



Features of the educational process of training coaches and teachers at the university of physical education

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Abstract

Objective of the study was to theoretical justification of the educational process in the preparation of trainers-teachers in the conditions of integration of educational, scientific and sports activities in universities of physical education.

Methods and structure of the study. Based on a synthesis of curriculum monitoring data over 35 years, curricula, educational process schedules and class schedules were analyzed.

Results and conclusions. The ratio of educational and sports activities in the process of their integration should take into account the specifics of training in the chosen sport: the age characteristics of the stages of training, the dynamics of the formation of sports skills and the achievement of its peak, the features of the periodization of the training process and planning of the training load. The integration process assumes that the development and implementation of both educational and sports programs takes into account the need for the associated formation of competencies that correspond to the Federal State Educational Standard of Higher Education 49.03.04 Sports and the labor functions of the professional standard «Coach-teacher».

Keywords: *physical education universities, coaching and teaching activities, educational process, students, competencies, sports training.*

Introduction. The integration of education into the scientific and sports activities of students is ensured, both horizontally and vertically, by the content of professional training, focused on the multifunctional activities of the future sports teacher [1, 3]. An analysis of the multicomponent composition of a sports teacher's professional activity as a «descriptive and technological characteristic of his professional activity» shows that preparation for coaching determines a wide range of professional training tasks to be solved with immersion in each of them. Each implemented stage of sports training depends on the sports qualifications of the contingent, as well as on the experience of the teacher in sports and coaching. It is necessary to take into account that specialists who carry out sports training of future trainers and teachers must, in their own way, previ-

ously existing level of sports qualifications, exceed the level of students by at least one level. The variety of tasks to be solved and professional functions performed at the same time (organizer, communicator, diplomat, analyst, methodologist, etc.), characteristic simultaneously for educational, scientific and sports activities, allows them to be successfully combined, forming the professional competence of students.

The curriculum, the schedule of the educational process and the schedule of classes should provide not only the possibility of implementing the training process and competitive activity of students, taking into account the stage of sports training, but also the implementation of research activities, which are, as a condition for the formation of pedagogical creativity skills. This requires harmonization of



programs both separately for each discipline of the profile, and, in general, for all disciplines of the main professional educational program in accordance with federal standards of sports training for sports. It is necessary to take into account the possibilities of combining training sessions within the curriculum with a full-fledged training process [4].

Results of the study and discussion. An analysis of the features of curriculum transformation over the past 35 years has shown that sports improvement classes played a key role in the training of coaches even before the introduction of state educational standards. In the 1988 curriculum, 864 academic hours were allocated for the discipline «Sports and Pedagogical Improvement». At NSU named P.F. Lesgaft in those years there was a structural unit «School of Higher Sports Excellence» - an analogue of the TsSP. At the same time, independent teaching activities of students began only in senior years. Thus, the ratio of activities in the process of their integration should take into account the specifics of training in the chosen sport: the age characteristics of the stages of training, the dynamics of the formation of sportsmanship and the achievement of its peak, the features of the periodization of the training process and planning of the training load [5].

The number of hours and the content of the curriculum disciplines is determined taking into account the requirements of the FSSP for the sport and the requirements of the professional standard «Coach-teacher», approved by the Ministry of Labor

of Russia dated December 24, 2020 No. 952n. [2]. Thus, the curriculum is drawn up in accordance with Appendix No. 2 to the FSSP for the type of sport «Requirements for the volume of the training process», which makes it possible to specify the indicators of the training load in sports-pedagogical disciplines mastered at a physical education university. As part of training activities in their chosen sport, students, using specific means and methods, prepare to solve the problems of pedagogical activity in accordance with the professional standard «Coach-teacher». At the same time, it is necessary to take into account that in the process of sports training, pedagogical influences allow, within the framework of integration, to form not only professional competencies of the disciplines of the educational program in the direction 49.03.04 - Sports, but also universal competencies (Table 1).

The qualifications of teachers of disciplines aimed at solving the problems of sports training must not only meet the professional standard «Trainer-teacher», but also ensure the improvement of competencies developed as part of the development of the BOP, and the conduct of empirical research as part of the qualification work (Table 2).

The formation of professional competence «is able to improve one's individual sports skills and maintain a level of preparedness that ensures solving the problems of professional activity» involves not just mastering the content of a sports training program at a specific stage, but also analytical ac-

Table 1. Universal competencies of the main professional educational program 49.03.04, formed in students in the process of mastering the sports training program at the stages of improving sportsmanship and higher sportsmanship

Code	Name of the graduate's universal competence
UC-1	Able to search, critically analyze and synthesize information, apply a systematic approach to solve assigned problems
UC-2	Able to determine the range of tasks within the framework of the set goal and choose the best ways to solve them, based on current legal norms, available resources and limitations
UC-3	Able to carry out social interaction and realize his role in a team
UC-4	Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s)
UC-5	Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts
UC-6	Able to manage his time, build and implement a trajectory of self-development based on the principles of lifelong education
UC-7	Able to maintain the proper level of physical fitness to ensure full social and professional activities
UC-8	Able to create and maintain safe living conditions in everyday life and professional activities to preserve the natural environment, ensure sustainable development of society, including in the event of the threat and occurrence of emergencies and military conflicts
UC-11	Able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities



Table 2. Correlation of general professional competencies formed in the educational program "Sport" and generalized labor functions of the professional standard "Coach-teacher"

Name of the category of general professional competencies	Code and name of competencies
Planning	GPC-1 Able to plan the content of physical education and sports within the scope of sports training, education, taking into account the provisions of the theory and methodology of physical culture, the theory of sports, anatomical, morphological, physiological and mental characteristics of those involved in different genders and ages
Sports selection	GPC-2 Able to use methods of sports orientation and selection of athletes and students taking into account their age, psychophysical and individual characteristics in the field of sports training and education
Types of athlete training, training, education, development	GPC-3 Able to conduct physical education and sports classes in the field of sports training and education
	GPC-4 Capable of developing physical qualities and increasing the functional capabilities of athletes and students in accordance with the specifics of the sport, providing psychological and pedagogical support in the field of sports training and education
	GPC-5 Able to organize and conduct training, ensure the participation of athletes and students of various qualifications in sports and physical education events
Management of competitive activities	GPC-8 Capable of providing and implementing information, technical and psychological support for competitive activities
	GPC-9 Able to analyze competitive activity to adjust the pedagogical impact on athletes and students
Ensuring security	GPC-10 Able to ensure compliance with safety regulations and injury prevention
Control and analysis	GPC-12 Capable of monitoring the technical, physical, tactical, psychological, intellectual and integral preparedness of athletes, the physical development of athletes and students, including using measurement and evaluation techniques
	GPC-13 Able to use the results of pedagogical, psychological and medical-biological control to correct the training process in a chosen sport, monitor the formation of a general culture, and cultivate personal qualities in individuals involved in physical culture and sports
Scientific research	GPC-15 Capable of conducting scientific research to determine the effectiveness of the means and methods used in the field of sports training and education
Organizational and methodological support	GPC-17 Able to organize and referee sports competitions
	GPC-18 Able to provide methodological support and control in the field of sports training and education
Information and communication technologies for professional activities	GPC-20 Able to understand the operating principles of modern information technologies and use them to solve professional problems

tivity to assess one's capabilities, choose an individual trajectory of motor and theoretical development, adequate to the tasks of sports and pedagogical activities.

The integration process assumes that the development and implementation of both educational and sports 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.

The occupancy and volume of workload in groups of students 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 sportsman-



ship, it is possible to unite highly qualified athletes into one group, regardless of the course.

For the convenience of planning associated educational and training activities, it is possible to combine sports into larger subgroups based on the presence of common signs of motor activity: for example, cyclic sports, complex coordination sports, team sports, martial arts, etc. As a result of the associated development of programs, the formation of universal competencies in athletes can be carried out more intensively, confirming the possibility and necessity of integrating educational, scientific and sports activities.

Conclusions. A comparison of the general professional competencies formed within the framework of the main professional educational program «Sport» and the generalized labor functions of the professional standard «Coach-teacher» confirmed that achieving the effectiveness of the process of professional pedagogical training is impossible without combining educational, scientific and physical culture-sports activities, allowing systematically and comprehensively solve professional problems. Considering that all teachers of sports pedagogical departments of universities have the required level of basic professional education (not lower than a specialty), in accordance with the professional standard, they can perform the labor functions of a sports coach at various stages of training.

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