionally, allowing for an independent approach in shaping the necessary skills.

In the realm of skills required for sports pedagogy, issues such as "Ensuring civic and personal maturity in sports pedagogy" and "Arranging meetings with teachers with high experience in sports and pedagogical activities" hold the 9th and 10th positions. While these factors are acknowledged, they are somewhat undervalued in comparison to others.

A third group of experts involved in the research comprises education managers, whose assessments are presented in Table 3, providing additional insights into the problem at hand.

Table 3: Impact of Socio-Psychological Elements on Sports and Pedagogical Skills

Factors	Mean	Rank
Organization of scientific and practical conferences dedicated to sports and pedagogical activities	4.59	6
Organizing meetings with teachers with high experience in sports and pedagogical activities	3.26	4
Organization of master classes on the development of sports and pedagogical activities;	3.20	3
Organization of competitions for the development of sports and pedagogical skills	1.57	2
Preparation of guidelines for the independent development of sports and pedagogical activities	1.16	1
The educational institution has a tradition of developing sports and pedagogical skills	8.13	10
Ensuring civic and personal maturity in the sports teacher	7.25	9
Creating an environment of pedagogical support for sports educators	7.07	8
Formation of emotional maturity in sports-pedagogue	3.46	5
Enhancing the social maturity of sports educators	6.16	7

Education managers have provided evaluation indicators for the development of sports and pedagogical skills, emphasizing the importance of various factors. The first rank focuses on the preparation of guidelines for independent development in sports and pedagogy, followed by the organization of competitions (2nd rank), master classes (3rd rank), and meetings with experienced teachers (4th rank). Some of these factors have been considered by experts of the previous category.

The alignment of education managers' feedback with the nature of the educational process suggests a connection to methodical instructions, pedagogical master classes, and interactions with experienced teachers. Notably, the 8th rank pertains to the "Formation of the environment of pedagogical support of the sports teacher," the 9th rank to "Ensuring civic and personal maturity in the sports teacher," and the 10th rank to "Educational institution has a tradition of developing sports and pedagogical skills." The organizational and methodological

factors play a significant role in shaping sports-pedagogical skills.

Upon a separate analysis of expert attitudes, a comprehensive overview of factors influencing sports pedagogical skill development emerges. Summarizing the performance of all expert categories provides a holistic description. The generalized result categorizes these factors into three levels for a more nuanced understanding (see Table 4).

Table 4: Influence of Social Psychology on Skill Development in Sports Education.

Factors	Train er- pedag ogue	Te ac her	Educa tion Mana ger	Mea n	R an k
Organization of scientific and practical conferences dedicated to sports and pedagogical activities	4.29	1.16	3.46	3.34	3
Organization of master classes on the development of sports and pedagogical activities	2.92	3	3.26	2.48	1
Organizing meetings with teachers with high experience in sports and pedagogical activities	1.19	8.4	3.2	4.84	7
Organization of competitions for the development of sports and pedagogical skills	7.11	3.5	7.25	4.06	4
Preparation of guidelines for the independent development of sports and pedagogical activities	2.35	11.5	1.16	2.92	2
Formation of traditions in educational institutions on the development of sports-pedagogical skills	5.61	1.23	8.13	4.99	8
Ensuring civic and personal maturity in the sports teacher	6.08	5.25	4.59	5.27	9
Creating an environment of pedagogical support for sports educators	1.36	4.2	7.07	4.2	6
Formation of emotional maturity in sports-pedagogue	6.63	7	1.57	5.69	10
Enhancing the social maturity of sports educators	4.56	1.75	6.16	4.15	5

The performance evaluation for the development of sports-pedagogical skills is structured into three ranks. The first rank comprises the top three positions, the second rank includes places 4 to 7, and the third rank combines factors 8 to 10. Noteworthy contributors to sports-pedagogical skill development, as identified by experts, include "Organization of master classes on the development of sports and pedagogical activities," "Preparation of guidelines for independent development," and "Organization of scientific and practical conferences."

Empirical findings underscore the significance of organizing master classes for sports and pedagogical skill development. Some experts prioritize this factor at the forefront of the rank order. Master classes conducted by industry leaders offer practical insights, serving as a valuable program for sports educators.

In the overall assessment, the "Preparation of guidelines for independent development" secures the second rank. Methodical instructions are considered crucial tools for sports pedagogues, enabling them to organize activities based on these guidelines.

Taking the third position is the factor "Organization of scientific and practical conferences dedicated to sports and pedagogical activities." Experts emphasize the importance of such conferences in presenting theoretical and practical solutions, fostering collaboration among experts, and constantly enriching data.

On the second tier of importance, factors like "Organization of competitions," "Increasing social maturity of sports teachers," "Creating a pedagogical support environment," and "Organization of meetings with experienced teachers" are highlighted. Competitions are seen as a means to identify ambitious educators while enhancing social maturity involves collaborative sharing of experiences. The creation of a supportive pedagogical environment depends on the socio-psychological atmosphere of the educational institution. Meetings with experienced teachers serve as motivational tools, providing methodological advice and fostering a positive professional attitude.

The tertiary factors also play a role in stimulating specialists' professional activity. Empirical evidence supports the importance of socio-psychological factors in sports-pedagogical skill development, but challenges and barriers exist in the process. Difficulties in certain activities have led to the identification of socio-psychological barriers hindering sports and pedagogical skill development.

## 4 CONCLUSION

In summary, it is crucial to highlight the significance of empirically analyzing socio-psychological factors for fostering the growth of sports and pedagogical skills in the training of prospective coaches and educators. This becomes particularly relevant due to the continual expansion of the roles within modern sports and pedagogical activities. During this ongoing process, the emphasis should not only be on imparting professional and specialized knowledge acquired through education but also on cultivating specific competencies and pedagogical skills. Primarily, the focus should be on activating sports pedagogical skills, thereby tapping into unexplored resources to establish a robust foundation for independent development in the realm of sports and education.

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