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PEDAGOGICAL FOUNDATIONS FOR DEVELOPING THE PSYCHOLOGICAL READINESS OF ATHLETES IN TRACK AND FIELD TRAINING SESSIONS

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Abstract

This article examines the pedagogical foundations for developing the psychological readiness of athletes in track and field training sessions within the context of higher pedagogical sports education. Psychological readiness is interpreted as an integral component of sports mastery that combines emotional stability, self-regulation, motivation, confidence, attention control, volitional effort, and the ability to perform effectively under competitive and training stress. In track and field, where athletes face high individual responsibility, repeated performance evaluation, strict time and distance criteria, and the need for technical precision, psychological preparation becomes a decisive factor in achieving stable results. The article argues that the development of psychological readiness should not be treated as an isolated auxiliary task but as a pedagogically organized and systematically embedded process integrated into daily training. The study highlights the importance of coach-athlete interaction, goal setting, reflective practice, positive feedback, situational modeling, and individualized pedagogical support in shaping athletes' psychological competence. Special attention is given to the role of training environments that promote self-confidence, discipline, resilience, concentration, and stress



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tolerance. The article also considers how pedagogical methods can be adapted to the age, qualification, specialization, and emotional characteristics of student-athletes in pedagogical universities. It is concluded that the purposeful development of psychological readiness in track and field training enhances training effectiveness, improves competitive consistency, supports personal growth, and contributes to the formation of future sports professionals who are capable of maintaining both high performance and psychological balance.

Keywords: Track and field, psychological readiness, sports pedagogy, athlete motivation, self-regulation, emotional stability, training process, stress tolerance.

Introduction

YENGIL ATLETIKA MASHG‘ULOTLARIDA SPORTCHILARNING PSIXOLOGIK TAYYORGARLIGINI RIVOJLANTIRISHNING PEDAGOGIK ASOSLARI

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"Jismoniy tarbiya va sport " kafedrası o'qituvchisi

Annotatsiya:

Ushbu maqolada pedagogik sport ta’limi sharoitida yengil atletika mashg‘ulotlarida sportchilarning psixologik tayyorgarligini rivojlantirishning pedagogik asoslari tahlil qilinadi. Psixologik tayyorgarlik sport mahoratining ajralmas tarkibiy qismi sifatida talqin qilinib, u emotsional barqarorlik, o‘zini boshqarish, motivatsiya, ishonch, diqqatni nazorat qilish, irodaviy sa’y-harakat hamda musobaqa va mashg‘ulotdagi zo‘riqish sharoitida samarali faoliyat ko‘rsatish qobiliyatini o‘z ichiga oladi. Yengil atletikada yuqori individual mas’uliyat, natijaning muntazam baholanishi, qat’iy vaqt va masofa mezonlari



hamda texnik aniqlik talabi mavjud bo'lgani sababli psixologik tayyorgarlik barqaror natijaga erishishda hal qiluvchi omilga aylanadi. Maqolada psixologik tayyorgarlik alohida yordamchi vazifa sifatida emas, balki kundalik mashg'ulot jarayoniga integratsiyalashgan, pedagogik jihatdan tashkil etilgan tizimli faoliyat sifatida ko'rilishi asoslab beriladi. Murabbiy va sportchi o'rtasidagi hamkorlik, maqsad qo'yish, refleksiya, ijobiy rag'bat, vaziyatli modellashtirish va individuallashtirilgan pedagogik qo'llab-quvvatlash sportchilarning psixologik kompetentligini shakllantirishda muhim omillar sifatida yoritiladi. Shuningdek, o'ziga ishonch, intizom, chidamlilik, diqqat jamlash va stressga bardoshlilikni rivojlantiruvchi mashg'ulot muhitining ahamiyatiga alohida e'tibor qaratiladi. Pedagogik oliygohlardagi sportchi-talabalarning yoshi, malakasi, ixtisoslashuvi va emotsional xususiyatlariga mos ravishda usullarni tanlash zarurligi ko'rsatib beriladi. Xulosa sifatida, yengil atletika mashg'ulotlarida psixologik tayyorgarlikni maqsadli rivojlantirish mashg'ulot samaradorligini oshirishi, musobaqa faoliyatida barqarorlikni ta'minlashi, shaxsiy rivojlanishni qo'llab-quvvatlashi hamda yuqori sport natijasi bilan birga psixologik muvozanatni saqlay oladigan kelajak sport mutaxassislarini shakllantirishga xizmat qilishi ta'kidlanadi.

Kalit so'zlar: yengil atletika, psixologik tayyorgarlik, sport pedagogikasi, sportchi motivatsiyasi, o'zini boshqarish, emotsional barqarorlik, mashg'ulot jarayoni, stressga bardoshlilik.

Introduction

Track and field occupies a special place in the system of physical education and sports training because it combines natural human movements such as running, jumping, and throwing with high demands for technical accuracy, functional preparedness, and competitive stability. In pedagogical universities with a sports profile, track and field is not only a practical discipline aimed at improving students' physical qualities but also an important educational environment for shaping personal and professional competencies. Within this context, the issue of psychological readiness becomes especially significant, since athletic success



depends not only on strength, speed, endurance, and coordination, but also on the athlete's ability to manage emotions, maintain concentration, overcome internal tension, and mobilize effort under conditions of pressure and uncertainty.

Psychological readiness in sport is commonly understood as a stable integrative condition that allows the athlete to effectively perform training and competitive tasks. It includes motivational orientation, confidence in one's abilities, emotional balance, resistance to stress, volitional qualities, self-control, attentional regulation, and the capacity for rapid adaptation to changing circumstances. In track and field, the importance of these components is particularly evident. Athletes often perform individually, the result is clearly measured, errors are immediately visible, and the competition environment may intensify anxiety, fear of failure, or excessive self-monitoring. A sprinter must react quickly and confidently under time pressure, a jumper must coordinate movement with precision and emotional control, and a middle-distance runner must combine tactical awareness with endurance and internal discipline. In each of these cases, psychological preparedness directly affects the quality of performance.

Modern sports pedagogy increasingly recognizes that psychological readiness should not be formed spontaneously. It requires purposeful pedagogical influence, systematic planning, and integration into the overall structure of training sessions. Traditionally, greater emphasis in sports training was placed on physical and technical components, while psychological work was treated as secondary or episodic. However, contemporary approaches show that sustainable athletic development is possible only when psychological training is embedded in the daily educational and training process. This means that the coach or teacher should not merely transmit technical knowledge or supervise drills, but also create pedagogical conditions that support self-belief, resilience, discipline, responsibility, and reflective awareness in athletes.

For student-athletes in pedagogical universities, the problem is even more complex and more important. These learners simultaneously develop as athletes, students, and future teachers or coaches. Therefore, the formation of



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psychological readiness in their training has a double significance. On the one hand, it contributes to their own sporting effectiveness and emotional stability. On the other hand, it helps them acquire pedagogical experience that they may later apply in their professional work with schoolchildren, young athletes, or students. As a result, the issue should be considered not only from the perspective of sports performance but also from the standpoint of professional and pedagogical formation.

The educational environment of a pedagogical university creates broad opportunities for integrating psychological and pedagogical approaches into track and field training. Such integration may include the use of goal-setting strategies, reflective conversations, individual support, emotionally balanced feedback, simulation of competitive situations, group interaction exercises, and self-regulation techniques. These methods help athletes understand their own emotional reactions, develop confidence in difficult situations, maintain attention during monotonous or intensive work, and overcome fatigue-related psychological barriers. When these pedagogical tools are consistently applied, training becomes more than a sequence of physical exercises; it becomes a developmental system that shapes the athlete's personality alongside sporting competence.

Another important consideration is the diversity of track and field disciplines and the individual differences among athletes. The psychological demands placed on a long-distance runner differ from those required of a hurdler, thrower, or high jumper. Likewise, athletes vary in age, experience, emotional sensitivity, temperament, motivation, and previous competitive history. For this reason, pedagogical support for psychological readiness must be individualized and flexible. A standardized approach may fail to account for specific fears, motivational difficulties, or patterns of self-regulation. The pedagogical challenge is to create training conditions in which each athlete receives support that corresponds to his or her psychological characteristics while remaining part of a cohesive educational and sporting group.

In Uzbekistan, the modernization of higher education and sports training has increased attention to the quality of pedagogical support in student development.



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In sports-oriented university programs, there is a growing need for approaches that combine national educational priorities, modern sports science, and learner-centered pedagogy. Within this framework, the development of psychological readiness in track and field athletes appears as a relevant scientific and practical issue. It relates to the enhancement of sports performance, the protection of students' emotional well-being, and the preparation of future specialists capable of applying holistic methods in educational and coaching practice.

Thus, the study of pedagogical foundations for developing psychological readiness in track and field training sessions is both timely and necessary. It allows researchers and practitioners to better understand how training can support not only physical adaptation and technical mastery but also emotional control, motivation, resilience, and professional growth. A pedagogically grounded approach to psychological readiness strengthens the educational potential of sports training and contributes to the formation of athletes who are prepared for achievement, self-development, and responsible professional activity.

Methods

This study was based on a qualitative and pedagogical research design aimed at identifying effective foundations for developing the psychological readiness of athletes during track and field training sessions in the context of higher pedagogical sports education. The methodological logic of the work relied on the integration of sports pedagogy, educational psychology, and training theory. The central assumption of the study was that psychological readiness in track and field is not formed independently from the instructional process, but develops through specially organized pedagogical conditions, structured interaction between coach and athlete, and the inclusion of reflective, motivational, and self-regulatory practices in everyday training.

The research used a complex methodological approach that combined theoretical analysis, pedagogical observation, comparative interpretation of scientific sources, and contextual generalization of practical coaching experience. The theoretical stage included the analysis of academic literature



devoted to sports psychology, athlete preparation, pedagogical support in sports education, self-regulation in training activity, emotional stability, motivation, and volitional development. These materials were examined in order to identify the most significant conceptual categories related to psychological readiness and to determine how these categories can be translated into pedagogical practice in track and field. Special emphasis was placed on the interaction between psychological factors and the specific demands of different athletic disciplines such as sprinting, middle-distance running, jumping, and throwing events.

The empirical orientation of the study was pedagogical rather than experimental in the narrow laboratory sense. It focused on the real educational and training environment of pedagogical universities where student-athletes participate in regular track and field sessions. Within this environment, observation was used as a principal method for identifying how psychological readiness manifests itself during different phases of training. Attention was given to athletes' behavior before intensive exercises, during technically difficult tasks, in situations of fatigue, while receiving corrective feedback, and in conditions that imitated competition stress. Such observation allowed the study to examine psychological readiness not as an abstract trait but as a dynamic state expressed in concentration, emotional control, persistence, response to setbacks, willingness to repeat difficult exercises, and ability to maintain task orientation. To structure the methodological framework, the study distinguished several interrelated components of psychological readiness. These included motivational readiness, which refers to the athlete's stable intention to engage in purposeful effort; emotional readiness, which concerns the management of anxiety, fear, frustration, and excitement; cognitive readiness, which includes attentional focus, tactical understanding, and situational awareness; and volitional readiness, which reflects determination, discipline, and the ability to overcome internal resistance. These components served as analytical categories for interpreting both theoretical sources and observed pedagogical practices. Rather than treating them separately, the study examined how they interact within actual training sessions and how pedagogical influence can strengthen their unity.



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An important part of the method was the pedagogical modeling of conditions that contribute to psychological readiness. This involved identifying specific instructional mechanisms that can be embedded into track and field sessions. Among these mechanisms were gradual complication of tasks, individualized goal setting, verbal encouragement, constructive correction of mistakes, reflective discussion after performance, situational simulation of competition pressure, and exercises aimed at self-control and mental concentration. These elements were not considered optional additions but essential pedagogical tools through which psychological qualities are developed alongside technical and physical preparedness. The study therefore treated the training session as a multidimensional educational space where physical load, emotional regulation, and pedagogical communication operate together.

The study also relied on a differentiated approach because track and field athletes are not a homogeneous group. Their psychological needs vary according to age, qualification level, athletic specialization, previous sports experience, and personality characteristics. For this reason, the methodology emphasized the need to adapt pedagogical influence to the athlete's profile. For example, novice athletes may require greater emotional support and confidence-building strategies, while more advanced athletes may benefit from refined self-regulation tasks and greater autonomy in performance analysis. Similarly, athletes in speed-power events may experience different stress patterns from those in endurance disciplines, and this difference must be considered when selecting pedagogical methods. The differentiated approach therefore functioned as both a methodological principle and a practical guideline.

In addition, the study applied a reflective method centered on the athlete's awareness of personal emotional and behavioral reactions. Reflection was understood as a pedagogically supported process through which student-athletes learn to analyze their internal state, recognize the causes of concentration loss or emotional tension, and evaluate their own readiness for performance. Reflection was incorporated into the methodological model through short post-training discussions, self-assessment tasks, and guided verbalization of difficulties encountered during practice. This method is particularly valuable in pedagogical



university settings because it not only improves current training outcomes but also prepares future teachers and coaches to use similar reflective strategies in their own professional work.

The principle of continuity was another essential methodological element. Psychological readiness cannot be effectively developed through isolated conversations or occasional motivation before competitions. It requires regular reinforcement in the structure of training over time. Therefore, the methodological framework assumed that psychological tasks should be integrated systematically into the session plan, including the preparatory, main, and final parts of training. In the preparatory phase, this may include emotional tuning and goal orientation. In the main phase, it may involve self-control under physical stress, attentional discipline, and response to performance errors. In the final phase, it may include reflective evaluation, emotional stabilization, and consolidation of successful coping strategies. Such continuity transforms psychological development into an organic component of training rather than a separate intervention.

To ensure pedagogical validity, the study interpreted training not only as a means of achieving sporting results but also as a process of personality formation. This broader methodological position is especially relevant for pedagogical universities, where the educational mission extends beyond athletic performance. The future specialist in physical education or coaching must learn how to cultivate resilience, confidence, self-discipline, and emotional balance in both self and others. For this reason, the methods selected in the study were aligned with personality-oriented pedagogy, competence-based education, and the humanistic principle of supporting the student-athlete's holistic development.

As a whole, the methods of the study made it possible to examine psychological readiness in track and field training through a pedagogically meaningful lens. The chosen design did not isolate psychological phenomena from the training process, but instead analyzed how they are formed, expressed, and strengthened within the educational reality of sports practice. This methodological orientation created a foundation for identifying practical conditions that can improve not



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only athletes' competitive resilience but also their personal and professional maturity.

Results

The analysis of pedagogical practice and theoretical interpretations of sports training demonstrated that the development of psychological readiness in track and field athletes is strongly connected with the structure and organization of the training process. The results of the study showed that athletes who trained in environments where pedagogical attention was given to emotional regulation, motivational reinforcement, and reflective self-analysis demonstrated greater stability in their performance and a higher level of training engagement. Psychological readiness was manifested through several observable indicators such as sustained concentration during technical exercises, the ability to maintain effort under fatigue, positive reactions to corrective feedback, and persistence after unsuccessful attempts.

One of the main findings was the importance of motivational orientation in shaping psychological readiness. Athletes who clearly understood the goals of training sessions and perceived the purpose of specific exercises showed a higher level of internal motivation and discipline. When coaches used pedagogical strategies such as explaining the practical value of drills, setting achievable intermediate goals, and encouraging athletes to evaluate their own progress, the training atmosphere became more purposeful and emotionally supportive. This approach strengthened athletes' responsibility for their own development and reduced the likelihood of emotional frustration during difficult stages of preparation.

Another important result concerned the development of emotional stability. Track and field athletes frequently encounter situations that provoke anxiety or self-doubt, especially during competitive simulation tasks or when attempting technically demanding movements. Observations indicated that athletes who were guided through psychological preparation methods such as controlled breathing, concentration exercises, and constructive verbal feedback were more capable of maintaining composure. These athletes were less likely to interrupt



training tasks after errors and were more inclined to repeat complex elements until successful execution was achieved. Emotional regulation therefore emerged as a central factor supporting both technical learning and physical endurance.

The results also highlighted the significance of attentional control in athletic performance. Training sessions that incorporated exercises designed to strengthen concentration, such as precise technical repetitions, situational tasks with time restrictions, and exercises requiring coordinated movement sequences, contributed to the development of stable attentional focus. Athletes who practiced such tasks regularly showed improved coordination, reduced technical errors, and greater confidence in executing movement patterns. This suggests that attention training should be treated as an essential component of pedagogical preparation in track and field rather than merely as a natural by-product of repeated physical practice.

The development of volitional qualities represented another important outcome. Psychological readiness was clearly reflected in the athletes' ability to overcome internal resistance during demanding training conditions. For example, during intensive endurance runs or repeated sprint intervals, athletes often faced psychological barriers related to fatigue, discomfort, or fear of failure. When coaches integrated motivational dialogue, encouragement, and gradual task progression, athletes demonstrated greater perseverance and willingness to complete training assignments. Over time, this process strengthened their self-confidence and reinforced the belief that difficult tasks could be overcome through sustained effort.

The results further indicated that reflective practice played a crucial role in psychological development. Athletes who participated in brief post-training discussions or self-assessment activities became more aware of their emotional states and behavioral responses during training. They learned to identify situations that caused tension or loss of concentration and gradually developed strategies for managing these reactions. This reflective process contributed not only to improved training effectiveness but also to the formation of professional



awareness among student-athletes who are preparing to become future physical education teachers or coaches.

Another significant result was related to the social and pedagogical environment of the training group. When coaches encouraged cooperation, mutual support, and respectful communication among athletes, the psychological climate of the group became more positive and productive. Athletes were more willing to share experiences, encourage teammates, and collectively overcome training challenges. Such an environment reduced psychological pressure and fostered a sense of belonging, which in turn supported emotional stability and motivation. The pedagogical role of the coach therefore extended beyond technical instruction and included the creation of a psychologically safe and supportive learning space.

Differences were also observed among athletes of varying experience levels. Beginner athletes often experienced greater anxiety and required stronger emotional support, clear explanations, and gradual progression of tasks. More experienced athletes, on the other hand, benefited from greater autonomy in analyzing their performance and setting personal training goals. These findings confirm the importance of differentiated pedagogical strategies that take into account individual psychological characteristics, athletic specialization, and previous sports experience.

Overall, the results demonstrated that psychological readiness in track and field athletes develops most effectively when pedagogical methods are systematically integrated into training sessions. Emotional stability, motivational engagement, attentional discipline, volitional persistence, and reflective awareness are not separate psychological traits but interconnected qualities that grow through continuous pedagogical interaction. Training environments that combine physical preparation with psychological support create conditions in which athletes are able to perform consistently, adapt to competitive challenges, and develop both sporting competence and personal resilience.



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Discussion

The findings of this study confirm that psychological readiness in track and field cannot be reduced to a secondary or supportive dimension of athletic preparation. On the contrary, it functions as a central pedagogical outcome that directly influences the effectiveness of technical learning, physical adaptation, and competitive consistency. In the context of pedagogical university sports education, this conclusion is especially meaningful because training is expected to develop not only successful athletes but also future specialists capable of understanding the educational, emotional, and motivational needs of others. Therefore, the pedagogical development of psychological readiness should be interpreted as both a sports training objective and a component of professional formation.

The discussion of the results shows that psychological readiness emerges most effectively when it is embedded within the daily logic of training sessions. This supports the view that psychological qualities do not develop through isolated instructions or occasional pre-competition motivation, but through repeated pedagogical influences organized across all stages of the training process. When athletes are exposed to clear goals, emotionally balanced feedback, reflective analysis, and gradually intensified tasks, they begin to internalize psychological regulation as part of their sporting behavior. This is particularly important in track and field, where the athlete often confronts highly individualized responsibility and must maintain performance quality under objectively measured conditions. The precision of results in this sport intensifies self-evaluation and emotional tension, which means that pedagogical work with psychological states should be considered a structural necessity rather than an optional supplement.

The importance of motivation, highlighted in the results, deserves special attention. Motivation in sports pedagogy is often discussed as a prerequisite for effort, but in reality it is also an educational product shaped by the coach's methods, the organization of tasks, and the quality of communication. The present analysis suggests that athletes become more psychologically prepared when they understand the meaning of training actions and perceive themselves



as active participants in their own development. This interpretation corresponds to learner-centered pedagogy, where the athlete is not simply an object of instruction but a subject of self-directed growth. In track and field training, such an approach can strengthen persistence and reduce emotional burnout because athletes begin to link temporary difficulties with long-term progress rather than with personal inadequacy or failure.

The role of emotional stability also deserves broader interpretation. In many sports contexts, emotional control is understood narrowly as the ability to remain calm before competition. However, the present findings indicate that emotional stability should be viewed more comprehensively. It includes the athlete's response to repeated errors, fatigue, correction, comparison with others, and uncertainty regarding performance outcomes. In this sense, emotional stability is not merely a natural temperamental quality but a trainable pedagogical construct. Coaches and university instructors can influence it by normalizing mistakes as part of learning, using supportive correction, and establishing an atmosphere where effort and improvement are valued alongside measurable outcomes. This pedagogical orientation is especially relevant in student populations, where emotional vulnerability may be increased by academic demands, age-related identity formation, and the pressure to combine multiple social roles.

The development of attentional control and volitional regulation further supports the argument that psychological readiness in track and field has a strongly pedagogical character. Concentration, persistence, and disciplined effort are often praised in athletes, but these qualities do not arise automatically from physical repetition. They are strengthened when training tasks are designed to demand purposeful attention, when the athlete is taught to notice internal distractions, and when persistence is rewarded not only by results but by meaningful feedback. In track and field, the relationship between attention and movement execution is especially close. A minor lapse in concentration may disrupt rhythm, timing, body alignment, or tactical judgment. For this reason, pedagogical approaches that cultivate attentional discipline contribute simultaneously to technical accuracy and psychological steadiness. The same



applies to volitional qualities: the ability to continue under discomfort becomes more stable when athletes repeatedly experience manageable challenges and learn to interpret effort as growth rather than threat.

An important point emerging from the results is the value of reflection. Reflection transforms the athlete from a performer who merely reacts to instructions into an active interpreter of personal experience. In pedagogical universities, this has special significance because student-athletes are future educators and coaches. When they learn to analyze their emotional states, identify the causes of unsuccessful performance, and evaluate their coping strategies, they are not only improving their own readiness but also acquiring a methodological model for future pedagogical practice. Reflection thus bridges sports training and professional education. It supports self-knowledge, improves responsibility, and encourages a more conscious understanding of how internal states influence external performance.

The findings also reveal that the coach's role should be interpreted more broadly than traditional directive instruction. In contemporary sports pedagogy, the coach increasingly appears as an organizer of educational conditions, a facilitator of self-regulation, and a creator of psychologically safe yet developmentally demanding environments. This expanded pedagogical role is particularly important in track and field, where athletes may otherwise experience isolation because of the individual nature of performance. A coach who combines technical expertise with emotional sensitivity and pedagogical reflection can significantly improve the athlete's psychological adaptation to training and competition. Such a role aligns with humanistic and competence-based educational models that are increasingly relevant in modern higher education.

The differentiated findings among beginner and experienced athletes confirm that psychological readiness must be approached individually. Uniform training methods may overlook important differences in anxiety levels, confidence, prior success, and coping styles. Beginner athletes often need reassurance, step-by-step progression, and confidence-building tasks, whereas advanced athletes may benefit more from autonomy, complex self-regulation tasks, and detailed



performance reflection. This supports the principle of differentiated pedagogy, according to which effective teaching depends on sensitivity to learner characteristics. In track and field, this principle is particularly relevant because the psychological profile of a sprinter, endurance runner, jumper, or thrower may differ substantially due to event-specific demands and patterns of stress exposure.

Within the educational context of Uzbekistan, these conclusions acquire additional relevance. The modernization of pedagogical education and sports preparation increasingly requires integrated approaches that combine physical training, psychological support, and value-based education. Track and field training in pedagogical universities can serve as an effective platform for implementing such integration. By treating psychological readiness as a pedagogically developed quality, institutions can better prepare students not only for athletic achievement but also for future educational leadership in schools, colleges, and sports organizations. This is particularly important in a context where the quality of teacher and coach preparation influences the broader development of youth sports, physical culture, and healthy lifestyles.

At the same time, the discussion also suggests certain limitations in current pedagogical practice. In many training environments, psychological preparation remains insufficiently systematized and may depend heavily on the personal intuition of the coach rather than on structured methodology. This creates uneven outcomes and may limit athletes' ability to transfer psychological skills across contexts. Therefore, a more explicit methodological framework is needed in pedagogical university programs. Such a framework should include training modules on sports psychology, practical techniques of self-regulation, observation-based feedback systems, and reflective pedagogical strategies integrated into athletic disciplines.

In summary, the discussion confirms that the pedagogical development of psychological readiness in track and field is a multidimensional and strategically important process. It improves sports performance, strengthens emotional resilience, supports reflective awareness, and contributes to the professional preparation of future specialists in physical education and coaching. The most



effective approach is one that integrates psychological tasks into daily training, adapts them to individual athlete characteristics, and treats the training session as a holistic educational environment. Under such conditions, track and field becomes not only a means of physical development and competitive achievement but also a powerful pedagogical space for shaping self-regulated, resilient, and professionally competent individuals.

Conclusion

The development of psychological readiness in track and field training sessions should be regarded as one of the essential pedagogical tasks in the preparation of athletes within higher sports education. The present analysis has shown that stable athletic performance cannot be achieved solely through physical conditioning and technical repetition. In track and field, where the athlete is required to perform under strict evaluative conditions, maintain concentration in decisive moments, regulate emotional reactions, and continue effort despite fatigue and uncertainty, psychological readiness becomes a determining component of sports mastery. For this reason, pedagogical work aimed at strengthening motivation, emotional stability, attentional control, volitional endurance, and reflective awareness must occupy a central place in the structure of training sessions.

The study has demonstrated that psychological readiness develops most effectively when it is embedded in the everyday logic of training rather than treated as an isolated or episodic addition. A pedagogically meaningful training process includes clear goal orientation, constructive communication, individualized support, simulation of psychologically demanding situations, and systematic reflection on performance. Such organization allows athletes not only to improve sports results but also to acquire internal mechanisms of self-regulation that remain effective in both training and competition. This means that the training session should be viewed not merely as a space for mastering physical exercises, but as an educational environment in which personal stability, self-confidence, responsibility, and resilience are deliberately cultivated.



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An important conclusion of the study is that the role of the coach or university instructor extends far beyond technical guidance. The coach functions as a pedagogical organizer of the training environment, as a mediator of emotional climate, and as a facilitator of athletes' psychological growth. When the coach provides balanced feedback, supports reflective self-analysis, and adapts pedagogical influence to the athlete's individual characteristics, the training process becomes more effective and developmentally richer. In such conditions, athletes are more likely to demonstrate confidence, persistence, and concentration, while also learning how to overcome anxiety, frustration, and internal barriers. Therefore, the pedagogical competence of the coach is directly linked with the quality of psychological readiness achieved by the athlete.

The differentiated nature of track and field training also leads to an important practical conclusion. Psychological readiness cannot be formed by universal methods applied equally to all athletes. The demands of sprinting, endurance events, jumps, and throws differ considerably, and so do the motivational profiles, emotional sensitivities, and experience levels of athletes. A beginner athlete may need greater reassurance and step-by-step adaptation, while an experienced athlete may require more autonomy, more advanced self-regulation strategies, and more complex performance reflection. This indicates that the pedagogical foundation of psychological preparation should be flexible, individualized, and responsive to discipline-specific as well as personality-related factors. Such differentiation strengthens the relevance and effectiveness of pedagogical intervention.

Another major conclusion concerns the educational value of psychological readiness for student-athletes in pedagogical universities. These students are not only participants in sports training but also future teachers, instructors, and coaches. The psychological and pedagogical experience they gain in their own athletic development can later influence how they work with schoolchildren, students, and young athletes. In this respect, the development of psychological readiness has a dual significance. It enhances their current sports functioning while also contributing to their future professional identity. Student-athletes who learn to reflect on their emotional states, regulate stress, maintain discipline, and



persist under pressure are more likely to become educators capable of supporting the holistic development of others.

Within the broader framework of educational modernization, the relevance of this issue continues to grow. Contemporary sports education increasingly values holistic approaches that integrate physical, technical, psychological, and pedagogical dimensions. In such a model, track and field training becomes a means not only of improving performance indicators but also of shaping mature, self-controlled, and socially responsible personalities. This is particularly meaningful in the context of pedagogical universities, where educational outcomes are expected to combine competence, character, and practical readiness for professional activity. A psychologically prepared athlete is better equipped to face the challenges of competition, academic study, and future pedagogical work.

Thus, it can be concluded that the pedagogical foundations for developing psychological readiness in track and field training are based on systematicity, integration, individualization, reflection, and supportive pedagogical communication. These foundations create the conditions under which psychological qualities become stable functional resources rather than temporary emotional states. Their development contributes to the effectiveness of training, the consistency of competitive performance, the emotional well-being of athletes, and the preparation of future specialists capable of implementing humanistic and scientifically grounded approaches in sports and education. For this reason, the purposeful pedagogical development of psychological readiness should be recognized as a strategic direction in the theory and practice of track and field training at pedagogical universities.

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