**POSITIVE APPROACH TO THE TRAINING PROCESS**

Approaches to coaching

Generally speaking, there are positive and negative approaches to training and coaching in sports. At the core of both approaches are the principles of corroboration. Reinforcement is the use of rewards and punishments that will increase or decrease the likelihood that similar responses or behaviors will occur in the future. Reinforcements are used when we want to strengthen certain behaviors or modify those that we feel are inadequate. Reinforcement is any operation that strengthens a behavior, and punishment is any operation that weakens the behavior. Reinforcement can appear in two forms: as the presence of something positive (positive reinforcement) or as the removal of something negative (negative reinforcement). Similarly, punishment appears as the presence of something negative, or as the removal (denial) of something positive. The principles of reward and punishment are closely related to effective behavior modification. The first principle involves the application of rewards. If some activities or behaviors result in favorable, positive consequences (such as receiving rewards - verbal, symbolic, material), then people tend to repeat such behaviors in order to be rewarded again. The second principle involves the application of penalties. If some activities result in unpleasant consequences (such as different types of punishment), then people show a tendency to avoid such behaviors in order to avoid the expected negative consequences, punishments. Coaches try to influence the behavior of their athletes in different ways. One of their main goals, Smith points out, is to create situations suitable for learning and improving the technical and tactical skills that athletes need to succeed as individuals and as a team. Another priority for most coaches is to create a supportive social environment in which athletes can experience positive interactions with each other, build team cohesion, teamwork, commitment to common goals, develop "mental strength" and team spirit, and learn many other life skills. Most coaches in their work with athletes, in an attempt to motivate them to learn sports skills, combine both a positive and a negative approach. However, sports psychologists agree that the basic approach in working with athletes, especially young people, should be positive. They believe that 80% - 90% of the reinforcement should be positive. Psychologist Kauss (1980, according to 58) believes that punishment, as a means to change and control behavior should not be used in excess of 5%. In principle, punishing unwanted behavior should lead to a reduction of such behavior, however, in practice it can cause many problems such as strengthening unwanted behavior, reducing the motivation of athletes, attracting attention, interrupting the learning process, etc. To more effectively influence the behavior of their athletes, coaches use basic learning principles such as: positivity (as opposed to a negative approach), control, reinforcement, and performance-related feedback. The essence, or "ABC" behavior control, is contained in the setting: IF a stimulus (Antecedent) A is present and behavior B (Behavior) takes place, THEN a certain consequence C (Consequence) will appear. All people, even athletes, through experience they learn which behaviors and under what conditions lead to certain consequences. Certain antecedents or stimuli signal the likelihood of consequences of a given behavior in given situations. When the goalkeeper sees the opponent's attacker breaking through to his goal without any major problems, it is a sure sign for him that a shot will follow. That is why he prepares in time and puts himself on the side of the goal for which he expects the ball to be sent. Or, players quickly learn that it is not appropriate to make jokes at the expense of a player who missed the winning penalty. So, when antecedents influence someone's behavior, then it is said that the behavior is under the control of the stimulus. In sports, says Smith, many behaviors are under the control of stimuli, because they often react automatically and recklessly. But, what happens after a particular stimulus elicits a response? This response or behavior is accompanied by certain consequences, and it depends on whether they are positive or negative whether such behavior will be strengthened or weakened.

**A positive approach to coaching**

Unlike a negative approach that primarily focuses on punishing unwanted behavior often by creating fear of mistakes and failure, a positive approach focuses on seeking, rewarding, and reinforcing things that athletes do well and forming new desirable behaviors. Depending on whether athletes are punished or rewarded, they are motivated either by the need to avoid mistakes and bad behaviors, or by the need to repeat and stand up desired performances and adequate behaviors. Most coaches use both reinforcements (rewards) and punishments to encourage and develop the desired motivational orientation and shape the desired behaviors.

Positive and negative approaches to coaching, in fact, represent positive and negative control of athletes' behavior. Both types of control are based on the fact that the behavior is strongly influenced by the consequences it produces. Positive reinforcement and punishment are the main pillars of positive and negative behavior control. Positive and negative control in turn form the basis of a positive and negative approach in coaching. A positive approach is designed to empower (reinforce, reinforce) desired behaviors by motivating athletes to perform them and reinforcing such behaviors when they occur. Another, negative approach involves attempts to eliminate negative behaviors through punishment and criticism. Fear is a basic motivating factor in a negative approach. Coach observation research shows that most coaches use a combination of positive and negative control. Weinberg and Gould, as well as Smith point out that in almost every society, negative control through punishment is perhaps the most widespread means of controlling behavior. On the negative control, ie. our legal system is based on the fear of punishment, our school system on the fear of failure and bad grades, etc. In sports, negative control and fear of punishment are the basis of a negative approach in coaching.

Smith and Smoll and their associates made the greatest contribution to the empirical study of the behavior of coaches on the field (trainings and competitions) and the impact of such behavior on the nature of their athletes' sports experiences. About their CBAS system for observing coaching behavior and the results of a large study they conducted in 1979 on athletes trained by trained coaches (to use a positive approach - rewarding, positive reinforcement, general technical instructions, performance-related feedback, general encouragement, constructive approach in correcting mistakes, etc.) and athletes led by coaches who did not undergo specific training to apply a positive approach, we talked in the chapter on leadership in sports - more precisely in describing the cognitive mediation model of Smith and Small. The mentioned research, as well as a number of later ones, unequivocally confirmed that two thirds of the observed coaches use a positive approach in coaching and that the behavior of coaches is related to the attitudes and satisfaction of athletes. Athletes who played for positively oriented coaches compared to those who played for untrained coaches, preferred their coaches, liked clubmates and teammates more, showed greater readiness to continue playing sports in the coming seasons, ie. . they left the sport less. It was determined that the coach's popularity is not significantly related to recently won or lost matches, but the athletes concluded that the winning coaches like their parents more than the coaches of losing teams. Smoll and Smith concluded that victory makes little difference between children, but they know that victory is important for adults. Also, a generally positive approach that combines instruction, reinforcement and encouragement, has shown a positive impact on increasing athletes' self-confidence, general self-esteem, as well as on success in learning techniques in football, gymnastics, swimming, baseball, golf and tennis. It was also confirmed that a positive approach in with special emphasis on the formation of a motivational climate oriented to mastery, leads to a decrease in both components (somatic and cognitive) of sports anxiety. Positive effects of using psychological principles of rewarding, reinforcement, feedback, creating a motivational climate that forces the orientation to mastery and perfection, and not the so-called. ego orientation (result and placement in relation to others), in which success is defined more broadly than victory, in which "the athlete is primary and victory is secondary", are reflected in shaping sports and fair play behavior and reducing all forms of aggressive, violent and hostile actions towards other participants in sports.

**THEORY OF SPORTS TRAINING**

**The theory of sports training is a scientific, teaching, methodological and practical discipline, which** **studies kinesiological, anthropological, methodological and methodological laws of planning,** **sports training programming and control.**

In the broadest sense, the theory of sports training studies the laws of transformation processes (adaptation) of anthropological characteristics athlete, as a multidimensional, dynamic and complex system, in order to maximize the potential of the organism to achieve the highest sports achievements. The word training is of Latin origin and comes from the verb "trehere" which means to pull, to pull out. Like the term appears in Old French, and seems to have passed from the Normans from France to England. In England, it is used in equestrian sports where a new one is formed meaning - taking a horse out of the barn with the aim of training, increasing abilities, training. Most likely, the term "training" was transferred from equestrian sports to sports as a whole. It is not known exactly when the word "training" took on its current meaning in sports. Thanks to the theory of sports training as a scientific discipline, we know exactly what is happening in the athlete's body under the influence of very hard training work and great stress during competition, what happens in the nervous system during learning certain technical and tactical knowledge, how to prepare athletes in terms of altitude training and how to ensure quality nutrition under conditions of aerobic and anaerobic loads or loads directed at strength development. Although science in sports, and especially the theory of sports training, is young scientific discipline, today we have very important data on the best biomechanical analyzes of movements and movements, on the basis of which the learning process can be effectively controlled motor skills.

*\* The name****kinesiology****was first used by Dally (1857), and Stedson and Douman (1953) were suggested that kinesiology be treated as an independent science. From during and after this period the term and* *the development of kinesiology is associated with a number of problems. Today, in a broader sense, it is under kinesiology* *implies a science that studies the laws of management of anthropological transformation processes characteristics under the influence of programmed exercise, in order to achieve the appropriate desired states(starting points) in various kinesiological activities (sports, sports recreation, fitness, education and kinesiotherapy), as well as the consequences (effects) of these processes on the human body.* Dramatic progress in the ability of athletes, and thus sports results, makes an even greater demand that today top training must rely on the latest scientific knowledge from many scientific ones disciplines, which are combined into scientific theories within the theory and methodology of training. Therefore, the theory and methodology of training, uses processes and transforms into new scientific knowledge information from a number of anthropological sciences.

**GOALS OF SPORTS TRAINING THEORY**

**The main goal of the**theory of sports training in the global sense is to **determine the legality functioning of the integral system,** when it consists of the athlete, sports activity and sports environment (athletes and coaches and their relationship).

The next **important goal of the**theory of sports training is to determine the **laws according to which it is possible define the characteristics of sports activity,** which are the result of structural, biomechanical, functional and other, analyzes and the basis of knowledge about the specifics of certain sports disciplines.

**Structural analysis**is used in determining typical structures, substructures and structural units of sports activity. This analysis solves the issue of hierarchy and characteristics of typical phases, sub phases and structural units that make up the motor content of a particular sport. Biomechanical analysis refers to the determination of basic kinematic and kinetic parameters movements, that is, the analysis of spatial, temporal and spatio-temporal characteristics movements, as well as dynamometric analysis of forces that develop in muscles and muscle groups during motor activity. Biomechanical data are useful in the determination efficiency of performing the technique, where deviations can be determined in a very simple way performance of a movement in relation to the ideal model of performance, because both one and the other can be described by an equal parametric system of biomechanical quantities. That's how I can be obtain data on differences in angular values, in indicators of speed and acceleration and the parameters of the force between the movements performed by a particular athlete and those movement techniques that realizes a top athlete.

**Functional analysis**provides information on the structure and dominance of energy processes in certain sports and disciplines. According to Fox (1972) basic energy processes are defined as aerobic and anaerobic and participate differently in sports. Undoubtedly in cyclic endurance-type sports activities, aerobic energy plays a leading role oxygen capacity and consumption as a measure of an athlete’s aerobic capacity. In sports disciplines of relatively short duration that require a high degree of speed and strength, for the most part energy is provided from anaerobic reserves. In this group there are sports games like activities of high pace and maximum intensity, as well as martial arts in which it dominates glycolytic anaerobic energy process. So, based on functional analysis, sports activities can be classified into anaerobic, aerobic and mixed sports.

**The next goal**of sports training theory is to determine the **laws that enable analysis personal characteristics of the athlete,** ie his abilities, traits and characteristics, which enable the achievement of high sports results. This is actually the task of sports theory training, to answer the question of which trait, abilities and characteristics of the athlete depends achieving a sports result and what are their mutual relations. When all of the above is known, it is now necessary to determine the **laws by which it is it is possible to optimally methodically shape the training process**, in order to work most efficiently to the transformation of precisely those abilities that are responsible for high training and sportsmanship form, with each individual and sports team.

**A further goal of the**theory of sports training is to determine the **laws according to which it would take place selection**(guidance and selection) of potential candidates for top sport. For this purpose the most important thing is to determine the precise (metrically tested) measuring instruments that will be used best able to measure, control and monitor the development of dominant traits, abilities and characteristic of the athlete. In the end, when all these conditions are met, the **goal**of sports training theory is to determine laws that enable **rational programming of training of athletes of different ages, gender and different quality levels**.The realization of the goals of the theory of sports training and the determination of legality is only possible successful if the scientific approach is based on such methodological procedures as they are basic structural elements: **scientific experiment, diagnostic methods, statistical and cybernetic methods**.

**CONCEPT AND DEFINITION OF SPORTS TRAINING**

The essence of the orientation of training as practically the most important legality is that the training process we focus on the development of those factors that are also contained in the hierarchical structure as a model of a particular sport. Only in this way is it possible to achieve the desired final state defined at the top pyramid as a goal. It follows logically and clearly that the top of the pyramid will be higher if the base (development basic anthropological characteristics dependent on genetic predisposition) cheese on the initial state or in the stage before the beginning of the systematic development of specific anthropological characteristic. In order to achieve top sports form as a condition for achieving the desired sports result, a stage of situational preparation is necessary, through which a specific one is raised competitive efficiency both in functional and structural sense (bioenergy, technique, tactics). The technological path in the training process begins with the diagnostics that are in the form of control and monitoring is repeated in each subsequent stage, ie in a transitive state. Each of the transient states is determined by new stimulating stimuli, ie the optimal one straining stimuli adequate to the current capabilities of the athlete detected through diagnostics. Optimal management of training technology therefore implies accurately estimated time duration of certain stages where there will be no unnecessary waste of time and energy. In this way, a precise progression of the adaptation of athletes to higher demands will be observed new steps on the way to the top of the pyramid. The essential tasks on this path are constant searches (experiments) for increasingly effective training tools, methods and loads that will be involved in each subsequent stage, or transitive state. Of course this is not possible without systematic and specific diagnostics (testing) of control and monitoring during the entire sports track as well as in all minor periods and cycles.

Numerous attempts to define sports training in the end always remain vague and with a lot integral concepts that need to be redefined. Thus the practical benefit of such the definition is reduced to zero, because the real essence and goal of this extremely complex has been lost process. On the other hand, when we talk about sports training today, we all act like we are fully aware of the meaning of this term, however, when trying to answer question, What is sports training ?, we encounter great difficulties. Every term that occasion we use it is still interpreted differently, and requires a more detailed explanation and what in the case favored approach (medical, physiological-biochemical, psychological, sociological, pedagogical ...) gives a very confusing and unrealistic picture of sports training. It would be overpowering in even an attempt to give the "best solution" for the objective and current is presented in this situation understanding the kinesiological-anthropological concept of sports training. No definition means much so long until we have studied what we are working on, and then every definition is over unnecessary (Mainland, according to Petz, 1981). That is why it is far better than the "unfortunate definition" emphasize the essence and concept of sports training through its goal, role and tasks. Since the human organism (exposed to systematic strenuous multi-year sports activity)forced to use all its adaptive mechanisms in training and competition conditions and passes all individual specific processes in the system of adaptation syndrome 1. (in chapter footnote) it can rightly be said that precisely this complex process of adaptation underlies the concept sports training. Starting from this concept, **sports training could be defined as specific long-term intensive process of adaptation of the organism, achieved by application optimal training stimuli (means, nets, loads) at the right time 2(footnote) in order to transform those anthropological characteristics of which depends on achieving top sports results.** Thus, sports training is a targeted continuous process of adapting the organism to specific and increasing efforts that will provide super-adaptation processes and thus a high sports result.

**The goal of such a process is certainly the optimal level of adaptation of all characteristics, abilities and characteristics on which the desired but realistically possible, therefore pre-planned sports the result. The essence of sports training**, regardless of the different approaches to the definition of the term and different definition, is that always:*-causes adaptive changes,-represents a specific type of mental and physical work,-implemented systematically,-it is planned and programmed,-represents a long-term process of sports specialization,-represents an activity that is managed using specific means, methods and loads,- is carried out above the limit loads at which the maximum physical and mental are overcome efforts,-is aimed at maximizing abilities in accordance with the dispositions and conditions in which derivatives.* From this it can be seen that the training has a multi-layered character. This multi-layer is beautifully expressed in Vittori's (1982) definition of sports training, which reads: **Sports training is a complex pedagogical process that is concretized in an organized way exercise - work, which is repeated with such a load to activate physiological processes super compensation and adaptation of the organism. This improves physical, mental, intellectual, technical and tactical qualities of the athlete, which are manifested in raising competitive results.**

**The basic role of sports training**is to use the athlete's sports management system "introduces" into sports form and enables the achievement of maximum sports results. This management of the sports form implies a deep knowledge of individual characters optimal training loads. In the second part of this book, special attention is paid determining the optimal training loads, because huge mistakes are still made today precisely because of insufficient knowledge of the causes of certain consequences, so it is often "shot in empty "that is, unselected training stimuli are predominantly intuitively determined, with hoping that some of them will hit the target and make the necessary adaptation. Therefore, in this situation, it is impossible to determine the targeted effect of training stimuli and manage it output (consequences) or effects. The optimal harmonious composition of the means is still not applied in the training practice, methods and loads, because little is known about what efficiency depends on in certain sports disciplines.

**Goals and tasks of sports training**

**The basic task of sports training**is to give the athlete through organized diagnostic systems, control and monitoring of dominant ability traits and characteristics, with constant optimality planning and programming their development, leads to the desired goal. This means that the training process is focused on the development and maintenance of all important components of training and sports form that athletes will ensure their participation in competitions and achieve high sports results.

**The tasks of sports training**represent the set of desired effects that are sought to be achieved through organized and programmed training. Some basic and most important tasks of sports training are:*- Formation and improvement of specific abilities and knowledge for performing typical movement structures that make up the technique of the sports branch,- Formation and improvement of specific abilities and knowledge for performing typical structures of situations that make up the tactics of the sports branch,- Development and stabilization of primary and specific, functional and motor abilities which make the fitness of athletes,- Raising the level of efficiency of mental-cognitive abilities specific to the specific sports activity.- Positive direction and stimulation of the value system and motivation of athletes,- Improving the health status of athletes,- Development and maintenance of positive personality traits in accordance with the character of the sports branch,- Raising the capacity of microsocial adaptation,- Formation of integral efficiency of athletes, having in mind the relationship of individual determinants sporting success.*

***Information important for achieving the goals, role and tasks of sports training.*** Sports training, as we have said, aims to achieve sports results through development and perfecting sports form. However, there is no optimal management of sports, we know all the factors on which it depends. Before the operative stage in training technology, the **first question**that arises is what are these features, capabilities and characteristics on which the sports score depends. If it is not known the management of the sports training process it is not possible. Thus, only after determining the dominant anthropological characteristics for a particular sport can be approached by training programming. It is impossible to succeed program training if we do not have as much information as possible about the factors on which it depends efficiency or success in a particular sport. In such conditions it comes to intuitive and spontaneous work. Only those anthropological characteristics that are directly responsible to achieve a sports result, and the individual naturally (genotypic ally) possesses them, it is necessary systematically improve (phenotypically). It is very important to have it as well information on the genetic conditioning of each of the essential traits, abilities and characteristics. The one that is genetically highly conditioned, ie that has a high birth rate -heredity coefficient h2 (the magnitude of the variance of each factor that is influenced by genetic components) has a limited ability to change under the influence of sports training. This specifically means that if in the hierarchical structure of the traits, abilities and characteristics of on which the sports result depends, finds at the beginning the one with a high coefficient of innateness, the system of selection must be directed towards the discovery of those persons who are anthropological they have a "naturally" highly developed characteristic. Otherwise it will become a very big limiting factor in achieving a high score, which are unfortunately discovered much later when a lot of effort, time, and energy has already been invested. This process then becomes not economical and the trainings themselves means to “harassment" of athletes, with a series of health and psycho-social destructions. Of course, all this is not enough for successful training programming. A special problem represents the **answer to the questions:**what are the measuring instruments and what methods can be used measure and control the dominant anthropological characteristics, as well as which ones are optimal training stimuli (means, methods and loads) by which these are dominant characteristics can develop most effectively. Suppose we know on which anthropological characteristics the sports result depends, and we do not have the tools to measure and control their development, or even worse to evaluate those characteristics with measuring instruments that have very bad metric characteristics. The most difficult consequence is that we have measured something other than what we think we are and what we were supposed to measure. In this case, we started the whole chain catastrophic errors. All training contents that we determine on the basis of such assessment straits, abilities and characteristics are completely wrong, because we do not influence changes with the man anthropological characteristic that is important and that we think we have measured, rather than quite one another that may even have an antagonistic effect in a hierarchical system of factors of which depends on the sports result. So, the training is directed in the completely wrong direction. Instead of we get closer to the goal more and more, as time passes we move away from the goal (see fig.) factor errors *With training technology, we need to list the process of transformation of dominant performance athletes towards achieving a goal (sports result) in a certain sport and discipline. So the direct path is along the line O-target with as few oscillatory waves as possible (errors and deviations). All deviations from the direction that leads to the desired state (goal) represent a mistake in training, ie training is redirected. We no longer develop those abilities, traits and characteristics on which success in a certain sport directly depends, but those that are most often needed for another sport or sports discipline, so the result in a trained discipline decreases more and more, and never reaches the desired state for a certain time as well as the final state during the sports career. Mistakes, weaker results and even shortening of sports career are bigger the bigger the deviations. Thus, mistakes make training increasingly uneconomical and, above all, inefficient.* The same consequence occurs in the case that we have accurately assessed the dominant anthropological characteristic, without knowing or applying the wrong training contents (means methods and loads) for its transformation. We will stimulate development again some other characteristics, which in turn can disrupt the necessary harmonious unity of the optimal preparedness of those anthropological characteristics on which the result depends. Information on certain **foods is**extremely important **for successful programming of spot training** principles and laws of sports training that condition and determine the course of adaptation process. **Every coach in order to be successful (creative, original) must be a specialist training programmer, and not work according to the program**, which is a consequence of poor knowledge of laws, whose basis is biological - physiological-biochemical nature, and the super structure methodological and technological. A special chapter (4) of this book talks in detail about the basics the laws of sports training. **As a training experiment that lasts continuously and it will never end**it is clear that the coaches who manage such an experiment must well know and predict the effect of training stimuli, **which implies good knowledge laws of sports training**.**Otherwise, the "coach" will find himself in a chaotic, vicious, hopeless circle in search for ideal "recipe" programs (which of course do not exist) and lose every epithet the entity that manages the training process.** In the process of developing abilities and traits, an athlete, guided by his coach must be happy with the basic training factors, which are: Versatile physical development - base. Sports-specific physical development. Technical factors. Tactical factors. Psychological factors. Health factors. Injury prevention. Theoretical training. Also, in the entire process of sports training, the basic principles of I must be respected laws of sports training, and the most important are the following:

**Laws of training** Adaptability Orientation Continuity Cyclically

**Principles of training** . Training philosophy must be based on knowledge of the negative effects of early specialization (early sports-specific development) and positive effects of a multilateral (basic) program.

Sports training is not a process that can be learned, it needs to be explained and understood. Many scientific disciplines that are directly related to sports training (physiology, psychology, pedagogy, sociology, biology, biochemistry, genetics, etc.) in their definitions of training have confirmed its very great complexity. If partially approached or if any are measured function, thus determining only the state of a particular function and in no way gives us the right to we conclude about training as a whole or to give preference to a function in an integral process adaptations. The complexity of the training process is precisely in the multidisciplinary interdependence and interaction relations of a large number of criteria, which for now are practically impossible to take and to register in the form of a complete integral, unique phenomenon. That's why training is necessary understood as a very specific process in which it is constantly found for each individual appropriate optimal sequence of events (technological process) and the number of factors that are responsible for performance. The sports training process is not a template or any other mechanical procedure give in the form of a "recipe" valid for everyone, as unfortunately we still have the opportunity to see and hear many "experts" who offer the wrong solutions with unmistakable certainty, because they do not enough theoretical knowledge. The coach in addition to knowledge must have a strong intuition as a talent for the work he does, which is the case in all creative and creative activities, and must be able to decide for himself on the current need and type of help to an athlete by others experts (e.g. psychologists). The help of other experts, authorities in their profession, is far away needed by a coach than athletes and often in this relationship there are misconceptions and intimidation that bring great harm to the profession itself. Insufficient attention is still paid to genetic factors, so there are misconceptions about heredity motor conditioning is widespread. Genetic factors determine the unrepeatable biochemical individuality through the unique morpho functional organization of each individual. String these biochemical and morpho functional specificities require a completely different approach and different optimal stimuli in each individual in the process of maximum adaptation. It has long been believed that the process of sports training tries to "acquire" better motor skills. That's right it happened (unfortunately it is still present) that slower athletes worked at speed, weaker at strength, etc. These athletes have achieved and are achieving average results because of their abilities subordinate to training and not training to their abilities that they possess and that are important for achieving a sports result. This certainly speaks of insufficient attention paid to genetics factors. Today's research (in the world) of the significance, degree and process of motor inheritance abilities, thanks primarily to genetic engineering and molecular biology, are crumbling broad paths to revolutionary knowledge in the field of sports genetics. It will all definitely work erase theoretical assumptions, such as misconceptions about recipes and formulas for achieving the top sports results. The coach will still have a wealth of resources, methods and loads in its vast variety, which with its intuition and great knowledge it needs select and adapt to each individual to such a degree of precision that the stimuli work exactly to the cause, as does some remarkable pharmacological preparation. Another misconception that harms our sports practice is the present opinion and the phenomenon that certain types of preparations as we call them in practice (as, technical, tactical, physical, psychological, etc.) are treated as some isolated dimensions of training from which they can arise solutions for high success without the operators of these preparations even being present physically or emotionally in the time and space of sports training (as the division of coaches into fitness, technical-tactical, psychologist in the club or national team, etc.). All this must be within scope coaching abilities, and for narrower knowledge and deeper knowledge as well as for raising the natural intuition to a higher level, great help should be sought from experts from other scientific disciplines which can help improve the training process. Simply put, it’s big the misconception that the help of other experts is needed by an athlete rather than a coach. That's exactly the situation inverted. **Only talented coaches with a talented athlete can achieve success.**Very talented coaches without talented athletes are almost as powerless as very gifted athletes are thus predetermined for high results. Insufficient objectification in training unfortunately, it did not allow a statistical analysis of how many athletes celebrated the coach or how many is the number of coaches who have celebrated the athlete.

**BASIC LAWS, PRINCIPLES AND RULES IN SPORTS TRAINING**

At this point, the basic characteristics, ie the basic essence, will be presented the most important laws, principles and rules of sports training in particular, however, it must be pointed out that in training technology they cannot be considered partially, but integral, because only in this way can I encompass all aspects of the modern conception training work, ie the only way to optimally manage, plan and program, construct, control and effectively implement the process of sports training. **Training orientation** Sports training will be focused only when it is gradual, specific and individually, states in the direction of the goals to be achieved in a particular sport and discipline. This means that they must be optimal in the process of sports training to develop and perfect those abilities and characteristics, that is, all those qualities that are primary to achieve the greatest possible sports performance. In that sense, it is necessary to know structures and relations between anthropological characteristics of athletes, as well as methods for diagnosing the initial and predicting the final state of training. So only when there is a predicted goal and a model of hierarchical structure anthropological dimensions of athletes, which are necessary to achieve sports results, it is possible to approach the development of the structure and content of the training, which are directed in the desired direction. Athletes are very different from each other and for them are ways of development and improvement different. The orientation of training towards the characteristics of age is especially important, because it is known that due to the biological determinants of a child's development, training is in the first stages long-term preparations more focused on the development of a complex of knowledge and skills, while training in the later stages of sports development is focused on development and maintenance other sports and motor qualities. For the development of any motor ability is a must define the most favorable age (ie period of sensibility) of the child-athlete, in which it is especially sensitive to training stimuli of a certain orientation. For each age category, it is necessary to determine the degree of sensitivity, ie possibilities development of the athlete’s primary abilities. Likewise every individual is indifferent initial state and has different final possibilities, according to which directs the training process. For these reasons, individual training is increasingly used based on diagnostics, planning, programming, control and analysis of training process. The principle of individuality, which we see, is based on all this must be respected for training to be targeted. The same is the case with the principle of gradualness, which is reflected in the fact that when starting training process (especially in young athletes) must gradually increase load, both volume and intensity. Of course, training will not be directed if the principle of specificity is not respected implies that most of the time in training should be devoted to development and improvement specific, for a given sport and discipline, characteristics and abilities.

**Continuity of training** The essence of training continuity is that in multi-year and one-year during the training cycle there is a constant change of work interval and rest interval, ie loads and reliefs. So a continuous increase in athlete training can been sure not only gradually dosed optimal loads, but also optimal ones rest intervals. In this regard, the continuity of training implies that each the next training exceeds the effects of the previous training, ie rest intervals they should be such that the next load always falls in the supercompensation phase, which means that each subsequent workout relies on “traces” of the previous workout.

Preparation period is dominated by basic preparation, which primarily refers to the first part of the preparatory period, while the competition period is dominated by special and situational preparation including, of course, technical-tactical training with approaching the most important ones competitions basic preparation is reduced to a minimum and does not exceed 10-20% of the total training work.

**TRAINING TECHNOLOGY**

Technology is the science of skills and crafts (Greek techne, logos). When we say training technology then we mean the science of skill and craft that arecalled training. Since the purpose of technology is change, transformation, training technology is the highest form of this change because refers to the change of both the form and the internal structure of the human organism. Training technology uses all scientific knowledge from all areas touch on the adaptive abilities of the human body (multidisciplinary approach -anthropological, methodological, informational, cybernetic, organizational, operational etc.). It represents a scientific presentation of human activity whose purpose is optimal adaptation in order to achieve high sports results. Training technologist (coach) in this concept is a professional connoisseur of training as a skill and craft.

**Technological procedures:**

1. Defining the goal

2. Determining the condition of the subject

3. Determining limiting factors

4. Selection of training tools

5. Determining training loads

6. Choice of training methods

7. Control of transitive states

8. Analysis of final results

The goal of training technology is to achieve the highest possible efficiency in the shortest possible time. For the realization of such activities requires a multidisciplinary, complex and integral approach using all the essential factors in order to optimize the training process. In the stated technological procedures under the determination of limitation factors they are mostly genetic restrictions, ie the need to determine them genetic limits of each person. Optimizing the training process is exactly shortening the time maximizing efficiency or sports results, which largely depends on genetic predispositions (talent - degree and intensity of adaptation). Such optimization today in state-of-the-art training technology is accomplished at the expense of increase intensity (strength) of training, which of course requires additional effort in selection optimal training stimuli to develop those traits, abilities, and characteristics on which the sports result depends the most. It is often mentioned in professional and scientific literature (which refers to sports training) the term transformation (a well-accepted term) is therefore very important to explain briefly its notion or meaning. Transformation in the general sense means change. As the purpose of sports training is to change the sequence relevant elements from the initial, through a large number of transitional (transitive) states to the final state or goal (model - desired sports result) the term transformation is quite justifiably and correctly used. Basically cybernetic term, transformation means any change in the system, both input and output states and changes in elements and processes in the system itself. Certainly that system in sports training the human body. The process of changing (transforming) an organism athletes from the initial to the final state can also be called the transformation process. So the term transformational process of sports training in this concept has the same meaning as well as training technology, because in both the first and the second case we are talking about continuous change of the state of the human organism, through a series of stages in the goal achieving the highest possible sports result in a certain time.

**ATHLETE FATIGUE**

Biologically, fatigue is a signal as a natural defensive reaction from further loads that could damage the body and lead to pathological conditions. Fatigue in sports is complex in nature and still insufficiently studied. Basically that fatigue is a temporary disturbance of the internal balance of the organism (homeostasis) of which it is the main consequence is reduced working capacity. Athletes are in training and through competitive activities it manifests itself as a unique biopsychosocial functional whole, and therefore it is very difficult to determine the leading cause of fatigue and give one complete precise definition. Fatigue in sports is a stressor and a stimulus in the process of adaptation. He is precisely dosed through the training methods (loads) they actually represent ways of fatigue. Research in sports biochemistry, ie specific study metabolism, provides an answer to the question of what type or character of fatigue cause a particular method of training. This is invaluable because it is the only one good knowledge of the biochemical characteristics of training methods can determine optimal loads, ie cause a specific type and amount of fatigue that stimulate the development of the athlete's essential bioenergetic ability.  In sports training, depending on the nature of the work, there are local (when including up to 30% of muscle mass) acute fatigue, local chronic fatigue, general involved more than 70% of muscle mass) acute fatigue and general chronic fatigue. Fatigue which includes 30 to 70% of muscle mass is considered regional which can also be acute and chronic. There are certain theories for all these types of fatigue, that is explanations of what is the cause of a certain type of fatigue. The theory is most often discussed depletion of energy sources, theory of poisoning or accumulation of decomposition products metabolism, the theory of attenuation or lack of oxygen. The place of occurrence of fatigue it can be on the periphery - in the muscle (peripheral fatigue) or in the central nervous system (CNS) - central fatigue. On the periphery, fatigue occurs, in the motor nerve, on motor plate (synapses), in the calcium (Ca) tank and the T-tube system – tubular system. In the CNS, fatigue occurs in the motor and sensory centers. Fatigue can be intellectual, sensory, emotional and physical. In today's training and competition conditions very often all this occurs together but in different relationships, which are and they must be targeted. This makes athlete fatigue far more difficult to define as an integral phenomenon that includes central regulatory mechanisms in the central nervous system whose functions are infinitely many. We will not move much in perceiving and solving problems if the answer is no, we try to find through multidisciplinary cooperation (physiology, biochemistry, genetics, molecular biology, neuroscience, endocrinology, psychology, etc.) in common projects and with the help of well - organized clinical (laboratory and field, ie situational) research. With this approach, we will certainly get closer to the possibilities registration, ie objectification and all immeasurable subjective signs fatigue that have a special significance in sports training, especially from the point of view prevention against overtraining.

**ATHLETE RECOVERY**

Recovery of athletes in the essential sense represents the return of homeostasis and thus abilities of the athlete at the entry level. Recovery is basically the opposite process of fatigue because this is an anabolic phase while catabolic processes take place during fatigue. Return to normal or initial level of a number of physiological, biochemical and others process and thus the ability of all organs and systems is not simultaneous. This non-simultaneous or non-simultaneous return or establishment of homeostasis is called heterochrony of the recovery process and belongs to one of the laws of sports training. The complete recovery of some ability that was most involved in the work implies its return to the initial (full compensation) or to a higher level of recovery. However, training can also be done in the phase of insufficient recovery precisely because of the heterochrony of recovery of different abilities.

The working interval (part of the organism-exhaustion curve) leads to the athlete's fatigue, which is stimulating part of the training process, and the rest interval (parts of the curve - compensation and supercompensation) relaxation that provides increased work capacity, as a result of anabolic (restorative) processes to a level higher than the initial, ie before the start of training. The appearance of supercompensation or overcompensation (overcompensation) is a phenomenon of functional reactions of the organism in the process of sports training, which is in fact the accumulation of effects and / or the development of the athlete's training. The dynamics and intensity of supercompensatory processes is very individual and it is necessary to know it for each athlete separately, because it is important that the next training falls at the time of the peak of the supercompensatory wave. Knowing the heterochrony, it is possible to find the optimal variant of shifting loads that are different in direction (and thus the engagement of certain systems, organs and processes) and sizes.

 It has been found that this way work maximally engages adaptive abilities and increases the efficiency of training process. It is necessary to distinguish between fast or early and slow or late phase of recovery. Fast phase recovery is immediately after the end of the load and it is not yet determined exactly how much it lasts, that is, when it ends and the second or late-slow begins recovery phase. It all depends on the character and size of the load or the type of fatigue and it is always necessary to regularly register the current state of the organism in recovery process, to determine the optimal recovery time to the next workload. Modern science has enough data on specifics the course of the athlete's recovery process, but the impact on the course has been studied to a much lesser extent recovery process, ie less studied methods and means of active influence on speed of repair. Today, in training practice, the known means of recovery are divided into three large groups: training, psychological and medical.

Training means of recovery are fixed assets and are related to good planned and implemented process of sports training, optimal change of training and competitive loads and rest, application of various means and training methods, change of conditions and places of training, rhythm of training and life of athletes, etc.

Psychological means of recovery include mainly means that help in regulation mental state of the athlete. They are actually methods from the arsenal of psychotherapy, such as: methods of suggestion and self-suggestion. To date, the following have found application in sports training: psychological training, active self-suggestion and psychoregulatory training.  Medical means of recovery are energy-substantial, which refer to sports nutrition (balancing energy balance) and allowed stimulant means related to food supplements, such as: vitamin and mineral preparations, lactic acid neutralizers, energizers, proteins, electro stimulation, physiotherapy. The speed at which an athlete recovers, especially after maximum effort, is extremely important parameter in the training process because it tells how fast the organism athletes, functionally and structurally, adapts to applied loads, such as a significant indicator of the athlete's talent and level of preparedness.

**TRAINING METHODOLOGY**

**Training methodology is a highly creative scientific-practical discipline, which studies laws on ways (methods) and forms of training work. It contains and establishes new rules and principles for more efficient methodological procedures more suitable for development and maintenance abilities of the athlete (load methods) and development and maintenance of technical-tactical knowledge (training or learning methods)**.

The methodology of sports training is a complex integrated system of knowledge (information), which enables optimal selection, dosing, distribution and organization of training of different athletes age, characteristics, gender and quality. Methodically shaping training means choosing those training stimuli that correspond to set goals and individual characteristics an individual athlete, or the group with which the training is conducted and which will be the most reliable with them develop creativity and independence. The choice of training stimuli-operators (methods, means, loads) is special sensitive process in which coaches with insufficient knowledge and creativity can make big mistakes as well thereby adversely affecting the abilities and knowledge of the athlete, who realizes the wrong program. The methodology of sports training must enable training operators to be optimal stimuli to produce quantitative and qualitative changes in the athlete's training status.

**The basic elements of the structure of sports training methodology are:**- *Content of training (choice of training means - exercises);*- *Training load (dosing the volume and intensity of the load);*- *Distribution of training operators (distribution of resources and loads);*- Training methods (modalities and ways of applying means and loads - modalities work);- *Organizational forms of training;*-*Choice of training tools.*

At today's level of sports results and training requirements, it is very important to be selective and incorporate those means (exercises) that will leave the greatest effect in terms transformations of the athlete’s primary ability. Creativity and wisdom of the coach in determining the choice training resources, is based on the knowledge that they are athletes in every developmental stage efficient only certain means and that in certain parts of the annual cycle the highest value it has a very specific composition of means. The most global distribution of training funds is onto groups: ***direct or basic and indirect or specific.***Within these two groups there are subgroups, such as:- *General;-* *Introductory;*- *Basic;*- *Pre-competition;*- *Situation;*- *Imitating;*- *Technical;*- *Tactical, etc.* All of them, by their essential characteristics, belong to the direct and / or indirect funds. **The essence of training programming**- as the most important aspect of training methodology is to comply with the set goals, make a choice of those training contents, which will be completely appropriate the age characteristics of the athlete or group of athletes with whom the training is conducted. **In choosing the content of**training work, it is very important that coaches know the value equation any exercise in stimulating fitness abilities or developing technical-tactical knowledge. It is known that every exercise-complex or composition of training activities is quite challenging certain motor reactions and have different effects on the overall training of the athlete and the level of sportsmanship forms.

**TRAINING LOADS**

Training loads are loads that strongly and selectively activate energy loads mechanisms, central and peripheral nervous system, transport (cardio-respiratory) system, activities of anaerobic and aerobic processes and many morph functional and psychological reactions athletes. In the theory and practice of sports training, we talk about **external and internal load.**The choice training contents, their quantity and quality (scope and intensity) is external load, and the integral reaction of the athlete's body to the effects of external loads represents an internal load.

**Load intensity**

Load intensity has its two components - **force**and **speed. Force**is defined the magnitude of the external load, and the **speed**with the speed of performing the training task. Although the same intensity can be achieved both at the expense of force and at the expense of speed, the two are completely different form of training work. In the first case, the external load is important (egg working with weights), and in the second the external load is zero but the maximum execution speed is (e.g. running down hair straight).Training intensity is expressed and dosed as a percentage of the maximum intensity, which can a particular athlete achieve *(e.g. for strength on the 1RM-One repetition maximum test).Intensity can be:* **Small - from 30 to 50%;Moderate - from 50 to 65%;Medium - from 65 to 75%;Large - from 75 to 85%;Sub maximal - from 85 to 95%;Maximum - from 95 to 100%.**

The intensity is determined depending on the goal and direction of the training. For example, if it is training aimed at speed development uses a maximum intensity over 95, up to 100%. For speed endurance sub maximal intensity is from 90% to 95%; for the development of general endurance are used intensities from moderate to medium to high (usually 75% to 85%). For strength development with weights, the intensity is dosed as a percentage of the maximum weight an athlete can achieve. Maximum intensity is used to develop maximum force. To develop endurance in strength a load with a weight of 25% to 50% of the maximum with a large number is used repetitions. *Intensity dosing can be performed on the basis of:*

1. **Tempo-rhythm**(number of strokes, steps, revolutions / min.);

2. **Subjective Feeling of Load (SOO)**- *(Rating of Perceived Exertion (RPE))*;

3. **An age - the**amount of performed mechanical work in a unit of time (J / s = W);

4. **Concentrations of lactate**in the blood at a certain load;

**5. Heart rate.**

**Load volume**

**Load volume**-extensibility consists of two components:

**1. Number of repetitions (individual exercises or series);**

**2. Time duration of performing exercises.**

All this applies to both individual training and the total amount of work in the microcycle, mesocycle and macrocycle. Volume is the total number of workouts, hours, kilometers and pounds in mentioned cycles. For the determination of the number of iterations on the training *(Number of repetitions)*needs to be known maximum possible number of repetitions for a particular athlete **(MR- *repetitions maximum)***determined on the basis of 1RM- *One repetition maximum*, expressed as a percentage. **For example:** The athlete did a maximum of 12 reps with a weight of 165 kg. How-to calculate the number of repetitions for training with 75% of the volume? The following can be used for this purpose formula: **RM x% / 100 = MR, so 12 x (75%) / 100 = 9**is the number of repetitions for a given phase training. It is important that the trainer knows the components of the load and their optimal dosage, because by their different application (doses and ratios) they activate different physiological and psychological ones athlete reactions. When the emphasis is on the intensity of the load, it is predominantly activated central and peripheral nervous system (it is about the speed of nerve impulse flow and activation of the great number of motor units), so primarily muscle adaptations are achieved. When it comes to emphasis on the scope-extent of work, the cardiovascular system is predominantly activated, which ensures the transport of oxygen and thus greater activity of aerobic energy processes. Volume of the training load, circulatory adaptations are realized, as a foundation on which upgrades intensity, as a factor that directly stimulates the growth of sports results. For the harmonious development of certain so-called fitness abilities need to be determined in total training load and appropriate ratio of volume and intensity not only in one training, than in all training cycles, stages and periods. Optimal ratio and dynamics of movement volume and intensity in the entire training cycle is the most important management factor the state of training of the athlete and his sports form. **The frequency of stimuli per unit time is called training density. It's a relationship between the duration of work and the rest time between repetitions.**More training with greater volume and intensity represents a higher training density. *Duration of rest between two load directly depends on the intensity and duration of work, i.e. recovery period directly affects on the intensity and duration of work.* Load greater than submaximal requirement and longer recovery period before next work load. Lower intensity loads require a shorter recovery before the next effort, because the demands on athletes were also lower. When it comes to the heart rate method, there are more Herbereger (1977) and Harre (1982) suggested that before starting the next load heart rate should drop to values ​​of 120-140 rpm.

**CLASSIFICATION OF TRAINING METHODS**

**The basic classification of training methods distinguishes the methods based on the method burdening athletes and methods based on the way of learning technical and tactical knowledge.** When programming training, the trainer must know how to choose those training methods, which will effectively influence the development of the athlete's training at any time in the long run preparations.

**This choice of method depends on the following:**- ***Specifics of the sports branch or discipline;****-****Goals and tasks of sports preparation;****-****Level of training and sports form;****-****Developmental characteristics in certain age categories;****-****Conditions and possibilities in which the training process is performed .****In the group****of loading methods, we****distinguish****two basic ones:***

**The first is the continuous-permanent method**- which achieves circulatory adaptations. **The second large group are interval training methods,** one of which *(longer work intervals)* achieve integral circulatory-muscular adaptation, while others *(shorter work intervals)* predominantly muscular adaptation. Both groups of methods can be performed with *standard or variable load.*If it is a matter of **standard**loads, the achieved level of effort is maintained from the beginning to the entraining activities at the same level. At **variable**loads, the effort varies, at which may have a trend of constant *progressive increase*, constant *regressive decrease*and constant variation in the direction of *increase or decrease*.**Methods of learning**technical-tactical knowledge belong to the field of motor learning, so they are described in the chapter "Motor Learning”.

**ORGANIZATIONAL FORMS OF TRAINING**

**Training work can be done individually, in groups and frontally - as a team. The principle of individualization of**sports training is becoming more and more common in modern training practice pays attention. It is reflected in the fact that one athlete performs under the guidance of a coach training, which is programmed in relation to his current abilities and in relation to set goals. This form of training work is especially irreplaceable in situations when the athlete must be influenced to improve certain motor skills (through optimal loads), technical and tactical elements. **Group work**is carried out when groups of athletes are homogenized in relation to certain abilities that are emphasized in training. Formed groups must have approximately the same level of ability and knowledge, which will be further improved in group training. In this case, each individual must first undergo a certain diagnostic test procedure, in order to assess his abilities which will be the criterion for classification of training groups. The optimal training is determined for the groups thus formed aimed at the development of those qualities, which represent a barrier to their further sports development. This form of work received a special price during the conduct of fitness training inseam sports, because it has shown high efficiency. **Frontal training**is an organizational form of work when the whole team performs the set training or training tasks. It is suitable for raising the quality of team response in the area technical-tactical action, when the whole team must reach the highest level of team efficiency and team unity.

**ORGANIZATIONAL FORMS OF TRAINING**

**Organizational forms of**training work are not yet at today's level of training development clearly defined. That is why it happens that coaches do not know and differentiate them enough, especially imprecisely used.  The typical organizational form of the station contains 8-12 work tasks-exercises, set so that precisely defined order of execution. It does not matter whether they are placed in a circle or in some other form. The principle for the cell method is to perform multiple batches on a single task -between which a pause is made, and then a pause is determined between each subsequent task. The set tasks are visited only once. There are breaks between series and between work tasks and exercises. Training activities are performed in different modalities. ***The discontinuous circular***organizational form is reflected in the fact that each working he performs the task in one series - between which there is a short break. The set tasks are bypassed several times, i.e. more laps between which a slightly longer pause is given. It is convenient to each the next exercise engages another topological region of the body or within the same topological region of the body engages the opposite muscle group.

**Continuous circular**form of training has its two basic variants: to be done predetermined number of laps (usually 3) or to get the job done until canceled, when the goal is to-do as many laps as possible. In both cases, work tasks are performed in conditions of permanent work, i.e. without pause. It is possible to do only one round - then there are several repetitions of each working task between which there are no pauses.

**The continuous polygonal**organizational form is implemented in conditions of permanent work-without pause. In this form, the method from exercise to exercise is used, i.e. the athlete is constantly moving higher orat a lower speed while performing different modalities of activity. The trim track is one of polygonal organizational forms. The athlete runs without stopping with a different combination changes direction, jumps over various obstacles, crawls, crawls, climbs, wears certain training props, leads the ball, performs various jumps, etc. All these organizational forms can be performed **on different spaces, surfaces and various facilities***(athletic stadium, forest, sports hall, on the embankment, on exercise machinist.),*bearing in mind that the selected sites may meet the criteria efficiency and economy of training work. Various **auxiliary training props**can be used*(weights, medical, Swedish chest, Swedish bench, various gymnastic equipment, bags with sand, screws, etc.),*as well as specially designed simulators, which have a special application in training of different dimensions of strength and endurance**.**

**Training of functional abilities is characterized by stimulation and increase of aerobic efficiency and anaerobic energy mechanisms, primarily through function cardio respiratory system and metabolic (aerobic and anaerobic) muscle functions cell.**The overall functional potential of an athlete is determined together by aerobic and anaerobic energy processes. In different sports, different energy prevails mechanism, so that in some aerobic predominates, in others anaerobic, and in others mixed aerobic-anaerobic or anaerobic-aerobic energy metabolism occurs. *A high level of functional abilities can ensure****fitness training,***given that it activates both circulatory and muscular adaptation processes. For methodical design training aimed at raising the aerobic and anaerobic capacity of the athlete, it is necessary to the trainer is well acquainted with efficient methods for the development of certain bioenergetic mechanisms, which underlie functional abilities. These methods and their characteristics are described in the section “Biochemical and physiological bases of methods training ”(Part I, Chapter 7). The main task of the methodology "physical" or as it is often called - fitness training in Athlete training is the development and maintenance of motor skills defined as: *strength, speed, endurance, flexibility, coordination and precision.* Research on motor skills in sports activities has confirmed that this segment impossible to describe with several latent dimensions (often three basic ones are given: speed, power and endurance - underlie all others), but it is a complex structure of quantitative and qualitative properties, which are still at the level of hypotheses.

**ELEMENTAL DIDACTIC PRINCIPLES IN TRAINING WORK**

Any training stimulus, observed in the long run, must be managed according to ***biological pedagogical laws***. Based on them, motor skills can be developed by gradually increasing the load with the application of certain methods. Maximum adaptation, economy and efficiency, ie. maximum result in relatively minimal time with optimal energy consumption can only be achieved if the following principles are followed:- **From weaker stress to stronger;**- **From slower to faster movement;**- **From less to more endurance;**- **From rectilinear to curvilinear motion;**- **From higher to lower number of repetitions in one series;**- **From smaller to larger series in one training session;**- **From a smaller to a larger number of training days in one cycle**- **From smaller to larger number of trainings during the day;**- **From longer to shorter rest intervals during training and between trainings.**

**METHODOLOGY OF TRAINING MOTOR SKILLS**

**Strength**is the ability of an athlete, which is manifested when overcoming different ones resistance. Muscle strength depends on the physiological cross-section and length of the muscles, biochemical-metabolic processes, which take place during the work of the central nervous system (which is responsible for regulation and mobilization of the process of manifesting strength) and mental functions with dominance motivation. The strength expressed by the muscle depends on the number of activated motor units, where by the motor unit consists of one nerve cell and all the muscle cells (fibers) that it irritates, as well as the frequency of activation of motor units per unit time. It is conditioned muscle reactivity, ie. by the force with which the muscle responds to a particular impulse. *Given that there are a very large number of different sports activities in which strength manifests differently, it is quite clear that there are also a large number of types or forms of manifestation of power.* The general division of power types could be made on the basis of **several criteria:** *Therefore, in what mode the muscles develop strength (with or without movement) differs -***dynamic and static (isotonic and isometric) power. With dynamic strength, the**muscles shorten and lengthen (when the muscles join, they move away, where by the so-called myometric strength), while **at static strength the**muscles are strengthened between the two fixed points with an increase in their internal tension. **According to the second criterion -**where there is a requirement to *overcome the maximum loads by dynamic or static manifestation of power*, power is defined as **maximum**. Special The division into:- ***Maximum absolute;***- ***Maximum relative power****.***In the first**case, it is about the strength that the athlete develops when overcoming the maximum load, and **in the second**about the strength that is reduced to a kilogram of the athlete's body weight. An ***explosive or high-speed***movement is required for maximum one-time movement ***strength,***and the term is used for the ability to repeat a movement in which strength is manifested ***repetitive power***.

**The third criterion -***where the types of strength are related to endurance*, we distinguish: ***strong endurance-endurance in strength***(but also repetitive strength, which is extremely saturated endurance). *It is a synthesis of strength and endurance -* ***Stamina****.*It is already clear from this that when defining strength, one should pay attention to terminology expressions, because for this motor ability there are different names (which also mean different), such as are: **force, power, strength**, etc., which is not yet defined by a single term.

**The basic factors important for the manifestation of force and power area. The type of muscle fibers - the**force (strength) of fast and slow fibers is similar, while fast fibers they can achieve greater strength;

**b. Muscle architecture -** therelationship between the length of muscle fibers and their surface physiological cross section. Of crucial importance for the force is the surface of the physiological section, and for maximum rate of muscle length contraction. The spindle muscles are longer and smaller physiological cross - section, and there are greater possibilities for the manifestation of speed and strength (m. biceps and triceps brachi, m. brachioradialis, m. quadriceps femoris, etc.). Feathery muscles they contract more slowly and can develop greater force (m.pectoralis major, m. soleus, etc.).

**c. Fatigue and fever**- with a significant drop in muscle temperature and / or with a largefatigue, muscles lose both force and strength in all modes of contraction. The force decreases lessof strength.

**d. Hormonal mechanisms -**see in the section "Building muscle tissue and adaptive effects training''.

**e. Training -**see in the section "The impact of training on muscle strength". Types of muscle strength and their development

**Explosive power***is the ability of an athlete that allows him to give his maximum acceleration to one's own body, an object, or a partner. Basically explosive power lies the ability to invest maximum energy per unit time (in the shortest possible time).*It is most manifested in activities such as throws, jumps, kicks and sprints. Sprint many authors classify the speed force factor.

**YOUTH TRAINING**

***Children and adolescents should not be treated as small adults.***They have unique development process. The growth and development of their bones, muscles, nerves and organs is strong dictate their physiological capacity and motor abilities. The development of children follows the growth of all functional capacities. These are all motor skills, aerobic and anaerobic capacity. ***Girls physiologically mature earlier (about 2-2.5 years) than boys.***

**Motor skills increase in the first 18 years of life in both sexes**, although in the female notices a plateau in development around puberty. That plateau is probably due to the elevation estrogen concentrations, which leads to greater fat accumulation. All ***lung volumes*** are increase to physical maturity. Until then, the maximum fan capacity and maximum ventilatory expiration increases in direct proportion to the increase in body size during tiring exercise. **Blood pressure**is directly related to body size - it is lower in children than in adults, but increases according to adult values ​​at the end of the tenth year. With the increase of pulmonary and cardiovascular function, aerobic also develops continuously capacity. **(VO2max)**expressed ul/ min. It reaches its peak between the ages of 17 and 21 in men and 12-15 years in girls, after which it decreases evenly. When VO2max expressed in ml / kg / min plateau in men is observed from 6 to 25 years. In girls, it begins to decline around the age of 13. When VO2 max. expressed in kg / min, it may be inaccurate in children aerobic capacity assessment. The relationships between VO2max, body dimensions, and the system of functions during growth in children are enormous complex. It is for this reason that the issue of training intensity dosing is very sensitive, which should be strictly controlled and individually determined. **Anaerobic capacity**is lower in children than in adults. Ability in anaerobic activities in children is limited. They have a lower glycolytic capacity, probably due to a lower one glycolytic enzyme phosphofructokinase levels. **Laboratory tests**indicate that children are more sensitive to injuries and heat stress diseases, but many of the cases explained do not support this view. The children have a lower ability to give off heat by evaporation-sweating. **All the principles of training young**athletes rely on and respect the physiological characteristics of prepubertal and pubertal age, as well as during adolescence. Trainings can be aimed at developing strength, aerobic and anaerobic abilities. They must never be similar those as in adults. **Strength**in children increases predominantly due to neurological factors, not with by increasing muscle mass-volume. In adolescents, it is due to higher circulating levels testosterone predominantly increases at the expense of muscle mass-volume and specific tension-force. **Aerobic training**in preadolescents does not significantly alter VO2max. to attribute it as training stimulus. VO2max. increases at that age exclusively with increasing heart rate. Endurance is developed by aerobic training. In children, anaerobic capacity increases with anaerobic training. This happens because it increases the level of creatine phosphate (CP),ATP and glycogen, phosphofructokinase activity and maximum lactate concentration. **At puberty,**significant secretion of estrogen in females and testosterone in males leads to their differences in body composition. ***Between the ages of 12 and 14 (around puberty) there is no significant difference between the sexes in height, weight, girth, bone width, and skin folds.*** Women generally have lower levels of VO2max, expressed in ml / kg / min, because they have a higher amount of fat issues and lower hemoglobin levels, resulting in lower oxygen content in the arterial blood. **After puberty,**mean VO2max of women is 70% -75% of the mean of men. The differences may be smaller depending on lifestyle and training. Cardiovascular and respiratory changes caused by cardiorespiratory endurance training are not gender specific. Relative increase in VO2max  through cardiorespiratory training endurance is almost the same in women and men. So far, the importance and notion of **optimal planning and programming**has been emphasized **training -**to the details of the elaborated training process. The most ideally made plan and program, conducted without observing the athlete during training, constant analysis and the ability of the coach to predict possible reactions that will cause certain means, methods and loads, can be a complete failure.

***During the operational implementation of the plan and program,***coach and the athlete come across a series of unknown elements, which need to be resolved immediately and on the spot. For this reason and the most precise plan and program represent only the general direction that represents the basis for programmed training. The essence of programmed training is optimal guiding of the athlete along the way means, methods and loads according to the necessary anticipated changes in the organism. ***To control the success of the implemented plan and program and analysis of***training ***operations*** process, the coach ***must make a registration-record of***all valuable data in during and after the end of each training: microcycle, mesocycle, period and macrocycle. In order to as clear as possible monitoring, control and more reliable analysis, the coach must provide all training stimuli, which he applies in training work to ***classify***. In general, all of them are classified separately means, training methods and training loads by volume and intensity. To concentrate all relevant information in one place ***, a work diary is used,***which should be led by coaches but also athletes. *Information that the trainer uses to process, analyze and finalize the effects of the training draws from recorded data on implemented training stimuli and results conducted control during training work.* **In order to be able to reliably assess the effect of training, the condition must be**monitored in an objective way athlete training. For this purpose, it is necessary to have a validated measuring battery instruments, as well as a set of control exercises and norms. In determining the initial state training, as well as when determining the condition at different time points, the same are applied measuring instruments with the same method of execution. This is the only way to compare and reliable analysis of the obtained results. When the **analysis**assesses that the applied training program has achieved the planned goal, it is clear that the training process was well directed and further work is needed to optimize the applied training content. Because this is a very dynamic process for each subsequent period required is to precisely determine the new optimal stimuli, because the athlete is higher every time degree of training. If it is concluded that the desired effects have not occurred during a certain period, it is necessary make aplan and program **correction**. This correction will be effective only if it is not late and if it is based on a detailed determination of the cause, due to which the desired effects were absent.

**PHILOSOPHY OF COACHING**

Perhaps some, mostly young and inexperienced coaches, will rightly ask "What will philosophy do for me, it is not my task to philosophize in vain, but to organize and lead trainings, to preparing athletes for competitions? ”The answer to such and similar questions is given by R. Martens reminding such coaches that their profession is full of situations in which to bring difficult decisions and solve ethical dilemmas. The role of a well-developed coaching philosophy is to help coaches to make such difficult decisions more easily, not to succumb to external pressures, not to violate their moral and professional integrity, to successfully meet the requirements of training, establish relationships of mutual trust and respect with athletes, to build a successful one coaching career. The philosophy of coaching is not something that is built independently of your personality, of what you really are and strive to become, of the conditions in which you live and work, of your general philosophy of life. Although the philosophy of coaching has been talked about by many successful coaches and sports directors such as Torre, J., Parsh, D., Horwood, D., Guthri M., yet psychologist R. Martens author of the book "Successfull Coaching", which is the official text of the American program for gave the greatest contribution to the education of sports coaches, pointed out its importance, content, manner development and its ethical basis.

In his opinion, the coaching philosophy consists of:

1. The main goals you want to achieve.

2. Your beliefs and principles that help you achieve your goals.

They help you to deal with different life situations, because you will react in them in accordance with your own beliefs and principles, be aware of the consequences of such actions and be willing to their own beliefs and principles are either further strengthened, or changed and adjusted. The key to developing a coaching philosophy and a philosophy of life is your willingness to get to know each other yourself, to ask yourself and honestly answer the following three questions:

1. Why do I want to become a coach, or why did I choose to be a coach?

2. When do I want to train?

3. What kind of coach do I want to be?

The philosophy of coaching is not built by reading books that talk about it, nor by copying and adopting the philosophy of some famous coaches. It is acquired through work, it is the result of all your life experiences and should be in line with your general life principles, by your general philosophy of life. This means that you should treat athletes in the same way you do to people from other areas of your life. Of course, if you are a coach in children's and youth sports, then you have to adjust many of your actions needs of young people and do not treat them as you do adults. Always you must keep in mind that children are not miniature adults and that it is your job to follow the principles golden rule: "Treat others as you would like them to treat you", which would work with children and young people could read - "Treat young athletes the way they would like that other coaches treat your child ”.

And while Martens points out that for coaches nothing is as practical and useful as a well-developed philosophy of life and coaching, because it gives them direction, influences how they perceive and interpret things, experiences, people and events in their lives, determines their attitude towards the coaching role, goals and tasks they want to achieve - other experts in sports define it through certain rules of conduct in coaching, priorities in working with athletes, duties and responsibilities related to their role. For example. Tore considers the philosophy of coaching consists of building one's own strength and mental strength, the ability to focus athletes on performance, to get rid of the fear of competition, not to create panic and not to panic. A coach with a good philosophy, which also means the right approach to coaching, should prepare himself and his players well for the game, to properly schedule tasks, to make sure that each player performs what is expected of him, to strive to win every competition. "Not because it will bring him greater success, but because he is engaged (in charge) to do so".

Sports director Parsh believes that the philosophy of coaching is the basis of all coaching activities and that the most important element is deciding how coaches will treat athletes. It underlies their decision-making process, the goals they set for themselves, the climate they create in trainings and competitions. In order to develop their coaching philosophy, according to Parsh, coaches should studiously and honestly answer the following eight questions:

1. What do they want to achieve?

2. What are their priorities?

3. What are their responsibilities?

4. What training methods do they use?

5. How do you define success?

6. How will they organize trainings and matches?

7. Team rules and consequences

8. How will they convey (communicate) their philosophy?

Coach and sports director Don Horwood starts from the belief that a coach who does not know what he is striving for, will probably fail in everything. Most coaches base their philosophy on their beliefs, environment, and experience. As time goes on, they notice what is good and productive in their philosophy, and what is not, and that knowledge changes or strengthens their principles. In that way, they come to a stable and authentic philosophy that can provide them with a significant place in the coaching profession.

Although there are as many philosophies as there are coaches, all of them, in Horwood's opinion, cover the following important features of their behavior and attitudes in performing their coaching roles:

* Enthusiasm
* Importance of winning
* Discipline
* Rules and ideas about oneself
* Attitude towards alcohol, drugs and smoking

Athletic coach Mark Gathry, 65, also believes that coaching philosophy is key to how you will determine your coaching career and how your team will function in training and competition situations. And not only is it the foundation of your coaching program, a guide for you and your staff, but it also defines the work environment for the athletes on your team. It leads them to take responsibility for their own actions and decisions and encourages them to meet the expectations placed before them as individuals and as a team as a whole. Young coaches create a dynamic philosophy that is constantly evolving until they become confident in the correctness of their actions and decisions concerning their athletes and teams. The coaching philosophy is shaped by the experiences you gain as coaches by working with different athletes in different situations. Whether they are athletic coaches or coaches of other sports, their coaching philosophy consists of the following principles:

* Be your own, be authentic.
* Set your coaching goals.
* Set rules.
* Build and nurture relationships with athletes.
* Be organized.
* Involve assistant trainers.
* Help athletes cope with stress.

 From the above, you can see that in the cited approaches to the content and explanation of coaching philosophy, there are many common elements that also represent the basic professional, pedagogical and psychological principles in working with athletes of all ages. We will talk about them in more detail in the following chapters, and now we will briefly look at two main tasks related to the development of coaching philosophy: better self-knowledge (development of self-awareness) and defining one's own goals in coaching.

 Self-awareness

To help young athletes form self-awareness, develop their own identity, a positive attitude towards themselves and the world around them, as coaches you need to know who you are. The real picture is gained through honest self-insight, through thinking about your attitudes, principles and beliefs, through observing the reactions of others to you and your behavior.

The answers to questions like Who am I? What do I want from life? and similar questions form the self-concept of each person, and psychologists point out that it consists of three selfies: ideal, public and real self. The ideal self refers to what kind of person you would like to be, what you expect and demand of yourself. A public self is an image that you think others have of you. Of course you want others to have a positive image of you, to appreciate, respect and love you. The real self is the sum of your subjective thoughts, feelings, and needs that you feel make you authentic. Through communication and interaction with others, the real self is accepted, understood, experienced and constantly changed. It is extremely important for you as coaches to develop strong self-esteem, ie. to see and experience yourself as a competent person worthy of your own and others' respect. Many coaches misjudge and value themselves based on their victories and defeats in competitions. To such coaches, Martens tells "Self-esteem is not achieved by defeating others, but by living according to one's own standards". Frank Reynolds points out that developing a coaching philosophy that will help you become a better coach, increase the satisfaction of your athletes and the quality of their competitive results requires you to:

1. Get to know yourself, your strengths and weaknesses to work on.

2. Find out what you can do about the various obstacles you may encounter.

3. Understand your athletes, their personalities, abilities, goals and motives why they play sports. but by living in accordance with one's own standards.

Only if you are honest in your self-assessment can you admit your own weaknesses and how much they can reduce the quality of performing your coaching tasks. However, there are also your strengths, your strengths, which when you become aware of them can significantly improve your professional work. Are you a good teacher, or a motivator, or a lecturer, or a former athlete? Are you a dynamic person, a person of the "easy" type, suspicious, open and friendly. If you take the time to seriously assess your strengths and weaknesses, morals, values ​​and beliefs, you will be able to more successfully adapt your own work style to the athletes you train. Knowing yourself leads to self-confidence, self-esteem and a willingness to continually improve.

**Main goals of sports coaches**

Training of young athletes means that coaches in parallel, with the same enthusiasm and responsibility they perform two equally important activities - educational (training and improving the sports skills of young people) and educational (directing psychological and social development). Accordingly, coaches who have adopted a humanistic approach to youth sports, who recognize and respect its educational function, will not limit their goals only to the desire to be winning coaches. Martens believes that the goals of such coaches can be divided into three broad categories:

1. To have a winning team

2. To help young people have fun in sports and

3. To help young athletes to develop:

* Physically (learn sports skills, gain fitness, develop healthy living habits).
* Psychologically (become mature and integrated personalities, develop self-esteem, self-control, moral character).
* Social (learn to cooperate, lead, successfully communicate, behave in accordance with social norms).

The results of the self-assessment of most American coaches show that for them, the psychological, physical and social development of young people is the most important goal, followed by providing entertainment in sports, while winning is the least important goal. Is winning the least important of these three goals for you? To check this, do a small test. Try to be honest, do not give answers that are not in line with your behavior in training and competitions. Think carefully about whether you take only the best athletes to the competition, whether you respect the rule of equal playing time for athletes up to 12 years of age, how you react to their mistakes during the performance - in a word, what importance do you attach to winning? The results of the self-assessment of most American coaches show that for them, the psychological, physical and social development of young people is the most important goal, followed by providing entertainment in sports, while winning is the least important goal. Is winning the least important of these three goals for you? To check this, do a small test. Try to be honest, do not give answers that are not in line with your behavior in training and competitions. Think carefully about whether you take only the best athletes to the competition, whether you respect the rule of equal playing time for athletes up to 12 years of age, how you react to their mistakes during the performance - in a word, what importance do you attach to winning? The results of the self-assessment of most American coaches show that for them, the psychological, physical and social development of young people is the most important goal, followed by providing entertainment in sports, while winning is the least important goal. Is winning the least important of these three goals for you?

**Examples of coaching philosophies**

Many successful coaches are known for their well-developed specific coaching philosophies. The best example is John Wooden, a legendary basketball coach who had a clearly thought-out coaching philosophy that represents his cumulative wisdom accumulated over a long coaching career.

The essence of Wooden's philosophy is to put emphasis on training and coaching, striving for athletes to provide their maximum and quality performance, rather than winning. He asked both himself and his athletes to do everything in their power. Whether the result of such work is victory or defeat, it is enough for them to feel successful. In accordance with his coaching philosophy, Wooden believes that the most important duty of a coach is "to teach his players the correct and successful performance of the basic elements of the game." First of all, the coach is the TEACHER ”. That is why it is his duty to constantly improve. Wooden believes that the role of a coach as a LEADER is also extremely important, because "A team without leadership is like a stern boat that will probably end up going around, so as not to get anywhere". We will talk about his attitude towards victory later. Motto: ATHLETES ARE PRIMARY, WINNING IS SECONDARY, according to Rainer Martens, it should be the cornerstone of the coaching philosophy of all coaches who work with children and youth. This is also the official motto of the American coaching education program, and it means that every decision you make, every behavior you show, should primarily be based on assessing what is best for athletes, and only then on what can improve their chances or chances. teams to win. This motto is in line with the “Charter of the Rights of Young Athletes” (attachment) and the “Code of Conduct for Coaches” (attachment) and we hope that it will be the basis on which to build your coaching philosophy and goals and guide your overall behavior.

JIM BOUCHE, an experienced American football coach, says: I approach coaching with a very simple philosophy:

1. Be honest with the players

2. Explain my decisions to them and

3. Put the interests of the players first “If I do those things, I will gain their trust. Each member of my professional team is trained to allow each player to know what his contributions to the team are, whether he is a reserve player, a full-time or part-time player. The message is simple - Every player is part of the team! ”

DAIL BROWN: American basketball coach says: The beauty of last year's success of my team consisted of two things:

1. Not creating panic and

2. The ability to admit mistakes.

 According to him, the main denominator of successful coaches is: "Ability to react to failure" and the principle: "Don't try to impress others!"

**Training planning**

Training planning is a complex process that depends not only on how much the coach has the knowledge gained by modern sports science and practice, but also on whether he is in a situation to set goals and tasks at his own discretion that he wants to achieve in a particular season, with the individual athletes or team, or the plan must be adjusted to the goals defined by the management of the club or the national sports federation that hired him. The way to achieve the desired results must be planned, the training plan and program harmonized with the objective capabilities and characteristics of individuals and teams, material, technical, human and other resources available to coaches. When planning the training program, each coach starts from the assessment of the initial condition of the athlete or team (health status, morphological characteristics, the level of motor and functional abilities, the level of technical and tactical knowledge, the psychological profile of individuals and the team as a whole), as well as the defined final states that should enable the achievement of set development and / or competitive goals. To be successful in the development of a sports program, it is necessary, as Schloder and McGuire (96) suggest, to be creative, resourceful, ready to take certain risks, provide positive experiences, be innovative, organized, develop awareness of all aspects of the program, get involved in ongoing training and education programs, you create a network to gather information and support. Important rules in training planning:

* When planning a training program, you need to know what the expectations and goals of the club or sports organization are.
* The goals of the program should be presented and accepted by all persons involved in it (from athletes, assistant coaches, parents of athletes, club management).
* Duties and responsibilities of all participants should be clearly defined in order for its implementation to be successful.
* The leadership role of the coach, both in the implementation of the program and in presenting the organization to the public, should be clearly defined and accepted.
* Effective planning is the basis of a successful season. It is the result of thorough, systematic and careful preparation.
* Training season planning should include at least two meetings with the athlete's parents (at the beginning and end of the season).
* The plan and program for a particular season depends on the age of the athletes, the goals and aspirations of the team and athletes, the number, schedule and level of competition, technical, material and personnel equipment of the sports organization.

**Elements (phases) of planning**

Martens points out that the seasonal plan is a kind of guide that helps the coach to do everything necessary (train and practice all the desired tactical and technical skills, hold planned trainings, develop psychological skills of athletes, improve communication) to ensure success. Planning also helps coaches evaluate their work and develop a better plan for next season.

Each plan for a new training season, according to Martens, should include the following six elements or phases:

a. Identifying the skills needed by athletes

b. Getting to know your athletes

c. Analysis of one's own situation

d. Prioritization

e. Choice of training methods

f. Training plan

a. Identifying the skills your athletes need You first need to make a list of all those skills that you think your athletes lack or that need further training, because if you don’t plan for them, you’ll probably forget to train them. When identifying skills, you will use several different data sources: your previous coaching experience, professional literature in the field, knowledge gained in various seminars, data obtained via the Internet, valuable information obtained in communication with experienced coaches, careful observation of sports on TV, matches different competition levels and the like. Martens suggests and provides useful examples of skills that should be identified. In short, you need to identify technical, tactical, physical, mental and communication skills, as well as character development.

**Technical skills** are the basic skills that every athlete should possess in order to engage in their sport at a certain level of competition, age or stage of sports development (initial, developmental, specialization phase, top performance phase). Also, it is important that you as coaches consider the skills that are needed in your sport for players in every position, in every competition, in different situations of games / performances, attack players, defense players. When making a plan for the technical skills that need to be learned or improved in the next season, it is useful to divide them into several subgroups, as was done in the example for the college basketball team in which they are divided into: basic skills for all players (passing and receiving dogs, shooting - jump shot, set shot and free throw, movement and screening, winning the ball after a failed shot, positioning, blocking, dribbling with the left and right hand with the head raised); basic skills for certain positions (for positioned and for peripheral players); advanced skills for certain positions (for players of central and peripheral positions).

**Tactical skills** are problem-solving skills that are based on the players' ability to "read the game", "read the situation" and make decisions. They influence the decisions and actions of the players in the competition in order to gain an advantage over the opponent. In the plan for the next season, you should identify which skills you will work on (ability to read the situation, know the rules, situational tactics, strategy for the season, strategy-game plan for a specific game, self-analysis, etc.). We should not forget that athletes make better decisions if they know more about the rules, strategic plan for the season and a particular game, physical conditions in the hall / field where they perform, weaknesses and strengths of the opponent, their own strengths and weaknesses, tactical options for different situations.

**Physical skills** include preparing the body (athletes) to successfully respond to the physical demands of sports. They usually include strength, speed, power, endurance, flexibility, flexibility and the like. You can find a lot of information about them and it should not be a problem for you to identify them or define methods for bringing them to the desired level.

**Mental skills** are numerous and today their importance is not disputed. They enable adequate preparation of the consciousness of the individual and the team in order to successfully respond to the requirements of the competition. They develop and improve through psychological training, and cover a wide range, ranging from motivation, competitive orientation, self-confidence, self and collective efficiency, competitive anxiety, stress management skills, concentration and attention skills, to emotional control, positive team climate, cohesiveness, team unity and the like. If you are able, you can invite a psychologist to continuously work on improving the psychological skills of your athletes, but you must never forget that you yourself, consciously or unconsciously, significantly affect the psychological status of your athletes. From what climate you form in training (task or ego oriented), how you behave in pressure situations, what kind of feedback you provide to athletes, what approach you have in training (positive or negative), how you react to athletes' mistakes - all this affects strengthening or weakening of their mental skills, on their motivation, aspiration levels, self-esteem, self-satisfaction and satisfaction with the achieved sports results.

**Communication skills.** Communication is the process of conveying messages. It can be verbal or nonverbal. Verbal includes written and spoken forms, and nonverbal so-called. body language (gestures, movements, facial expressions, body position / posture when communicating a message). Successful coaches are masters of communication, and unsuccessful ones usually fail, not because they have no knowledge of the sport, but because of their weak or scarce communication skills. We will pay special attention to communication in the process of training and guiding athletes, and we advise every coach to constantly work on improving their communication skills by reading psychological literature, attending specialized seminars, workshops and the like. Here it is worth mentioning the elements of communication on the development and improvement of which every coach should work: persuasiveness during communication, communication with a positive approach, sending messages with highly informative content, consistency in communication, improving listening skills and improving non-verbal communication.

**Character development** should be an integral part of your instructional / training plan. Coaches of young athletes must never forget that the development of moral character, sportsmanship and basic moral principles of our society is one of their primary duties. Martens points out: “We are confident that coaches can build character. Coaches are more than a skill instructor, fitness and tactics expert. They are experts, advisors and unrecognized heroes who build and change the spirit. Sports morality belongs to the general field of morality in the context of sports. It is manifested in beliefs, judgments and procedures relating to what is right, and what is wrong and immoral in sports, and includes: fair play, sportsmanship and character.

**Fair play** refers to respecting the rules of the game (sport) that are necessary for all participants to have an equal chance of winning. Sportsmanship is loyalty to fair play even when it can mean defeat in competition. It implies respect for opponents, referees, teammates, coaches and the sport itself. Sports behavior is a good character when participating in sports. Character represents the sum of our habits, a unique assortment of virtues and flaws. In sports, it implies self-control, conscientiousness, honesty, responsibility towards oneself and others (coach, teammates, referees, staff), perseverance, persistence, willingness to cooperate, understanding and compassion, honesty, respect - courtesy, courtesy, fairness.

**CONCLUSION**

Coaching is not an easy job, but it is full of beautiful moments and constant challenges. Coaching is complex activity, because coaches are not just teachers of sports skills, people who educate. Every coach is at the same time an educator, a man who leads children and young people through the most sensitive phases of theirs psychological development and maturation. His influence on the formation of young people is huge. Therefore he must have a wide range of knowledge from different fields - not just knowledge about the sport he is providing training, but specific knowledge about the characteristics of physical, motor and psychosocial growth and development of athletes of different ages. On the other hand, coaches have a unique opportunity to work with young people, share their joys and sorrows, to watch them grow and progress in sports, how they become mature, successful and responsible people. Young people get acquainted with sports through their coach. He is a key person in their sports career. The coach defines, builds and provides a unique positive or negative sport experience for every young person who gets involved in sports and thus significantly affects her satisfaction and motivation for further sports. To make this early sports experience for children and young people positive, exciting, rich, stimulating and motivating, coaches have to be well prepared to provide them with experiences, to be completely dedicated to their work, to love it and to constantly improve. About what personal attributes, professional knowledge and social skills, coaching styles and leadership, coaches make successful have spoken numerous experts in sports, from psychologists, sports managers and pedagogues to the coaches themselves who have achieved the greatest achievements with athletes and the teams they led, and are remembered for the unique philosophy they built. Theirs coaching philosophy and way of working is a source of inspiration and a guide for many young coaches who they want to play both their roles, educational and upbringing, in the best way, to help young people to maximize and use their sports abilities and build their human potentials.