



Increasing the level of methodological training of physical education university students in a student fitness club

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Abstract

Objective of the study was to substantiate the possibilities of organizing a student fitness club during extracurricular hours in a university environment and the conditions for undergoing industrial teaching practice, developing professional competencies, increasing methodological preparedness, and developing the pedagogical skills of students.

Methods and structure of the study. To achieve the goal, theoretical methods (analysis of scientific and methodological literature, programs, design) and empirical methods (questionnaires, expert assessment, self-assessment) were used. The study took place on the basis of the Institute of Physical Culture and Sports of the Russian State Pedagogical University named after A. I. Herzen (IFKiS). It was attended by 1,358 1st-4th year undergraduate and 1st-2nd year master's students of full-time and part-time studies in various areas of training, 350 specialists and students of advanced training courses in physical education and fitness.

Results and conclusions. Analysis of studies by many authors (N.V. Kazakevich, 1999; T.S. Lisitskaya, L.V. Sidneva, 2002; V.A. Rostova, M.O. Stupkina, 2003; Yu.V. Streletskaya, 2007, etc.) made it possible to identify a number of main difficulties that students and specialists have encountered since the late 1990s in conducting classes in various areas of aerobics and fitness. According to many authors, the most typical difficulties of physical education teachers and students include: selection of exercises to compose them into combinations, complexes and musical accompaniment for them; methods of teaching new exercises; pedagogical control over the well-being of students and an individual approach. Aerobics experts note that the most significant group of difficulties includes a lack of practical experience, the ability to improvise (lack of motor reserve), and regulate physical activity. Other authors identify a group of problems associated with the level of musical and rhythmic training of specialists, their ability to select music in accordance with the objectives of the lesson, and insufficient knowledge of verbal and non-verbal forms of communication (voice, gestures and facial expressions). The effectiveness of the participation of students and undergraduates in the activities of the SFC will be determined by increasing the level of their theoretical knowledge, methodological training, practical skills, and the formation of their professional competencies.

Keywords: *students, fitness club, self-government, methodological training, teaching practice, professional competencies, additional specialty.*

Introduction. The problem of improving the educational process in domestic universities is the main one for the entire system of Russian physical education. At the same time, it is obvious that its solution determines the updating of the content of the educational process with the priority use of innovative teaching methods, which requires, to a significant extent, the formation and maintenance of the functioning of the appropriate innovation infrastructure.

In this regard, there is a need to train a specialist teacher of a new type, possessing the necessary

competencies, high culture and degree of readiness for professional creativity, capable of effectively realizing their internal potential, competitive in the labor market conditions, due to significant changes taking place in modern society [1, 5]. Thus, in particular, there is a constant reversal in the demand for specialties in the labor market, replacing old professions with new ones. At the same time, the high demand for modern wellness areas and the formation of a healthy lifestyle trend contributes to the development of the fitness industry in Russia, creates a certain social demand for



fitness specialists, which actualizes new directions in training and retraining in universities in this area [2].

At the Pedagogical University of the Russian State Pedagogical University named after. A.I. Herzen Institute of Physical Culture and Sports (IFKiS) has been training fitness specialists for more than 15 years. Fitness as an academic discipline is included in all areas of training for bachelors and masters implemented at IFKiS. The profiles «Fitness Management in Physical Education» and «Fitness Technologies in Physical Education» (direction of masters programs «44.04.01 - Pedagogical Education») deserve special attention. Fitness is studied in the form of various curriculum disciplines and elective courses.

In order to successfully conduct fitness classes, it is necessary not only to know its content and theory well, but also to constantly study related sciences: anatomy, kinesiology, physiology, psychology, management, etc., as well as to be able to competently master teaching methods and organizational methods, conducting classes; be able to apply an individual and differentiated approach to students, know methods of load regulation, test indicators of the development of motor abilities, physical fitness and health status of students, i.e. have theoretical knowledge, practical skills and, what is very important, be methodologically prepared [4, 5].

In this regard, for the training of specialists, it is important to know what difficulties students face in the process of conducting fitness classes, in particular, in teaching practice in educational institutions. All this will allow us to simulate various pedagogical situations and focus on ways to overcome the main difficulties.

In 2024, a survey was conducted among 1st-2nd

year masters students and 4th-year undergraduate students (135 people) on their self-assessment of theoretical, practical and methodological training in the academic disciplines of fitness. You had to evaluate your preparedness on a scale from 1 to 5 points.

As a result of the study, the highest score was obtained for self-assessment of theoretical knowledge (4,4b.). Practical (motor) training was rated by respondents at 3,9 points. The analysis of the curricula revealed that the number of hours allocated to practical fitness classes is not enough, especially for master's degree students. The fitness industry is actively developing, new technologies and fitness programs appear every year, which there is not enough time to get acquainted with in the educational process. Apparently, this is why students note that they do not feel entirely confident during practical classes. The lowest score (3,2) was obtained for methodological training (ability to teach, conduct, organize, etc.). Methodological training is the process of mastering special knowledge and skills through the targeted inclusion of future teachers in methodological practical activities; its insufficiency is critical for the professional activity of a fitness specialist.

In this regard, there is a need to improve professional skills and methodological training of students and undergraduates in this aspect.

Objective of the study was to justify the possibilities of organizing a student fitness club during extracurricular hours in a university setting and the conditions for undergoing industrial teaching practice, developing professional competencies, increasing methodological preparedness, and developing students pedagogical skills.

Table 1. Difficulties that arise when conducting classes in various areas of aerobics and fitness

List of difficulties	
<i>Pedagogical control</i>	Well-being, regulation of physical activity, general and motor density, testing
<i>Exercise technique</i>	Competent demonstration, culture of movements, mastery of voice, gestures, artistry, emotional positive background of classes, coordination of music and movement, mastery of movement techniques, ability to lead oneself, motor reserve, improvisation
<i>Methodology for composing exercises</i>	Composition of exercises according to the objectives and parts of the lesson, musical accompaniment, the ability to combine exercises into bundles, blocks, compositions, selection of exercises in accordance with the age of those involved, physical fitness, and health status
<i>Teaching Methodology</i>	Selection of introductory and preparatory exercises, identification and correction of errors, the ability to organize sets of exercises into parts, blocks, ligaments, teach from simple to complex in accordance with methodological principles
<i>Methodology for organizing classes</i>	Rational distribution of time for solving assigned tasks, managing students, observing safety precautions, rational use of organizational methods and methods of conducting exercises, preparing for classes, etc.
<i>Individual approach</i>	The ability to find contact with each student and take into account his psychophysical and health status



Methods and structure of the study. To achieve the goal, theoretical methods (analysis of scientific and methodological literature, programs, design) and empirical methods (questionnaires, expert assessment, self-assessment) were used. The study took place on the basis of the Institute of Physical Culture and Sports of the Russian State Pedagogical University named after A. I. Herzen (IFKiS). It was attended by 1,358 1-4 year undergraduate and 1-2 year master's students studying full-time and part-time in various areas of training, 350 specialists and students of advanced training courses in physical education and fitness.

Results of the study and discussion. Analysis of studies by many authors (N.V. Kazakevich, 1999; T.S. Lisitskaya, L.V. Sidneva, 2002; V.A. Rostova, M.O. Stupkina, 2003; Yu.V. Streletskaya, 2007, etc.) made it possible to identify a number of main difficulties that students and specialists have encountered since the late 1990s in conducting classes in various areas of aerobics and fitness [3]. According to many authors, the most typical difficulties of physical education teachers and students include: selection of exercises to compose them into combinations, complexes and musical accompaniment for them; methods of teaching new exercises; pedagogical control over the well-being of students and an individual approach. Aerobics experts note that the most significant group of difficulties includes a lack of practical experience, the ability to improvise (lack of motor reserve), and regulate physical activity. Other authors identify a group of problems associated with the level of musical and rhythmic training of specialists, their ability to select music in accordance with the objectives of the lesson, and insufficient knowledge of verbal and non-verbal forms of communication (voice, gestures and facial expressions).

During 2009-2016 A survey was conducted of teachers, teachers, students, fitness instructors and students of advanced training courses, and on children's fitness. A total of 350 people were interviewed [3]. As a result of the survey and analysis of dissertation research, a list of difficulties was compiled and ranked by respondents (Table 1).

In 2024, a similar survey was conducted among 3rd and 4th year master's and bachelor's students at the Faculty of Physical Education and Science for a comparative analysis of the difficulties encountered in the process of teaching practice in various areas of

aerobics and fitness, as well as specialists with different work experience (Figure 1).

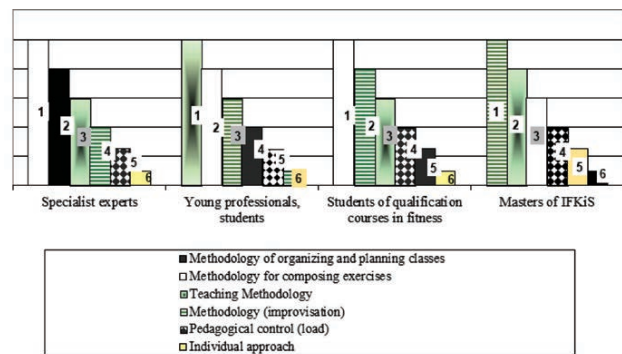


Figure 1. Ranking of difficulties in the professional activities of specialists and students in fitness and health-improving physical culture

Based on the survey results, it follows that the greatest difficulties are caused by the methodology of compiling sets of exercises and the selection of musical accompaniment; difficulties were identified in the methods of conducting and teaching, but their ranking is unequal in different strata. The issue of difficulties with the methods of organizing classes became controversial. So, if experts put it in second place, then less experienced specialists, as well as students, undergraduates and students of courses on children's fitness give it significantly less importance. Pedagogical control and individual approach also do not cause any particular difficulties for them, which, in our opinion, is due to a lack of teaching experience, which is indirectly confirmed by L.V. Sidneva [6], who established a high correlation between lack of experience between difficulties in implementing pedagogical control over a group and an individual approach ($r = 0.690$), with the problem of composing compositions ($r = 0,918$) and difficulty in selecting exercises and composing complexes ($r = 0,828$).

The results of a survey of experts and specialists made it possible to determine the main reasons for the listed difficulties. These include: lack of opportunity for timely acquisition of fitness knowledge and familiarization with modern fitness technologies; lack of knowledge on fitness theory and lack of modern practical skills necessary for a fitness specialist, lack of educational and methodological literature on fitness (especially for children). Young professionals and students cited the lack of practical experience and methodological training as the main reasons.

The identification of difficulties made it possible to develop and further adjust professional training programs for fitness specialists, as well as to develop a project for a student fitness club (SFK) based on self-government for additional practical fitness classes during extracurricular hours and the formation of professional competencies of IFKiS students in the context of teaching practice.

In this regard, a questionnaire of 24 questions was developed and an online survey was conducted among students of the A.I. University. Herzen (1358 respondents), in order to determine their attitude towards the creation of a fitness club at IFKiS, as well as to identify the possibility of their participation in various club events, which would make it possible to draw up a plan for its work, organize teaching practice and work to attract students from other faculties of the university to classes fitness. The main results of the survey are presented in table 2.

To the question: «For what purpose would you like to take part in the work of a fitness club?» 53,8% of respondents answered that they wanted to get acquainted with new programs, 41,3% of respondents indicated a desire to consolidate acquired knowledge in practice, replenish their motor reserve, and overcome uncertainty in conducting classes. Based on the responses received from the students, it was decided to create a fitness club. The structure of the SFC is shown in Figure 2. The club has two main areas of work: 1 «Practical classes» and 2 – «Advanced training courses».

The first direction consists of two blocks: block 1 is teaching practice for bachelors and masters of IFKiS, which includes conducting various training sessions on fitness, performing methodological tasks and much more; block 2 is «Physical and recreational

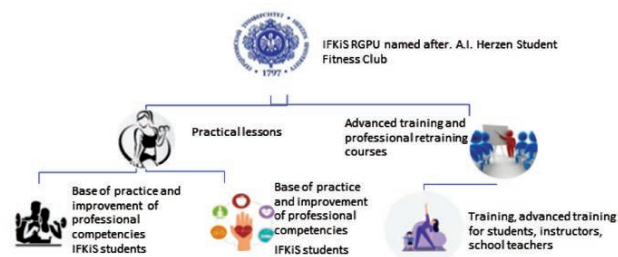


Figure 2. Structure of the student fitness club

work with students of the Russian State Pedagogical University named after. A.I. Herzen», this block unites those who want to engage in fitness and take part in various events of the fitness club, regardless of their training area.

The second direction is headed by IFKiS teachers. They conduct classes with senior and undergraduate students, physical education and fitness specialists as part of advanced training courses. Training is provided in various areas of fitness. Courses have different durations, including short-term ones (from 20 hours). After completing the training, depending on the level of education, students can receive documents of various types (certificate, ID). To improve the methodological training of students and undergraduates, 3 programs have been developed.

The active staff of the student fitness club consists of a chairman, three deputy chairmen responsible for different blocks and areas of work, as well as curators - IFKiS teachers. The work plan of the SFK includes the work of all directions and blocks, which includes a wide range of both methodological and organizational activities. These include: conducting classes in various areas of fitness, master classes, contests, competitions, developing and maintaining pages on social networks VK, etc., developing a website, video programs, organizing advertising events, working with

Table 2. Attitude of IFKiS students to the organization of a fitness club

Criterion indicators	Students of other faculties	IFKiS	
		Bachelors	Masters students
The number of students supporting the opening of a fitness club	93,4 %	94%	93,7%
The number of students who want to become a member of his fitness club	69,5 %	70,9%	66,7%
The number of students are ready to acquire additional knowledge (on methods of conducting fitness classes, etc.)	58%	75,6%	69,8%
The number of students who would like to take a course in a mixed format and receive a certificate	67%	63,9%	48,1%
Number of students who want to be fitness instructors	27%	72,5	57,1



regulatory documents for the implementation of the club's activities and etc.

Conclusions. The effectiveness of the participation of students and undergraduates in the activities of the SFC will be determined by increasing the level of their theoretical knowledge, methodological training, practical skills, and the formation of their professional competencies. The advantages of student participation in the club are also: developing the skill of self-organization, gaining additional knowledge, obtaining documents on advanced training, gaining practical experience in conducting fitness classes, creating a group of like-minded people, gaining management experience, the opportunity to demonstrate their leadership qualities, etc.

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