

## ORIGINAL SCIENTIFIC PAPER

# Methodological Support for the Activities of the Sports Coach

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## Abstract

The purpose of this article is to justify and develop the content and structure of an additional course of bachelors in physical education entitled "Methodological support for the activities of a sports coach", to expand the range of their professional competencies. The course involves the disclosure of the theoretical foundations and the practical implementation of the competencies mastered by bachelor students in the context of the new Federal State Educational Standard. The target audience of the course includes bachelor students in physical education, trainers of various categories, teachers in fitness centres, physical education leaders of schools, camps and other persons whose activities are related to the implementation of physical training. In the learning process, information, design, and interactive technologies are used.

We have developed the content of the course for additional training of bachelor students in physical education. The study was carried out for three years (2017–2019). The total number of students in 2017 was 16; by 2018 the number increased to 27, and in 2019 the number grew to 36. This paper presents a study to identify the quantitative and qualitative composition of students attending an additional training course (senior, middle, and junior groups), which enabled determining the relevance of the course content that we have developed. From year to year, the course content has been improved. Statistical data processing revealed a growing number of students from 2017 to 2019. The course is in demand in each of the age categories that we have identified. The results of the study allowed us to identify the direction for further improving the design of the course content, the choice of technologies, methods and tools, which improves the quality of its implementation and, as a result, the quality of its implementation of the methodological activities of physical education specialists.

**Keywords:** *physical education, competencies, professional and pedagogical activities, higher educational institution, additional training courses*

## Introduction

Current activities for the implementation of physical education require appropriate methodological support (H.V. Ihnatenko & K.V. Ihnatenko, 2018). In this article, we consider the preparation of bachelor students in physical education, as well as the development of scientific and methodological support for the activities of physical education trainers (Pogosova, & Tinikashvili, 2019). The content of the preparation of bach-

elor students in physical education is aimed at studying and improving their physical, mental and functional capabilities (Buzoev, 2019), the practical implementation of the principles of an active and healthy lifestyle with the help of physical culture and sports (Abramova, Vaganova, & Kutepova, 2018). The structure of the undergraduate programme is presented in several blocks (Rakhimbaeva et al., 2019), which include a cycle of professional disciplines, practice, and state final



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certification (Bulaeva, Vaganova, & Gladkova, 2018). While training at university, a student masters the general characteristics of sporting events (Tomaev, Hosiyev, & Khubetsov, 2019), the features of mass physical-sports events, sports theory, and similar (A.N. Chirva, & O.G. Chirva, 2018). The disciplines they learn are directly related to physical education (Cirdan, 2019). However, in the preparation of a bachelor's degree in physical education, there are not enough disciplines that contribute to the formation of pedagogical competencies (Denysenko, 2018).

Furthermore, since graduates who have mastered the undergraduate programme, according to the requirements of the Federal State Educational Standard, must carry out coaching, recreational, organizational and managerial, research and cultural and educational activities (Bitarova, & Begletsova, 2019), and pedagogical activity (Cheldiev, & Dzaparov, 2019), additional training courses are needed (Garnevska, 2018). To this end, we developed the content of the course for additional training of bachelors in physical education entitled "Methodological support for the activities of the sports coach".

This course is designed to develop additional competencies of students and improve the quality of their work. The content of the course was developed on a modular basis, which allows structuring the material for the best mastery for the audience. According to many scientists, the module represents a certain amount of educational information (Prokhorova, & Semchenko, 2018), which is necessary for the process of implementing professional activities (Pliushch, 2018). Each module is a relatively independent part of the course, performing a specific function (Vaskovskaya, 2018).

As a result of mastering the course, students become proficient in modern scientifically based teaching methods and technologies that are appropriate for the tasks set, as well as organizational methods for working with students; they develop the ability to analyse the technique of motor actions, identify and eliminate the causes of errors with the help of modern teaching methods. Students learn current educational technologies for the implementation of high-quality pedagogical activity, the latest technologies of sports and fitness, sports activities, as well as the methods of playing specific sports (basketball, volleyball, hockey, football, etc.).

The methodological support of the activities of trainers involved in the preparation and implementation of team games is a process that includes the development of training programmes, the planning of specific classes and the solution of common problems regarding the implementation of coaching activities in the implementation of team games.

The features of team game participants are active strategic thinking, active interaction in the game process, replaceability of team members, high psychological stability, endurance and coordination of actions. To create a competitive team and the effective organization of the game, competencies related to the implementation of the methodological support of sports activities are required.

Students of the course include bachelor students in physical education and graduates of higher educational institutions. Participants in the additional training course have the necessary competencies in the field of physical education; however, their professional activity is associated with teaching, so there is a need for additional competencies. Additional training courses contribute to the formation of competence: the ability to develop long-term, operational plans and programmes for specific

classes in the fields of youth and mass sports, which requires the use of innovative technologies (Koshechko, 2018). That is, modern specialists need to master additional competence: the ability to design and apply individualized activity- and personality-oriented technologies and teaching methods that are included in the course content (Kobernyk, Stetsenko, Boichenko, & Pryshchepa, 2018) and which students will be able to master after its completion (Nikishina, & Kesareva, 2017).

The purpose of this article is to justify and develop the content and structure of an additional course of bachelors in physical education entitled "Methodological support for the activities of a sports coach", to expand the range of their professional competencies.

## Methods

We have developed the content of the course for additional training of bachelor students in physical education. The study was carried out for three years (2017–2019). The total number of students in 2017 was 16; by 2018 the number increased to 27, and in 2019 the number grew to 36.

The content of the course is presented by modules: theoretical and methodological, including legal and organizational and methodological blocks, as well as psychological, pedagogical and control and evaluation blocks; a practice-oriented module includes design work.

The course involves the implementation and study by students of health-promoting technologies, project-based learning technologies, information and interactive technologies, which yield the most significant result in the implementation of professional activities of bachelor students in physical education (Petrichiev, Masyuk, & Bushueva, 2018).

Attention was paid to the issue of students' motor activity (Osadchenko, 2019), the features of working with people with disabilities based on the implementation of innovative educational technologies, the study of relevant documentation for professional activities, as well as the use of information, interactive and design technologies in preparation for sports games.

The study involved participants in additional training in physical education at the age of 20 to 37 years. We have identified three groups of students: the youngest age group (20–25 years), the middle group (26–31 years old), and the older age group (32–37 years old). Using statistical data processing, we established the age and number of students attending additional training courses in physical education, conducted a final reflection of the course, which included several questions that made it possible to establish students' satisfaction with the additional training courses in physical education "Methodological support for the activities of a game sports coach".

The demand for the course since the beginning of its implementation has increased significantly; the age composition has also changed. Younger groups have increased interest in a more in-depth study of the material and the improvement of competence for professional activities.

The regulatory framework for the development of the training course was the Federal Law "On Education in the Russian Federation" dated December 29, 2012, with amendments and additions to 2020; Federal Law "On Physical Culture and Sport in the Russian Federation"; "The strategy for the development of physical education and sports in the Russian Federation for the period until 2020."

The course material is structured according to the module principle, according to which each section of the programme

is represented by a coherent, logically complete module.

In the process of developing the legal and theoretical and methodological blocks of the course, the students studied the materials on the legal documentation, the requirements for preparing students, the basics of sports training, planning in the field of physical education and sports, the organization of physical culture management, the implementation of health-promoting technologies in preparing students, the basics health-improving physical culture, conducting classes for people with disabilities using information technology, warning of injury if many exercises by implementing the health-promoting technologies. The psychological and pedagogical unit includes the study of students' motivation for physical education (Raven, 2017), and the features of interaction with students with disabilities (Koroeva, & Vorobyova, 2019). During the implementation of the practice-oriented module, students performed creative design work, which prepares students for competitions using innovative educational technologies.

The content of the course reveals the use of educational technologies in preparing a coach for the implementation of

game sports, taking into account the characteristics of sports games (basketball, volleyball, hockey, etc.). Since each sport requires high basic indicators (the level of endurance (Nikonova, Vaganova, Smirnova, Chelnokova, & Kutepov, 2019b), speed-strength qualities, technical and tactical skills, a stable psyche, sociability in a team), each coach should provide appropriate training (Oros, 2018). The course participants plan training sessions in accordance with the gender and age characteristics of students' development (Markova, & Narcosiev, 2018), functional groups, individual characteristics of health restrictions based on the implementation of health-promoting technologies (Nikonova, Vaganova, Smimova, Bystrova, & Markova, 2019a). The course forms in students the skill of creating a steady student interest.

**Results**

The results of statistical processing of data on the quantitative and age composition of students attending the course "Methodological support for the activities of a sports trainer" showed that most students are represented by the older age group (32–37 years old; Figure 1).

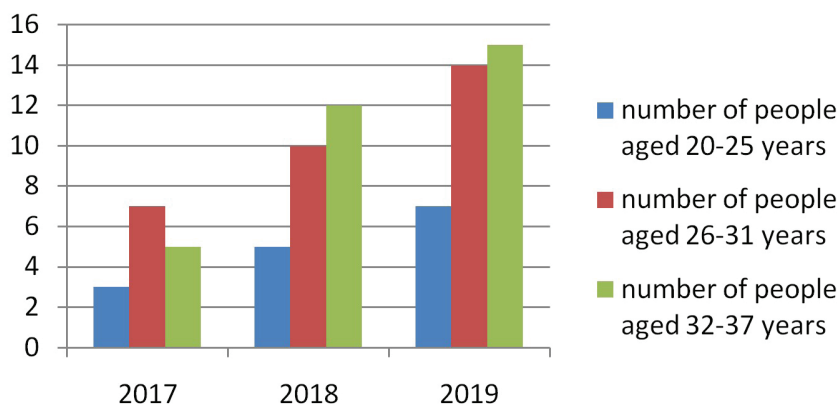


FIGURE 1. The composition of the students of the course of additional training in physical education "Methodological support of the activities of the sports coach"

These indicators are explained by the need of older people to update and expand their knowledge, and the formation of additional competencies. Younger (20–25 years old) and middle (26–31 years old) age groups only receive vocational education and do not show much interest in participating in courses. However, we can observe that by 2019 the number of young and middle-aged students had increased. They showed

interest in a more in-depth study of the material.

From year to year, there has been an increase in the total number of students. At the time of the opening of the course in 2017, this number was 16; by 2018, it had increased to 27, and in 2019 the number attending the courses grew to 36 (Figure 1).

In Figure 2, we present the increase in the number of course participants as a percentage.

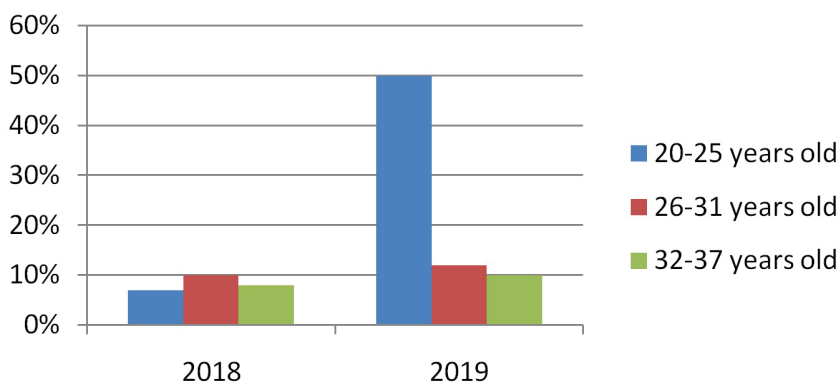


FIGURE 2. The results of the statistical processing of data on the number of students attending courses of additional training in physical education "Methodological support of the activities of the trainer of game sports" in a percentage ratio (compared to 2017)

We can observe that by 2019 (compared with the beginning of the implementation of the courses), the number of students making up the younger age group increased by 50%.

We also checked the satisfaction of students with courses of additional training in physical education in 2019. To do so,

a survey was conducted, with a wide list of questions regarding the assessment of students' activities and the implementation of additional training courses in general. Table 1 shows a fragment of a survey of participants in an additional training course.

**Table 1.** The results of the statistical processing of the survey data to identify satisfaction with additional training courses for bachelors in physical education

No.	Questions	Answers (%)
1	Do you think that additional training in the course contributes to improving the competence and the formation of additional competencies?	Yes - 80% More likely than not - 20% More likely no than yes - 0% No - 0%
2	What do you consider the most valuable in the course?	- development of skills to work with regulatory documents for the implementation of professional activities - 40% ; - development of the skill of implementing innovative technologies in professional activities - 85% - mastering additional competencies to improve the quality of physical education teaching - 92%
3	What technologies implemented in the course contributed most to the preparation of the final project?	- health-promotion - 70 % - information - 89%; - interactive - 69%; - project training - 91%

The results of the statistical processing of the survey data allowed us to establish that the vast majority of students attending a course of additional training for bachelors in physical education are satisfied with the results. The content of the course provides ample opportunities for more in-depth development of the material, improving competence. Interest is determined by the need to improve professional competence using modern, specialized tools and programmes for subsequent training sessions; the need for professional and educational growth, writing scientific publications on the issues of training activities, studying the experience of implementing training activities.

**Discussion**

Physical education issues are considered in the works of various authors: Turaboev and Sul'tonov (2020), Garmayev and Dugarova (2015) and others. However, additional training for bachelors requires additional attention.

We developed the content and structure of the course of additional training of bachelors in physical education

“Methodological support of the activities of the sports coach”, expanding the range of professional competencies. The course contributes to the formation of competence: the ability to design and apply individualized, activity- and personality-oriented technologies and teaching methods.

Our study allowed us to establish an increase in the number of students from the introduction of courses in 2017 to 2019, which occurred in all groups identified by us (the youngest age group (20–25 years old), the average age group (26–31 years old), older age group (32–37 years old); the largest growth is observed among students of the younger age group (at 50%), which suggests that the courses developed and implemented by us motivate students to study materials more deeply and improve their competence to carry out professional activities at a higher level. According to the purposes of the courses, students acquire additional competence that expands the possibilities for the implementation of physical education classes. We also checked the satisfaction of students with the additional training course for bachelors in physical education “Methodological support for the activities of a sports coach” in 2019.

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**Conflict of Interest**

The authors declare that there are no conflicts of interest.

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