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THE ROLE OF THE COACH IN PLAYER DEVELOPMENT: MODERN TRAINING APPROACHES

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Abstract. *The article examines the contemporary transformation of the coach's role in sports, driven by technological advancements, new developments in sports science, and evolving interaction models between coaches and athletes. The study analyzes modern trends in sports science, including the personalization of training processes, the use of digital technologies, psychological and pedagogical aspects of coaching, and the concept of the coach as a facilitator of athlete development. The importance of the coach's multifunctionality is emphasized in the context of increasing demands for high athletic performance.*

Keywords: *coach, training process, personalization, sport psychology, leadership, coaching.*

Introduction.

Over the past decades, the sports system has undergone significant transformations driven by advancements in sports science, digital technologies, analytical methods, and an increased focus on athletes' psycho-emotional well-being. In this context, the role of the coach is being redefined: no longer functioning solely as an instructor or a transmitter of technical knowledge, the modern coach acts as a leader, manager, motivator, analyst, and facilitator who provides comprehensive support to the athlete at all stages of sport development.

These changes in coaching practice are closely linked to the emergence of interdisciplinary approaches. Contemporary coaches must possess knowledge in physiology, psychology, pedagogy, sports medicine, data analytics, and communication technologies, which enables the creation of an integrated and scientifically grounded training process. An important aspect of this evolution is the individualization of training, based on objective data such as biomechanical indicators, physical condition, and the psychological profile of the athlete.

Additionally, the nature of interaction between coach and athlete is shifting.



Modern sport is transitioning from authoritarian coaching models to partnership-based ones, built on trust, open communication, and the development of athlete autonomy. This shift is supported by international and Ukrainian research emphasizing the influence of personal, pedagogical, and psychological qualities of coaches on training effectiveness and athletes' emotional stability.

At the same time, technological progress-including load monitoring systems, video analysis, motion tracking devices, and digital platforms-significantly enhances the precision of training management. These innovations reshape the structure of training cycles, allow for optimized workloads, and support the development of scientifically informed training plans.

Thus, the modern role of the coach becomes multidimensional, integrating technological, psychological, pedagogical, and managerial components. In this context, studying new coaching approaches and assessing their impact on athlete development becomes increasingly relevant.

The purpose of this article is to analyze contemporary coaching concepts and determine their contribution to the effective development of athletes across various sports.

Main Part.

In the past, the coach often acted as an authoritarian mentor who prescribed exercises, enforced discipline, and expected unconditional compliance. This authoritarian approach was characteristic of many traditional sports systems. However, contemporary research emphasizes that excessive authoritarianism can hinder an athlete's development. Modern coaching models aim for a partnership-based interaction: coaches and athletes engage in shared decision-making, discuss strategies, and adjust goals collaboratively. This interactive approach stimulates athlete autonomy, enhances intrinsic motivation, and enables the development of self-regulation skills [14, 18].

Furthermore, the coach's role is no longer limited to delivering training tasks; they serve as an educator, mentor, and facilitator who provides feedback and encourages independent thinking among athletes.



Ukrainian research also highlights the importance of personal and pedagogical competencies of the coach. Mishchak, Serheiev, Lytvyn, and Pidlisnyi (2024) found that coaches' cognitive and didactic competencies significantly influence the effectiveness of training in rowing sports [4].

In the modern sporting environment, the coach is not only a technical specialist but also a coordinator who integrates the work of various experts: sports psychologists, data analysts, medical professionals, and nutritionists. In this role, the coach creates a holistic system that encompasses physical, technical, cognitive, and emotional components. For example, the International Sport Coaching Framework (ISCF) notes that “coaches are required to fulfil a variety of roles that may include educator, guide, sport psychologist, and business manager.”

Shevchuk, Kohut, and Marynych (2025) show that in Ukraine's coach education system, the combination of pedagogical, organizational, and managerial competencies has become essential - these competencies enable the coach to effectively manage the multilayered process of athlete development [6].

One of the key trends is the adaptation of training to the individual characteristics of the athlete: age, physiology, psychology, and playing style. Such an approach allows coaches to adjust workloads, reduce injury risks, and achieve more stable progress. According to Kiely (2018) and Bourdon et al. (2017), individualized workload management reduces injury risk and enhances training efficiency [10, 15].

In Ukraine, Yefremenko, Kraynyk, and Nasonkina (2023) emphasize the importance of coaches' research competence, which enables high-quality analysis of an athlete's condition and effective adaptation of training plans [1].

Digitization has become the norm in modern sport. GPS tracking, video analysis, accelerometers, analytical platforms, load monitoring systems, and sports analytics have significantly increased the accuracy of coaching decisions [8]. These tools allow coaches to make evidence-based decisions: detect overload, adjust training plans, modify intensity, and direct resources toward the development of specific skills.

In contemporary sport, the coach increasingly serves as a psychological guide: shaping team culture, helping athletes cope with stress, developing confidence and self-



control, and creating a supportive training environment. Research highlights that a coach's emotional competence directly affects their effectiveness when working with athletes. Fletcher and Sarkar (2012) demonstrated that mental resilience is a key predictor of athletic achievement [13]. Kvasnytsia and Mozoliuk (2025) found that in Ukrainian football, the coach plays a crucial role in developing athletes' emotional resilience and self-regulation [2].

Coaching approaches are becoming an integral part of coaching practice. These approaches provide athletes with space for independent decision-making, encourage their involvement in planning, and rely on open questions, reflection, and active listening. This style promotes creativity, self-regulation, and tactical thinking [12. 16]. Rebrina (2021) emphasizes that the coaching style should be integrated into coach education as an important pedagogical component [5]. Coaching transforms the coach into a facilitator who creates an environment where athletes can actively participate in their development, generate ideas, and take responsibility. This contributes to the development of creativity, tactical thinking, and resilience, as demonstrated by Shynkaruk, Refel, and Korolkov [7].

Effective communication is fundamental for establishing trust between the coach and the athlete. A good coach possesses emotional intelligence: understanding when to motivate, when to correct, and when simply to support. Their communication is consistent and fair, forming a stable socio-psychological climate within the team. Jowett (2024) examined the quality of the coach–athlete relationship as a factor in performance and well-being [14]. The leadership qualities of a coach involve not only authority but also the ability to act as a mentor and role model [11].

Ukrainian scholars Latyshev, Shtanahii, and Sovhiria (2024) studied the personality of coaches in combat sports and found that leadership qualities have the strongest influence on athletes' moral-volitional qualities and their ability to self-regulate [3].

A modern coach must be a specialist not only in physical training, but also in physiology, pedagogy, sports psychology, training methodology, biomechanics, and sports medicine. Such an interdisciplinary approach enables the development of



comprehensive athlete-development programs that account for multidimensional aspects of performance. The ISCF framework, for instance, underscores the necessity of integrated professional development for coaches.

In addition, a coach with broad interdisciplinary knowledge is better equipped to adapt to changes in sport, implement innovations, and create conditions for the long-term development of athletes [9]. Interdisciplinarity allows the coach to respond effectively to new challenges, introduce innovation, and foster sustainable athlete development.

Conclusions.

The role of the coach in modern sport has expanded significantly, now encompassing the functions of manager, analyst, psychologist, and educator. An effective coach applies personalized approaches, uses technological tools, supports athletes' psychological well-being, and creates conditions for their holistic development. Such a comprehensive approach not only enhances athletic performance but also fosters sustained motivation and long-term professional growth among athletes.

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