

Specification of the "coach-teacher" model as a condition for implementing the process of integration of educational, scientific and sports activities in physical education universities

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PhD, Associate Professor **S.I. Petrov**¹

¹Lesgaft National State University of Physical Education, Sport and Health, St. Petersburg

Corresponding author: s.petrov@lesgaft.spb.ru

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Abstract

Objective of the study was to design a "coach-teacher" model that provides conditions for the implementation of the process of integration of educational, scientific and sports activities of students of physical education universities when mastering basic professional educational programs in the direction of «Sport».

Methods and structure of the study. The requirements of professional standards in the field of physical education and sports, which are the basis for the development and implementation of educational programs for the professional training of sports teachers at a physical education university, are analyzed. Comparison of professional competencies formed in accordance with educational standards with the professional functions of a sports teacher at a physical education university, ensuring the process of integration of educational, scientific and sports activities, made it possible to specify the components of the structure of the «coach-teacher» model.

Results and conclusions. It has been revealed that the formation of professional competencies of physical education university students in the process of implementing the main professional educational program «Sport», on the one hand, presupposes compliance with a professional standard, and, on the other hand, necessitates the integration of educational, scientific and sports activities of a teacher of higher professional education. The substantive basis of the multifunctional activity of a sports teacher at a physical education university is revealed by the «coach-teacher» model, which is a condition for the implementation of integration processes in the professional training of students at physical education universities and determines prospects, forecasts and innovative ways for the further development of areas of sports training.

Keywords: *universities of physical education, professional standard, competencies, focus of training, integration of educational, scientific and sports activities, «coach-teacher» model.*

Introduction. Designing the process of developing the competence of physical education university students is impossible without a detailed study of professional standards that make it possible to specify the main components of the scientific and practical nature of the sports teacher model: professionally significant qualities of the subject of labor and personality traits. At the same time, the possibility of combining educational, scientific and sports activities when students master basic professional educational programs is ensured by the unity of the pedagogical influences of the trainer-teacher, aimed at the formation of professional

competencies consisting of specific knowledge, skills and abilities.

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Results of the study and discussion. The process of integration of educational, scientific and sports activities assumes that the development and implementation of work programs takes into account the need for the associated formation of competencies that correspond to the Federal State Educational Standard VO 49.03.04 Sports and the labor functions of the professional standard. A comparison of the competencies formed within the framework of the main professional educational program «Sport» and the generalized labor functions of the professional standard confirmed that achieving the effectiveness of the process of professional pedagogical training is impossible without combining educational, scientific and physical culture and sports activities that allow systematically and comprehensively solving professional problems.

The correlation between the professional competencies formed in students and the generalized labor functions of the coach who carries out their sports training at a physical education university indicates the implementation of broad, multifunctional activities that involve the integration of educational, scientific and sports components.

Thus, the competence «Able to plan, record and analyze the results of the training process and competitive activity at the stages of sports training», which is formed among students, is focused on the implementation of training for those involved at the training stage, at the stages of improving sportsmanship, highest sportsmanship in a sport, to perform functions of planning, accounting and analysis of the results of sports training of those involved. At the same time, familiarity with and practice of using methods of accounting, analysis, and evaluation of the effectiveness of the training process is only possible by immersing directly in the real sports pedagogical process, carried out on the basis of analytical activity.

The competence formed among female students, which consists in the ability to implement an individual

approach in the process of sports training, involves the preparation of those involved at all stages of sports training in the sport, the formation of versatile general and special physical, technical-tactical, psychological and theoretical preparedness of those involved in accordance with sports programs preparing and conducting training sessions with those involved in the stage of improving sportsmanship, the highest sportsmanship in the sport, according to individual plans for training athletes. Which, in turn, is impossible without creating conditions for problem-based learning.

A similar feature is observed in the formation of the ability to organize the participation of those involved in medical-biological, scientific-methodological and anti-doping support of sports training. This competence in female students can only manifest itself in contact work with female athletes and direct participation in these events.

The competence «Able to manage the competitive activities of athletes» is focused on training those involved in the stages of improving sportsmanship, the highest sportsmanship in a sport, as well as managing the systematic competitive activities of those involved. It involves the creation of conditions that allow not only to evaluate knowledge of the rules of competitions, but also the effectiveness of developing sportsmanship in accordance with them.

That is, the qualifications of teachers (coaches-teachers) who implement programs of academic disciplines and solve the problems of sports training of students must not only meet the professional standard [1], but also ensure the improvement of competencies developed as part of the development of the BOP, as well as the conduct of empirical research in within the framework of qualifying work.

At the same time, the stage of sports training implemented at the university presupposes the presence of appropriate sports qualifications of the contingent, experience in sports and coaching activities of the teacher, as well as fulfillment of the criteria for scientific, methodological and logistical support of the process.

It is necessary to take into account that trainers-teachers who carry out sports training for students must, in their own way, have a previously existing level of sports qualifications that is at least one step higher than the level of students at the Sports Training Center. For example, for the stage of improving sportsmanship - have a sports title of at least master of sports. In addition, in the process of sports training, teachers



and scientific and pedagogical workers of the university must provide consulting support and methodological assistance to coaches and athletes at all stages of sports training.

The formation of student sports teams at the stages of sports improvement and higher sports excellence in sports implemented at Sports Training Centers is carried out taking into account information about sports qualifications and the level of sports excellence. The occupancy and volume of workload in groups of stu-

dents must comply with the regulatory requirements of the federal standard of sports training for the chosen sport. At the same time, at the stage of improving sportsmanship and higher sportsmanship, it is possible to unite highly qualified athletes into one group, regardless of the course. At the moment, the quantitative composition of training groups is determined in accordance with the recommendations for the formation of training groups. Exceeding occupancy standards reduces the possibility of high-quality sports training

Structure of the «trainer-teacher» model

General characteristics of the profession
<i>Draws up an individual training program, monitors the progress of training; masters training methods and professional communication skills with athletes; has knowledge of the physiological foundations of the training process, as well as the characteristics of the corresponding sport; educates, instructs, advises.</i>
Contents of work
<i>Educational and training work in physical education and health groups and sports sections; preparing students for competitions; taking measures to increase the role of physical culture in improving the health of workers and members of their families, preventing morbidity and preserving their health; development of proposals for improving work and rest regimes, instructions, recommendations and other methodological materials on the use of various forms and methods of physical education for the prevention of possible diseases; organizing shows, competitions and other sporting events; implementation of professional and physical training; formation of professional competencies among students</i>
Working conditions
<i>Work indoors or outdoors; noise, vibration, lighting, temperature, work and rest hours; monotony and pace of work; possibilities of industrial injuries, occupational diseases: medical indications; benefits and compensation</i>
Personal qualities
<i>Speed of reaction; vestibular sensitivity and stability; discipline and responsibility; long-term and operational memory; visual and sound orientation; kinesthetic and tactile sensitivity; communication and organizational skills; coordination of movements; arm muscle strength; visual-figurative practical thinking; low anxiety; general physical hardening; RAM; visual and hearing acuity; spatial orientation; developed hand-eye coordination; developed memory for movements; distribution and switching of attention; risk appetite; coordination of movements of arms and legs; stress resistance; creative imagination; precision of movements; perseverance; stability of attention; physical strength and endurance; well-developed sense of intuition; determination; honesty; emotional-volitional stability; empathy</i>
Desirable Character Traits
<i>politeness; attentiveness; excerpt; goodwill; interest in sports, profession; correctness; observation; persistence; resourcefulness; courtesy; insight; self-control; restraint; courage; tact; patience; confidence; ability to withstand heavy loads; energy; erudition</i>
Career
<i>Training of top level athletes. Combines his activities with teaching at higher educational institutions and scientific work</i>
Requirements of the profession for a person
<i>Must have pronounced cognitive activity, observation (a fairly large amount of attention), stability of attention, high performance, low fatigue of the relevant sensory organs, show a firm position, adherence to principles in conclusions</i>



and increased performance in competitive activities.

Focusing on the professional competencies listed above, in conjunction with the professional standard «Trainer-teacher» [2], the structure of the «trainer-teacher» model was developed, complementing the teacher's professional profile.

Conclusions. Thus, the basis for staffing the integration of educational, scientific and sports activities at a physical education university in the implementation of the main professional educational program «Sport» is the multifunctionality of pedagogical activity, which, in accordance with the professional standard, involves the integration of professional functions of a trainer-teacher (teacher-trainer) in sports reserve training system. In this regard, the «coach-teacher»

model is a condition for the implementation of integration processes in the system of professional training of a sports teacher.

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