FORMATION OF PROFESSIONAL ETHICS IN JUDO COACHES

H. P. Hryban*, V. A. Filina**

The article examines the peculiarities of the process of formation of professional ethics of judo coaches as the value-content basis of their professional competence. Judo as a sport, according to Japanese traditions, has its own philosophical component and is based on three main principles: mutual help and understanding to achieve progress; the best use of body and spirit; submit to win. The creation of conditions for the formation of professional ethics of a judo coach significantly affects the learning process and the formation of positive ethical guidelines for future coaches. Professional ethics is a multifunctional discipline that is reflected in all spheres of human life. Thus, physical culture and sports act as transmitters of high spiritual and moral values in athletes, the formation of which is influenced by the coach, since he must possess the appropriate knowledge, abilities and skills.

The purpose of the article is to substantiate the peculiarities of the formation of professional ethics in future judo coaches.

It has been proven that the professional activity of a judo coach has specific features that are determined by this type of martial arts and its philosophy. The core of the general culture of the individual is education and education in their harmonious combination. Compliance with ethical norms in judo is an undeniable truth, because in the modern realities of sports matches, controversial issues and violations of professional ethics by coaches constantly arise. The training of a judoka is a complex hierarchically structured system, which includes not only the formation and development of special motor actions and physical qualities or abilities, but also the education of certain moral and spiritual values and norms. An important element of this system is the trainer. It was established that among the important factors that shape the professional ethics of judo coaches is the understanding that:
1) students are not perfect and, accordingly, can make mistakes; 2) creation of a favorable climate in the sports team, where interesting competitive tasks dominate, which increases mutual understanding between the coach and the athlete; 3) the use of various teaching techniques and pedagogical influence improves the quality of the training process; 4) young judokas are able to learn the educational and training program in different ways. Indicators of the professional ethics of a judo coach during training and competitive activities are: sociability (17.2%), benevolence (15.4%), tact (8.7%), tolerance (10.7%),

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sense of proportion (13.2%), striving for self-improvement (12.4%), justice (11.8%), striving to understand others (5.3%), creative activity (2.6%), etc. These qualities characterize the level of professional and personal development of the coach in professional interaction with the standards of behavior that follow from the ethical code of judo. The structure and content of professional ethics, ethical qualities and pedagogical values of judo coaches are carried out in the training process, where the target direction, content and nature of professional and pedagogical activities are determined.

Key words: judo, professional ethics, culture, competence, coach.
skills to convey thoughts correctly and clearly, connect theoretical knowledge with their future activities and professional ethics. Currently, the issue of improving the goal and values of the educational and training process in judo is quite acute. There is a need for the formation of professional ethics of a new generation of judo coaches who can revive universal standards of harmonious comprehensive human development in long-term personally oriented interaction. Significant changes in the educational process are impossible without a radical rethinking of the coach’s professional activity, where the problem of forming his professional ethics receives special attention.

**Current state of the issue.** Ethics occupies a special place in the professional activity of judo coaches. Judo as a sport according to Japanese traditions has its own philosophical component and is based on three main principles: 1) mutual help and understanding to achieve progress; 2) best use of body and spirit; 3) submit to win. Judo athletes traditionally have the goals of physical education, preparation for hand-to-hand combat and improvement of consciousness, which requires discipline, perseverance, self-control, compliance with etiquette, understanding the relationship between success and the efforts necessary to achieve it. Sports behavior of judokas is based on ethical ideas of honesty, justice, tolerance. Professional athletes, coaches, referees can be successful in judo by combining their professional achievements with the ethics of this sport.

The specificity of the goals and tasks of judo coaching requires maximum independence from the coach in the performance of their professional rights and responsibilities. This implies their freedom from any external influence, pressure or interference in the activities by the administration, other coaches, etc., as well as from the influence of their personal interests. Thus, the coach is obliged to use all the knowledge and professional skills in carrying out their duties. Considering the social importance and complexity of a coach’s professional duties, they are required to have a high level of competence and professional training, a thorough
knowledge of current legislation, the practice of its application, mastery of styles and formats, methods and techniques of coaching skills [2; 4; 7]. At the same time, the main prerequisite for the successful performance of professional functions by a coach is the availability of professional knowledge, skills and competencies. Since the success of various sports processes (training sessions, organization and holding of competitions, preparation for competitions, etc.) significantly depends not only on the professionalism of each of the participants in these processes, but also on the level of their morality and general culture [5; 8].

We can distinguish the following systems of relationships between the participants of the sports process: 1) mutual relations of judokas with fans of other teams and judges; 2) judges' relations with the press, with athletes, spectators, and among themselves; 3) relationships of coaches with their students and judokas of other teams, colleagues, fans, service personnel, etc. It is worth noting that the nature of these relations is influenced by the general culture and observance of ethical norms not only by judo coaches, but also by all participants in sports activities [6; 9; 10].

The coach's culture is a complex multi-level phenomenon that includes personal qualities (character traits, interest, general erudition), professional abilities and creative potential in general. A high level of personal culture has a positive effect on the training process, relationships with all participants of sports events, which allows the athlete to successfully achieve their goal. The culture of a judo coach is a component of his professional ethics and is realized in educational and training activities, in interaction and communication, through the attitude towards the participants of these activities. Modern scientists consider the coach's culture as an integration, a synthesis of natural and acquired personal properties that can ensure a high level of professional activity [6; 7; 9]. Thus, the content of the general culture of a judo coach includes, first of all, life attitudes and priorities of universal human values: love, truth,
beauty, goodness, freedom, etc. [4; 5]. At the same time, the general culture and observance of ethical norms of a judo coach is the starting point of their qualification and professional growth. At the same time, the formation of professional ethics of judo coaches is closely related to professional activity.

N. Boreiko considers the formation of pedagogical culture as a component of the professional ethics of future physical culture and sports specialists, while emphasizing that "professional ethics is primarily one of the indicators of the pedagogical culture of future specialists" [1: 27]. V. Bralatan, L. Hutsalenko, N. Zdyrko consider professional ethics as a specific code of ethics for people of a certain profession, related to the humanization of social work, because in established professional codes of ethics, humanistic imperatives are of great importance in human relations [3: 13].

The content of the coach's professional ethics is influenced by several factors, among which are the level of cultural and moral development of society, its cultural and historical features, as well as the features of the professional environment and team spirit are of particular importance. The separation of professional ethics into a relatively independent field of knowledge is due to the need to define certain moral norms, rules, and traditions that will be specific to the representatives of certain professions and which they will be guided by in the implementation of specific professional activities. The determination of these norms, rules, and traditions is aimed at forming the personality of a representative of this profession, their beliefs, views, norms and rules of behavior. In addition, any professional activity indirectly affects one's personality, changing their qualities, traits, characteristics. Thus, ethical codes arise as a result of the need to regulate the behavior of professionals in those fields of activity that, as a result of social changes, are brought to the fore, and their role acquires social significance. Therefore, it acquires special importance in professions related to psychological and educational influence on a person: teacher, coach, psychologist, etc.
There is no unambiguous interpretation of the concept of "professional ethics" in literary sources. In the Dictionary of Ethics, it is noted that professional ethics are "codes of conduct that ensure the moral nature of relationships between people engaged in joint professional activities".

It is worth noting that one of the priority tasks of any coach is to create an effective system of training and organization of joint activities with students. In the process of such interaction, there is a mutual nature of positive changes, which are its essential characteristics. At the same time, the effectiveness of the pedagogical interaction of students and trainers can be carried out not only by monitoring and evaluating the acquired knowledge, abilities and skills, but also by determining the professional orientation of students, the formation of interests in the chosen professional activity.

An important condition of the coach’s activity is the determination of the features of their professional ethics as a component of professional competence, since it determines the nature of the interaction between the coach and the athlete, and therefore affects the result of the sports and training process. The formation of the professional ethics of a judo coach is relevant, because sports activities in themselves do not educate students and can form negative character traits: selfishness, ambition, vanity, arrogance, etc.

**Aim of research** is the substantiation of the peculiarities of the formation of professional ethics in future judo coaches.

**Research objectives:**
1. To conduct an analysis of scientific and methodical literature on the problem of formation of professional ethics of judo coaches;
2. To determine the peculiarities of formation of professional ethics of judo coaches;
3. To study the influence of the components of the professional ethics of a judo coach on students in the educational and training and competitive process of judo.

**Research methods.** The following

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**Research methods.** The following
research methods were used to solve the problems: analysis of scientific and methodological literature, interviews, surveys, questionnaires, pedagogical observation, analysis of educational and training classes in judo, methods of mathematical statistics. Research was conducted during 2020-2021 at the base of the "Avangard" sports complex, Zhytomyr. 15 judo coaches and 27 judo students participated in the study.

**Results and discussion.** The professional activity of a judo coach has specific features that are determined by this type of martial arts and its philosophy. The core of the general culture of the individual is education and education in their harmonious combination. The leading place in the general development of the coach’s personality is occupied by morality, which determines the selectivity of his relations with the surrounding world. The core of the pedagogical orientation is a professional and personal humanistic position, the content of which consists in mastering the basic and selective components of the educational program for training the future coach, in the assimilation of moral and spiritual values, in the identification and development of a humane attitude towards students. Thus, the logical center and basis of the structure of the professional qualities of a judo coach is orientation - an integral quality of the coach’s personality, which is expressed in the worldview, interests and spiritual needs.

The content of the formation of the coach’s professional ethics can be considered as a complex socio-pedagogical phenomenon consisting of several interconnected components (communicative guidelines, knowledge, communicative skills that are implemented under certain conditions and depend on external conditions and internal factors). In order to form the professional ethics of the future coach, it is necessary to create such conditions in the educational process of the institution of higher education that are able to ensure: a) full development of each of the elements of professional and communicative competence; b) conditions of the external environment (positive literature, psychological state of the individual, etc.).

**3. Conclusions.**

1. The research methods were effective in solving the problems addressed in the study.
2. The most effective methods of research were selected: analysis of scientific and methodological literature, interviews, surveys, questionnaires, pedagogical observation.
3. The research was conducted during 2020-2021 at the base of the "Avangard" sports complex, Zhytomyr.
4. The study involved 15 judo coaches and 27 judo students.
5. The results of the study are presented in the following manner: results and discussion.
6. The professional activity of a judo coach has specific features that are determined by this type of martial arts and its philosophy. The core of the general culture of the individual is education and education in their harmonious combination.
7. The professional orientation of the coach is humanistic, which determines the selectivity of his relations with the surrounding world.
8. The professional quality of a judo coach is orientation - an integral quality of the coach’s personality, which is expressed in the worldview, interests and spiritual needs.
9. The content of the formation of the coach’s professional ethics can be considered as a complex socio-pedagogical phenomenon consisting of several interconnected components.
influence of the educational, training and social environment), as well as take into account internal factors (individual and psychological characteristics of the future coach, his qualifications and sports experience, etc.); c) level of general culture.

We carried out the formation of professional ethics of future trainers in a specific educational space, taking into account the cultural and moral values of the environment, namely: a) political-legal, moral and socio-cultural development of the social environment (national traditions, features of the ethnic group, socio-cultural features) and professional formation (the composition of teachers and trainers, logistical and scientific-methodological support of the educational and training process, the specifics and content of the mandatory and optional components of the educational program); b) internal prerequisites, that is, subjective factors: age, gender, anatomical and physiological abilities, individual psychological and intellectual characteristics, level of education, pedagogical and coaching experience and qualifications of the teaching staff.

In addition, pedagogical conditions were considered, which can increase the effectiveness of the formation of the coach’s professional ethics as a value-content basis of professional competence, namely:

1) the structure and content of professional ethics, ethical qualities and pedagogical values, on the basis of which the learning and training process is carried out, the target orientation, content and nature of the professional and pedagogical activity of a judo coach;

2) the logic of designing the process of formation of professional ethics, its stages, methods, means and techniques are determined by the features of the structure and content of the professional training of a judo coach;

3) increasing motivation to achieve high results in professional activities and formation of motives for professional (career) growth with a special emphasis on constant professional search and expansion of professional competencies;

4) the implementation of the process of formation of professional ethics was carried

професійної етики майбутнього тренера необхідно створити в освітньому процесі закладу вищої освіти такі умови, які здатні забезпечити: a) повноцінний розвиток кожного з елементів професійної та комунікативної компетентності; b) умови зовнішнього оточення (позитивний вплив освітнього, тренувального та соціального оточення), так і врахувати внутрішні чинники (індивідуально-психологічні особливості майбутнього тренера, його кваліфікацію та спортивний досвід тощо); v) рівень загальної культури.

Формування професійної етики майбутніх тренерів ми здійснювали в конкретному освітньому просторі з врахуванням культурних і моральних цінностей оточення, а саме: a) політико-правового, морального і соціокультурного розвитку суспільного оточення (національних традицій, особливостей етносу, соціокультурних особливостей) та професійного становлення (складу викладачів і тренерів, матеріально-технічного і науково- metodичного забезпечення освітнього та тренувального процесу, специфіки та змісту обов’язкової і вибіркової компоненти освітньої програми); б) внутрішніх передумов, тобто суб’єктивних чинників: віку, статі, анатомо-фізіологічних здібностей, індивідуально-психологічних та інтелектуальних особливостей, рівня освіти, педагогічного і тренерського досвіду та кваліфікації професорсько- викладацького складу.

Окрім того, були враховані педагогічні умови, які здатні підзвітити ефективність формування професійної етики тренера як ціннісно-змістової основи професійної компетентності, а саме:

1) структура та зміст професійної етики, етичні якості і педагогічні цінності, на основі яких здійснюється процес навчання та тренування, цільова направленість, зміст і характер професійно-педагогічної діяльності тренера з дзюдо;

2) логіка проектування процесу формування професійної етики, його етапи, методи, засоби та прийоми обумовлені особливостями структури та змісту професійної підготовки тренера з
out on the basis of the use of active forms, methods and means taking into account the specifics of the organization of the educational and training process in judo;

5) creation of a cultural and educational space in a higher education institution and a children’s and youth sports school based on the interaction of teams guided by a single pedagogical task, principles and approaches to the formation of a coach’s professional ethics. Thus, the choice of the above-mentioned pedagogical conditions is determined not only by the possibilities of their positive influence on expanding the range of professional and pedagogical skills of the coach (communicative, organizational, managerial, etc.), improving his pedagogical culture (cognitive, professional value, activity component), which provides: adaptability from general cultural status of ethics in an educational institution to the nature of interaction in the process of professional activity.

The results of the survey of qualified judo coaches allowed us to establish the ranking of the main factors that influence the formation of the professional ethics of a judo coach. Among the important factors that shape the professional ethics of judo coaches, it was established: 1) that students are not perfect and, accordingly, can make mistakes; 2) creation of a favorable working environment dominated by interesting competitive tasks and positive comments; 3) application of various teaching methods and pedagogical influence; 4) understanding that young judokas are able to learn the educational and training program in different ways. Less significant are the factors that took 5-10 ranking places (Table 1).
<table>
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**Factors of professional ethics of qualified judo coaches**

<table>
<thead>
<tr>
<th>Factors</th>
<th>%</th>
<th>Ranking position</th>
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<tbody>
<tr>
<td>Acknowledging the fact that students are not perfect and therefore can make mistakes</td>
<td>26,7</td>
<td>1</td>
</tr>
<tr>
<td>Creation of a favorable working environment dominated by interesting competitive tasks and positive comments</td>
<td>18,8</td>
<td>2</td>
</tr>
<tr>
<td>Application of various methods of teaching and pedagogical influence</td>
<td>16,6</td>
<td>3</td>
</tr>
<tr>
<td>Understanding that young judokas can assimilate the educational and training program in different ways</td>
<td>13,2</td>
<td>4</td>
</tr>
<tr>
<td>Loyal attitude to the fact that students can perceive and assimilate information slowly</td>
<td>10,1</td>
<td>5</td>
</tr>
<tr>
<td>Real-world understanding of what students can do and what should be expected of them</td>
<td>5,2</td>
<td>6</td>
</tr>
<tr>
<td>Ability to see and emphasize prioritizing achievement rather than mistakes</td>
<td>4,7</td>
<td>7</td>
</tr>
<tr>
<td>The ability to be restrained and support your students in new achievements and achievements</td>
<td>1,7</td>
<td>8</td>
</tr>
<tr>
<td>The ability to always treat judo students with respect and kindness regardless of the circumstances</td>
<td>1,6</td>
<td>9</td>
</tr>
<tr>
<td>The ability to objectively analyze students’ mistakes in difficult situations that arise in the educational and training process and during competitions in order to get an objective idea of what needs to be worked on</td>
<td>1,4</td>
<td>10</td>
</tr>
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The learning process should be structured in such a way as to widely involve students in independent creative activities to acquire new knowledge and successfully apply it in practice. After all, no matter what the educational and training session is, it should be organized in such a way as to ensure the maximum possible activity of students with constant feedback. Young judokas will respond differently to the application of teaching techniques and pedagogical influence and learn the educational and training program. Loyal attitude of the coach to judo students in the educational and training process will in the long perspective form in them the appropriate professional ethics of communication. It is worth noting that the ability to see and emphasize one’s own achievements, mistakes, to be restrained, to support one’s students in new achievements and achievements is also an important component of professional ethics.

In the process of educational and training classes, it is important to form the

Процес навчання має бути побудований таким чином, щоб широко залучити учнів у самостійну творчу діяльність для засвоєння нових знань та успішного застосування їх на практиці. Адже яким би не було навчально-тренувальне заняття за формою проведення, його слід організувати так, щоб забезпечити максимально можливу активність учнів з постійно діючим зворотнім зв’язком. На застосування прийомів навчання та педагогічного впливу юні дзюдоїсти будуть по різному реагувати і засвоювати навчально-тренувальну програму. Лояльне ставлення тренера до учнів-дзюдоїстів в реальній перспективі сформує в них відповідну професійну етику спілкування. Варто відмітити, що вміння бачити та підкреслювати власні досягнення, помічать, бути стриманим, підтримувати своїх учнів в нових звершеннях та досягненнях є також важливим компонентом професійної етики.

У процесі навчально-тренувальних занять важливо формувати в учнів,
necessary theoretical knowledge, individual practice and personal experience in students. Therefore, the coach’s ability to always treat students with respect and benevolence, regardless of the circumstances, allows to objectively analyze the mistakes of judokas in various competitive and training situations. The above-mentioned factors affect the formation and observance of the professional ethics of a modern judo coach.

It is believed that it is with the help of compliance with ethical norms that it is possible to correctly assess the internal state of the student, apply the necessary communication style, be an example to follow, and also stimulate them to self-improvement. Professional ethics of a coach includes both professional capabilities, personal qualities (general erudition, character, intelligence) and creative potential in general. Pedagogical ethics is a condition for organizing and creating a friendly atmosphere in the educational and training process and involving students in judo classes. The components of the professional ethical culture of a judo coach are: 1) the formation of a motivational and valuable attitude towards the assimilation of professional knowledge and skills; 2) awareness of the social prestige of the coach’s professional activity; 3) motivation to achieve high results in professional activity; 4) focus on joint productive activity "student–trainer", "student–student".

Among the indicators of the professional ethics of a judo coach during training and competitive activities, students attributed: sociability (17.2%), benevolence (15.4%), tact (8.7%), tolerance (10.7%), a sense of proportion (13.2%), the desire for self-improvement (12.4%), justice (11.8%), the desire to understand others (5.3%), creative activity (2.6%), the ratio of "I-real" and "I-ideal" (2.7%), which characterize the level of professional and personal development; consistency of the coach’s behavior in professional interaction with the standards of behavior that follow from the code of ethics (Fig. 1).
Fig. 1. Assessment by judo students of the importance of the components of the coach's professional ethics during training and competitive activities

Pedagogical values are those features of pedagogical activity that are able to satisfy not only the coach’s needs, but also serve as a guide for his social and professional activity, which is aimed at achieving humanistic goals; determine ways of carrying out socio-pedagogical activities, ways of meeting the need for communication, obtaining new information, and transferring accumulated experience; manifest in flexibility, variability, ingenuity, reveal the coach’s professional ethics as a specific way of realizing professional opportunities. The content of the pedagogical values of a judo coach includes such components as the creative nature and social significance of their work, the possibility of self-realization, love and affection for children, tact and tolerance, benevolence, justice, principles, the ability to correctly assess the inner state of students, compassion, empathy, a role model, the ability to
stimulate children to self-improvement, a tolerant communication style, independent and creative thinking, etc.

Formation of professional ethics of judo coaches takes place during training at a higher education institution and in the process of professional activity. At the same time, the collective and individual efforts of the objects of the educational process are aimed at the formation of professional ethics and act as an integrated condition for the trainer’s personal development. The mechanism for creating a cultural and educational space is the interaction of teams that are guided by a single pedagogical task, principles and approaches to the formation of professional ethics, in which the key technological moment is the joint communicative activity of students and trainers. Speaking about the conditions for the formation of the professional ethics of a judo coach, it is necessary to mention such an important aspect as the improvement of the coach’s culture.

When forming the coach’s professional ethics, an important role is played by the coach’s will, which determines their self-regulation, social and professional activity. Thus, professional ethics, as the value-content basis of the professional competence of a judo coach, includes the probability and possibility of productive extrapolation of formed socio-cultural phenomena and pedagogical skills into the production environment. The formation of professional ethics also requires communicative skills, the deeper the coach masters communicative knowledge and relevant skills – automated conscious actions that contribute to the quick and accurate reflection of various situations of educational, training and competitive activities, the higher the level of ethical culture they demonstrate when communicating with students. During the training of coaches, it is important to pay attention not only to the formation of professional skills and abilities, but also to the ability of the future coach to communicate with colleagues, athletes, judges, competition organizers and manage them; orientation in the conditions of communication, which is carried out in
extreme conditions of competitive activity, during failures in competitions; the ability to communicate and verbally influence an athlete during a sports match. It is important for the demonstration of professional ethics in competitive activities to know the individual and psychological characteristics of one's students, to respond adequately to their behavior and psychological state, to choose for each of them in the appropriate situation a method of communication that would not contradict universal human values, the morals of society, humanity, and at the same time should correspond to the individual characteristics of each student.

Conclusions and research perspectives. 1. The activity of a judo coach requires a high level of knowledge in the field of theory and methods of physical education, pedagogy and psychology, anatomy and physiology; possession of means, methods and forms of psychological-pedagogical and training influence; high physical and technical fitness, development of pedagogical abilities and formation of professional ethics, which together constitute their professional competence. The structure of the coach's competence can also include such components as knowledge, experience, professional culture and personal qualities. The competence of a highly qualified judo coach is determined by the peculiarities of their intuition, the richness of predicting the course of a competitive match, the variety of options for changing the situation during competitive activity, the integration of professional experience and is determined by the athlete's activity and their organizational interaction, the culture of relationships. The coach's sports activity relates to constant self-improvement, the need to solve complex pedagogical tasks, the search for new methods and forms of work, requires flexibility and independent thinking when making decisions; requires high creative energy and dedication, concentration of creative efforts to achieve the set goal.

2. The professional ethics of a judo coach is closely related to the process of continuous professional self-improvement. Namely, from the accumulated experience,
the coach should select the knowledge that best corresponds to the situation, transform it, bring it closer to specific conditions; independently analyze accumulated knowledge, critically evaluate it; to see prospects for the development of the athlete's personality and choose the right ways for their development; to constantly expand one's own scope of knowledge, to use new scientific achievements in the training system. The result of the coach's pedagogical activity, i.e. sports achievements of athletes, largely depends on these elements of professional self-improvement.

3. Education, training and development of a future judo coach capable of effectively interacting with students in the process of training and competitive activities and in everyday life requires a person who possesses a high level of professional ethics. Indicators of the professional ethics of a judo coach can include: sociability, benevolence, tact, tolerance, a sense of proportion, the desire for self-improvement, justice, the desire to understand others, creative activity, the ratio of "I-real" and "I-ideal", which characterize the level professional and personal development; consistency of the coach's behavior in professional interaction with the standards of behavior that follow from the code of ethics.

Prospects for further research are aimed at studying the culture of a modern judo coach with students of different age groups.

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