



Preparation of a sports reserve in higher education in the field of physical culture and sport

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Abstract

Objective of the study was to identify the possibilities of a higher education institution of physical culture to carry out activities for the preparation of a sports reserve.

Methods and structure of the study. In the course of the work, the federal standards of sports training, implemented in accordance with the Federal State Educational Standards of the program, were analyzed, the conditionality of the training of the sports reserve with personnel, methodological, material and technical resources was revealed. A survey of teachers of the Lesgaft NSU was conducted.

Results and conclusions. As the results of the study showed, the universities of physical culture have all the opportunities for training a sports reserve. At the same time, this type of activity entails a number of changes in the educational process. The education system in sports universities should provide training for both high-class athletes and qualified coaches. At present, the model of integrating the training of a sports reserve into the educational process of higher educational institutions of physical culture is becoming more and more in demand, where the normative support of the training system is carried out on the basis of the Federal Standard of Sports Training by sport.

Keywords: *sports training, higher education institutions of physical culture, sports qualification, methodological support of sports training, sports reserve.*

Introduction. On the basis of part 2 of section IV “The concept of training a sports reserve in the Russian Federation until 2025” [1], in order to develop student sports, educational organizations of higher education can implement on the basis of voluntary accreditation, which gives the right to carry out activities to implement federal standards of sports training, programs sports training in a specially created structural unit at the stages of improving sportsmanship and higher sportsmanship. Thus, according to part 2 of section IV [1], a mechanism for intersectoral interaction has been established, in which an organization providing sports training, regardless of departmental affiliation, type and legal form, has the opportunity to participate in the training of a sports reserve through the implementation of sports training programs.

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Results of the study and their discussion. According to the survey, it was found that the universities of physical culture have all the opportunities for training a sports reserve. The preparation of a sports reserve in the implementation of educational programs in a sports university entails a number of changes in the educational process. The education system in sports universities should provide training

for both high-class athletes and qualified coaches. At present, the model of integrating the training of a sports reserve into the educational process of higher education institutions of physical culture is becoming more and more in demand. Normative support of the sports reserve training system is carried out on the basis of the FSST (Federal Standard for Sports Training) [2] by sport.

It has been established that in the majority (71.4%) of universities sports clubs or sports training centers have been created that train athletes in one or more sports. Basically, these are universities with a branched structure of faculties and institutes [3]. The performed correlation analysis confirmed this dependence (Fig. 1).

The most complex structure is typical for Lesgaft NSU, St. Petersburg, involving the functioning of institutes, higher schools of trainers, scientific-practical and scientific-methodological centers, a center for monitoring and independent assessment of the quality of education, faculties, departments, a sports club, a training center, a testing center.

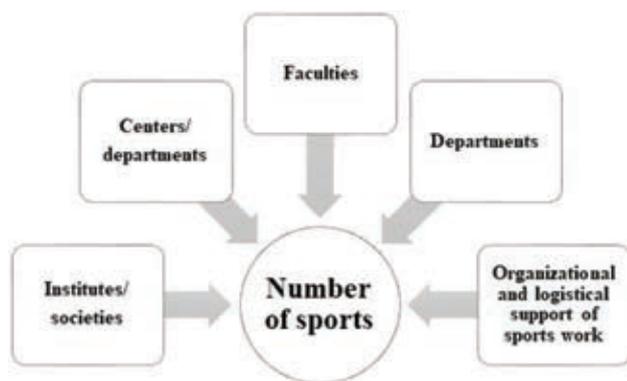


Figure 1. Correlation between the components of the structure of higher educational institutions of physical culture in Russia, with the number of sports profiled in them

Based on the analysis of correlations between indicators recorded at Lesgaft NSU, St. Petersburg, it was found that the fulfillment of the target figures for admission to the university, for the development of the main professional educational program in the direction 49.03.01 Physical culture at sports and pedagogical departments, is highly predetermined by the number of athletes who entered the university from sports organizations in the region ($r=0.96$). This was confirmed by the following data: there is a direct almost functional relationship between the total number of applicants and the number of those who completed their studies from the region ($r=0.98$). At the

same time, the more athletes entered the university from the region, the more successfully they completed their training ($r=0.95$). The total number of graduates and their affiliation to the region largely determines the employment rates ($r=0.97$ and $r=0.93$, respectively).

That is, employment in the specialty “sport coach” also largely depends on ties with sports organizations in the region. This fact is confirmed by the pronounced positive correlations between the total number of university graduates and separately graduates of sports and pedagogical departments from the region of the university with the number of those employed in the specialty “sport coach” in the region ($r=0.86$ and $r=0.76$, respectively). In addition, it has been established that sports training successfully carried out at the university contributes to the preservation of professional orientation. Thus, the number of graduates who improved their sports skills in the process of training on the basis of the university largely determined the total number of graduates ($r=0.62$) and the number of graduates from the region ($r=0.54$) who successfully mastered the professional training program in the direction 49.03.01. However, the improvement of sports qualifications did not always determine employment in the specialty ($r = 0.24-0.29$). At the same time, it should be noted that graduates who have improved their sports qualifications at a university find it easier to find a job in the specialty “sport coach” ($r=0.34$) than those who train on the basis of other sports organizations ($r=0.15$).

In the process of correlation analysis, it was found that the level of qualification of a coach-teacher of a university determines the possibility of preparing sports teams for sports at various levels ($r=0.66$). However, this is most often associated with the combination of professional and pedagogical activities of a teacher at a university with direct coaching activities in sports organizations in the region ($r = 0.81$). The presence of a coaching category, logistics and organizational conditions for sports training determines the success of training highly qualified athletes ($r=0.73-0.85$).

Thus, the integration of educational, scientific and physical culture and sports activities in higher education in the field of physical culture and sports contributes to the process of sports training and is carried out on the basis of systemic links between the documents regulating them, presented in Figure 2.



Figure 2. Logical diagram of the relationship of documents regulating educational, scientific and sports activities in the field of physical culture and sports

The content of the main professional educational programs aimed at training personnel for the field of physical culture and sports, first of all, takes into account the Federal State Sports Training Standards, which should be developed by specialists in a particular sports discipline and based on scientific evidence. Only such a document can be effectively implemented in organizations that train the sports reserve. The professional standard of a sports coach takes into account the Federal Standard for Sports Training and all the scientific knowledge that underlies its development. The Federal State Educational Standard (FSES) and the Federal State Requirements (FGR) regulate the design of basic professional educational programs, taking into account the requirements of the Federal State Standards for Sports Training and professional standards for sports and scientific personnel who ensure the development of documents and the implementation of professional activities in each subsequent cycle.

Conclusions. Implemented educational programs in higher education institutions of physical culture comply with the requirements of documents regulat-

ing educational, scientific and physical culture and sports activities in the field of physical culture and sports, which confirms the possibility of carrying out activities to prepare a sports reserve in educational institutions of this direction.

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