

The use of interactive teaching methods in the training of sports coaches in universities in China

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Abstract

Objective of the study was to assess the level of demand for interactive teaching methods when conducting classes aimed at acquiring special knowledge, professional skills and abilities from future table tennis coaches.

Methods and structure of the study. To achieve this goal, an expert survey was conducted, in which 9 teachers from Zhengzhou Sports University and 4 teachers from RUS «GTSOLIFK» took part. Experts were asked to express their opinion on the use and significance of interactive methods when conducting practical classes aimed at acquiring special knowledge, professional skills and abilities from students. All respondents were highly qualified table tennis specialists and had more than 10 years of teaching experience.

Results and conclusions. The results of an expert survey to assess the applicability of interactive teaching methods in the educational process with students of sports universities ($W = 0.897$), focused on training table tennis coaches, indicate that teachers most often use this method as training, and 61.5% of respondents put it in 1st place, and 38.5% - in 2nd. In addition, it is necessary to highlight the applicability of the modeling method, and 61.5% of respondents put it in 2nd place, but 38.5% highlight it as the main one, putting it in 1st place.

However, when assessing the significance of the interactive teaching methods used in practical classes with students specializing in table tennis, the experts identified, first of all, role-playing as the most effective method of training coaches ($W = 0.874$). This is explained by the fact that in a role-playing game attention, perception, memory, imagination are activated, and the cognitive, emotional and behavioral aspects of the simulated situations are realized.

Keywords: *competency-based approach, interactive learning tools, training of trainers, usability and significance, role-playing game.*

Introduction. Competence is the ability to use one's knowledge and skills, as well as developed personal qualities and practical skills to ensure successful activities in a specific area [1]. Competence includes a set of interrelated personality qualities (knowledge, abilities, skills, methods of activity), specified in relation to a certain range of objects and processes and necessary for high-quality productive activity in relation to them [3].

The competency-based approach in the educational process provides for the widespread use of various active and interactive forms, when computer simulations, business and role-playing games, various

trainings, with analysis of specific situations, etc. are used in the classroom. Interactive learning is a form of organizing training when interactions between the teacher and students is based on the fact that the teacher creates conditions for students to show initiative and "shifts" their activity onto them, encouraging them to independently search for a solution to the task [2, 4]. This helps students become interested and active in learning; the feelings of each participant in the process are taken into account, which contributes to the effective acquisition of knowledge and the formation of skills. In addition, interactive forms allow for feedback and feedback from students who are able



to express opinions and attitudes to a given situation, and develop special skills necessary in professional activities.

Among interactive methods, it is necessary to highlight those that are used in theoretical and practical classes.

The following methods are used in theoretical classes: brainstorming, lecture, presentations using various additional tools, watching videos, interviews, discussion, etc.

The following methods are used in practical classes: case method, collective solutions to practical problems, modeling, watching video recordings of games in competitions, role-playing, training, etc.

The Federal State Educational Standard in the section "Requirements for the conditions for the implementation of basic educational programs" [5] notes the need for active use of interactive forms of conducting classes. It states that in the educational process the share of classes using interactive forms should be at least 20% of all planned classroom classes. It is this approach that provides the opportunity to develop competencies to perform labor functions provided for by the professional standard "Trainer" [7].

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edge, professional skills and abilities from students. All respondents were highly qualified table tennis specialists and had more than 10 years of teaching experience.

Results of the study and discussion. As a rule, the organization of the educational process is based on a one-way form of communication, when the teacher transmits information, and the student, after perceiving what he has heard and read about certain knowledge, reproduces it. Occasionally, two-way communication may occur when a student asks a question, clarifying some details of the transmitted knowledge.

A one-way form of communication is typical not only for lectures, but also for seminars. Only in seminar classes, information is transmitted by students in the form of reading abstracts, reproducing lectures, and giving oral answers to questions posed in advance by the teacher. This form of conducting classes does not meet the requirements of Federal State Educational Standard-3, which notes the importance of using interactive methods in the learning process.

Effective development of professional competencies in students can be achieved through the use of multilateral communication in the classroom, when students do not just speak out and share knowledge on the topic being studied, but "immerse" themselves in the educational process with their knowledge. This allows them to quickly master specific special skills and abilities, which means they develop professional competencies specified by job functions [7].

Considering that most of the classroom sessions are devoted to practical training, an expert survey was conducted to assess the applicability and significance of interactive methods in conducting classes aimed at

Table 1. Use of interactive teaching methods in practical classes with students of sports universities (%)

Interactive methods used in teaching students in practical classes	Rank by applicability					
	1	2	3	4	5	6
Case method – analysis of specific competitive situations				15,4	61,5	23,1
Collective solutions to practical problems - not just the perception of a task, but a creative solution					23,1	76,9
Simulation of training processes and situations - imitation of real conditions	38,5	61,5				
Role-playing - students acting out pedagogical activities with pre-assigned roles			30,7	69,2		
Training – the formation of skills and abilities of the game through the completion of successive tasks	61,5	38,5				
Watching video recordings of games in competitions - assessing the technique of techniques and tactics of their application			69,2	15,4	15,4	

Table 2. The importance of interactive teaching methods in practical classes with students of sports universities (%)

Interactive methods used in teaching students in practical classes	Rank by applicability					
	1	2	3	4	5	6
Case method – analysis of specific competitive situations			46,2	30,7	23,1	
Collective solutions to practical problems - not just the perception of a task, but a creative solution				23,1	76,9	
Simulation of training processes and situations - imitation of real conditions	30,7	46,2	23,1			
Role-playing - students acting out pedagogical activities with pre-assigned roles	69,2	30,7				
Training – the formation of skills and abilities of the game through the completion of successive tasks		23,1	30,7	46,2		
Watching video recordings of games in competitions - assessing the technique of techniques and tactics of their application						100

acquiring special knowledge, professional skills and abilities among students at a Chinese sports university and RUS “GTSOLIFK”.

9 teachers of Zhengzhou University of Sports and 4 teachers of RUS “GTSOLIFK” took part in the expert survey. All respondents were highly qualified table tennis specialists and had more than 10 years of teaching experience.

The respondents were asked the following questions:

1. “Which of the listed interactive methods do you use in the process of teaching students in practical classes? Give a rank according to the applicability of each method.”

2. “Which of the listed interactive methods do you consider most appropriate to use in practical classes when teaching and preparing students for teaching activities? Rank the importance of each method.”

The results of an expert survey to assess the applicability of interactive teaching methods in the educational process with students of sports universities ($W = 0.897$), focused on training table tennis coaches (Table 1), indicate that teachers most often use such a method as training, and 61.5% of respondents put it in 1st place, and 38.5% - in 2nd.

In addition, it is necessary to highlight the applicability of the modeling method, and 61.5% of respondents put it in 2nd place, but 38.5% highlight it as the main one, putting it in 1st place. Role-playing play is used somewhat less frequently by respondents, and 30.8% of teachers put it in 3rd place, and 69.2% - in 4th. At the same time, teachers consider it necessary to use analysis of video recordings

competitive games to discuss with students the details of the confrontation between athletes, and 69.2% of respondents put this method in 3rd place, 15.4% -

in 4th and 15.4% - in 5th place. The case method does not stand out in terms of its use by teachers, since only 15.4% of respondents put it in 4th place, 61.5% in 5th place and 23.1% in 6th place. Even less often, teachers use the method of collective decisions in practical classes, and 23.1% of respondents put it in 5th place, and 76.9% - in 6th place.

However, when assessing the importance of the interactive teaching methods used in practical classes with students specializing in table tennis (Table 2), the experts identified, first of all, role-playing as the most effective method of training coaches ($W = 0.874$). This is explained by the fact that in a role-playing game attention, perception, memory, imagination are activated, and the cognitive, emotional and behavioral aspects of the simulated situations are realized. The main sequence of conducting a role-playing game comes down to determining the content, conducting the game and reflection [6].

At the same time, we should dwell on some of the difficulties of using the role-playing method in practical classes with students of sports universities. It is noted that the limitations in the application of this method of interactive training are, first of all, the difficulty in organizing students, their distribution according to “roles” and functional responsibilities, as well as in determining criteria for assessing the activities of a student-trainer aimed at solving a given task on the part of students -experts.

Conclusions. Thus, the study allows us to verify that role-playing in the process of training sports coaches is the most significant interactive teaching method. Role-playing allows you to simulate the process of specialized training of athletes, which is aimed at developing professional competencies in future coaches. Therefore, understanding the ef-



fectiveness of using role-playing games in training a trainer, not all teachers use it due to some difficulties in organizing and managing students, the need to give them pre-prepared tasks, without assessing their practical skills in managing the training process.

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