



# Realization of the phenomenon of a dual career in the conditions of integration of sports, educational and scientific activities in universities of physical culture orientation

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## Abstract

**Objective of the study** was to determine the conditions for the effective implementation of a dual career for student-athletes in the course of integrating sports training into the activities of universities of physical education.

**Methods and structure of the study.** As research methods, the theoretical analysis and generalization of special literature on the problem under study, the analysis of the content and structure of methodological support in the areas of training implemented in universities of physical education were used.

**Results and conclusions.** Reducing the negative effects of the implementation of a dual career is possible with the right choice of the direction of higher education, with the assignment of the appropriate qualification. The most acceptable areas of training for the successful implementation of a dual career path for a student-athlete include areas UGSN (enlarged group of specialties and areas of training) 49.00.00 and the qualification "Coach by sport. Teacher". One of the prerequisites for successful integration into the educational process is the generalization of the social, psychological and professional characteristics of the trainer-teacher, reflected in the profессиogram.

**Keywords:** *dual career, integration, trainer-teacher, profессиogram.*

**Introduction.** As part of the integration of sports activities into the work of educational institutions of higher education with a physical education orientation and the solution of the accompanying task of implementing the concept of a dual career for student-athletes of various qualifications, one of the key questions that need to be answered is the determination of the most appropriate direction of training and characteristics of the future profession in demand. Theoretical substantiation of the choice of the most appropriate direction of higher education training for the implementation of a dual career of highly qualified student-athletes in the context of the integration of sports training into the activities of universities of physical education, as well as the specification of the main recommendations of a scientific and practical nature that determine the profессиogram of a future coach-teacher.

**Objective of the study** was to determine the conditions for the effective implementation of a dual career for student-athletes in the course of integrating sports training into the activities of universities of physical education.

**Methods and structure of the study.** The study was conducted at the Lesgaft University, as part of the implementation of the research topic "Integration of educational, scientific and physical culture and sports activities in higher education in the field of physical culture and sports." The solution of research problems involved the use of a set of methods that made it possible to study the presented problem: theoretical analysis and generalization of special literature, analysis of the content and structure of methodological support in the areas of training implemented at Lesgaft University.



**Results of the study and their discussion.** The rationale for choosing the direction of higher education for a person involved in sports is based, first of all, as well as the choice of a person who is not related to sports, on his abilities, the system of motives and interests, as well as the needs of society in a particular profession at the current stage of development. In this case, a simple selection scheme is justified by the compatibility of the three factors mentioned above, which take into account, on the one hand, the demand for the activity and, on the other hand, the individual characteristics of the applicant's personality. But the situation becomes more complicated when an applicant or student continues to actively engage in a chosen sport, realizing himself as an athlete, while wishing to successfully complete training within the framework of the main educational programs of higher education, having received an interesting and sought-after profession, thereby ensuring his own implementation in conditions dual career.

This career path is a very complex construct that has a number of negative effects that are perceived by training athletes as problems. Thus, according to a survey of athletes from different countries who participated in the 2017 Summer Universiade, it was determined that the following are noted as such: absenteeism from training sessions (57%), limited leisure (50%), financial uncertainty (44%), reduction in the term learning (42%) and a constant feeling of overload (37%) [1].

Also, studies of the success of training athletes in Eastern Europe have shown that playing sports negatively affects the academic performance of students, which, according to the authors, contradicts the integration model of a dual career [2].

Studies conducted by domestic experts have confirmed the likelihood of difficulties in combining sports and educational activities for students, who were conditionally divided into three groups: temporary and territorial, communication difficulties, cognitive and emotional difficulties [3].

At the same time, the possibility of a comfortable and high-quality combination of educational activities and sports careers of students can be provided by organizing a flexible personalized approach [4; 5].

In order to reduce the impact of subjective and objective difficulties in combining sports and higher education, the university is implementing an integrative model for implementing an innovative project to create sports training centers for student teams consist-

ing of students in the main educational programs of higher education. One of the key organizational tasks of the project was the creation of individual learning conditions that contribute to the effective self-realization of student-athletes in the conditions of higher education in the areas of training implemented at the university. At the same time, on March 49, 2004, "Sport" was chosen as the main area of training for bachelors, with the qualification "Coach by sport. Teacher", as well as the direction of preparation of the magistracy 49.04.03. - "Sport".

As part of the organization of educational activities in the direction of training "Sport" for the levels of bachelor's and master's degrees, the curriculum includes academic disciplines aimed at developing the necessary competencies in the chosen sport in relation to the coaching and teaching activities of the future graduate. For the level of training of bachelors, these are, first of all, "Theory and Methods of the Chosen Kind of Sports", "Professional and Sports Improvement in the Chosen Kind of Sports", and also, in order to fully develop skills in the chosen kind of sport, "Elective disciplines in physical culture and sports", meaningfully aimed at solving the problems of improvement in the chosen sport. For the level of preparation of the magistracy for such disciplines, "Theory and methods of sports of the highest achievements", "The system of training highly qualified athletes in the chosen sport" are assigned. In addition, practical training is provided for both levels of training, in the form of pedagogical and coaching practices. The specified characteristic of training programs reflects the significant proximity of the competencies of an athlete and a future coach-teacher in a sport, which leads to a decrease in cognitive difficulties for an athlete-student in the implementation of his own dual career.

In addition, the grounds for choosing this area of training as the most appropriate in the implementation of a dual career are the following:

1. As a rule, applicants entering this area of study have the necessary sports qualifications in their chosen sport for selection to the national teams in sports (47% are highly qualified athletes (Candidate for Master of Sports, Master of Sports, Master of Sports of international class, Honored Master of Sports), including current ones).

2. The qualification of the teaching staff contributes to the effective organization of both educational and training processes, while the teaching staff has already formed an adequate attitude and under-



**Table 1. Professiogram of the trainer-teacher**

Components	Trainer-teacher
General characteristics of the profession	Creates an individual training program monitors the progress of training; owns the methodology of training, the skills of professional communication with athletes; has knowledge of the physiological foundations of the training process, as well as the features of the corresponding sport; educates, instructs, advises.
Content of labor	Educational and training work in sports and recreation 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 maintaining their health; development of proposals for improving the regimes of work and rest, instructions, recommendations and other methodological materials on the use of various forms and methods of physical culture for the prevention of possible diseases; introduction of sports and recreational activities in the organization; organization of reviews, competitions and other sporting events; consultations for people involved in physical culture; implementation of vocational training; formation of professional competencies among students.
Working conditions	Work indoors or outdoors; noise, vibration, lighting, temperature, mode of work and rest; monotony and pace of work; the possibility of industrial injuries, occupational diseases: medical indications; benefits and compensation.
Personal qualities	Speed of reaction; vestibular sensitivity and stability;  discipline and responsibility; long-term and working memory; visual and sound orientation; kinesthetic and tactile sensitivity; communication and organizational skills; coordination of movements; muscle strength of the hands; visual-figurative practical thinking; low anxiety; general physical hardening; volumetric and planar eye; RAM; visual acuity and hearing; spatial orientation; developed visual-motor coordination; developed memory for movements; distribution and switching of attention; risk appetite; coordination of movements of arms and legs; stress resistance; firm character; creative imagination; accuracy of movements; accurate eye gauge; exactingness; perseverance; balance, strength and mobility of nervous processes; attention span; physical strength and endurance; well developed sense of intuition; purposefulness; honesty; emotional and volitional stability; empathy.  <u>Desirable character traits:</u> vigilance; 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.
Career	Training of top level athletes. He combines his activities with teaching in higher educational institutions, scientific work.
Job requirements for a person	Must have a pronounced cognitive activity, observation (a fairly large amount of attention), stability of attention, high performance, low fatigue of the corresponding sensory organs, show firmness of position, adherence to principles in conclusions.

standing of the difficulties that an athlete faces in the course of training and competitive activities, which significantly reduces the problems of their interaction with teachers.

3. Applicants entering this area of training have a pronounced motivation and a positive attitude towards continuing their own career growth in the field of physical culture and sports, which, in turn, reduces emotional difficulties.

4. Educational and training processes in the chosen sport are carried out using the same material and technical base, which significantly reduces the impact of time and territorial costs.

In essence, the educational programs implemented by the universities of physical culture at vari-

ous levels of education (bachelor’s, master’s, and in the future, specialty) provide an opportunity to obtain unique knowledge about a person, to form practical skills of interaction in the “person-to-person” system, including special conditions of sports activities in general and highly specialized conditions of the chosen sport. The foregoing indicates an increase in the quality of one’s own preparedness for active highly qualified athletes, as well as the receipt of a quality education in the field of physical culture and the possibility of self-realization already as a coach and teacher in the chosen sport.

In addition, the organizational model of the integration of additional educational programs of sports training, proposed by the university, into the already



implemented educational and scientific activities at the Faculty of Individual Educational and Sports Technologies, allows you to quickly and effectively solve the difficulties that arise in the process of training student athletes included in student teams by sports. In this case, the main principle of organizing activities is its individualization, in order to ensure a comfortable combination of sports and education in the life of a student-athlete, without losing the quality of these processes.

At the same time, one of the most important issues, especially in the context of the transformation of domestic higher education and the growth of physical culture and sports, remains the criteria for the quality of professional training of a future specialist, reflected primarily in the requirements of the profession for the personal and business qualities of a graduate or the profессиogram of a trainer-teacher.

The presented characteristics are determined on the basis of generalization and analysis of social, professional and psychological data of studying the profession "Coach-teacher" and can be presented, on the one hand, as a kind of integrative model of a future graduate, on the other hand, as one of the conditions for the successful integration of sports into the activities of universities of physical education. orientation and, accordingly, the condition for the effectiveness of the implementation of a dual career by a student-athlete.

**Conclusions.** The implementation of a dual career by active athletes who decide to get a higher education faces a number of difficulties of an objective and subjective nature. At the same time, the reduction of negative effects is possible with the correct selection of the direction of higher education, with the assignment of the appropriate qualification. The chosen direction of training and the acquired profession as a whole must correspond or be close in terms of the content of the activity and the formed competencies of the current athlete, which include the directions of the EGSA (enlarged group of specialties and areas of training) 49.00.00 and the qualification "Coach by sport. Teacher". At the same time, the generalization of the social,

psychological and professional characteristics of the future coach-teacher, reflected in the profессиogram, should act as the conditions for successful integration into the educational process.

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