



A model for teaching students' sports training within the framework of physical education in a higher education institution

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Abstract

Objective of the study is to theoretically substantiate and develop a pedagogical model for student athletic training in physical education at a university and recommend it for practical use.

Methods and structure of the study. In 2024, the study was conducted at the K.A. Timiryazev Russian State Agrarian University – Moscow Agricultural Academy. The study utilized a variety of data collection approaches, including the study of theoretical and methodological sources, thematic surveys, interviews, monitoring of the educational process, engaging experts, classifying data, creating models, and identifying key aspects. The integrated application of these methods allowed us to collect and organize the necessary scientific and methodological material for the subsequent creation of an experimental model for developing athletic training in physical education for university students.

Results and conclusions. The conducted scientific and theoretical analysis, systematization of the studied material, and abstraction facilitated the development of an experimental model for student athletic training in physical education at a university.

Keywords: *students, physical education, university, pedagogical model, sports training model.*

Introduction. The current physical education process for students at non-physical education universities focuses on the physical fitness of young people and the development of general physical education competencies, which generally fails to motivate students to engage in systematic physical education and sports. Overall, a "generalized" physical education process is organized, aimed at minimally supporting physical activity, without taking into account the individual abilities of those involved. Furthermore, there is a decline in the number of practical hours for physical education at universities across the country, where up to 70% or more of classes are conducted only in the first and second years, and in the third year, they are, at best, electives. It is also worth noting that up to 20% of physical education classes are relegated to lectures, which do not provide students with the necessary physical activity.

The best theory in physical education is practice. The need to introduce a sport-specific approach to student physical education will help increase student motivation, realize their individual motor potential, and develop a sustainable sports culture, enabling young people to cultivate their chosen sport in their future professional and social lives. At the same time, Russian Sports Minister M.V. Degtyarev identified one of the main objectives for improving the physical education and sports movement in the country as developing a sports-focused approach to student physical education at Russian universities.

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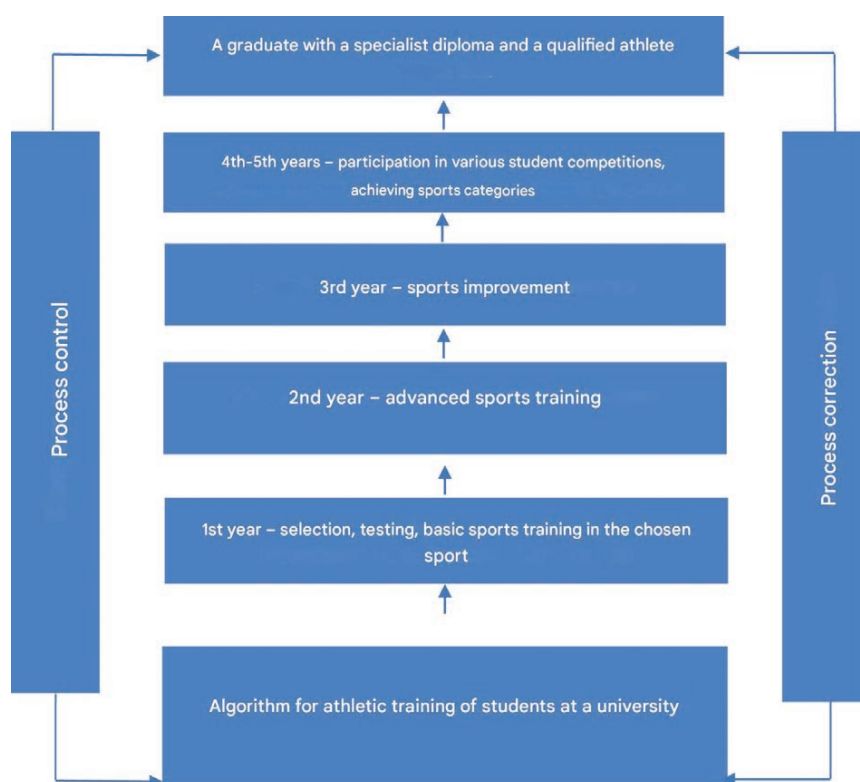


Fig. 1. Theoretical model of students' sports training in physical education at the university

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As shown in Figure 1, the experimental model includes four sequential functional blocks of student athletic training in physical education at a university: basic specialization, advanced training, advanced development, and participation in student athletic competitions.

Conclusion. The developed theoretical model of student athletic training at a university is optimal and compact, consistent with the general methodological

principles of the athletic training system, and can be recommended for testing at universities across the country.

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