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National Education Standards in Sport: Practical Implementation, Perspectives and Challenges

Konstantin K. Markov^{a,b*},
Aleksandr D. Kakukhin^a and Oksana O. Nikolaeva^b

^a Siberian Federal University

79 Svobodny, Krasnoyarsk, 660041 Russia

^b Krasnoyarsk State Pedagogical University
named after V.P. Astafieva

89 A. Lebedeva st., Krasnoyarsk, 660049 Russia¹

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The practical directions of the transfer to the Federal State Education Standards of the Third Generation are considered in the aspect of educational process for Bachelor of Physical culture and Sports

Keywords: training for bachelor's level, Physical culture and Sports, competencies, basic education programme, learning plans.

Goal setting

The system of higher professional education in Russia nowadays is characterised by fundamental change in education paradigms and patterns of value-orientation, rethinking attitudes towards education and learning and new priorities. These changes of focus in professional education, representing the system-forming category, put forward new challenges for education system and level organisation, purposeful selection, content structuring and results assessment. The methodology of competence-based approach and its result-orientation have become the main strategy in higher professional education.

Initially an economic category, now the term *competitiveness* is a part of scientific

terminological systems of pedagogics and psychology, together with *professionalism* and *expertise*.

The *competitiveness* in economic context is the ability of the goods to be selected and sold, being more attractive to a consumer among others. In *competitive struggle* competitiveness determines and shows the capacity of the subject (participant) to be more attractive to the consumer in comparison with the other counterparts due to a range of *competitive advantages*.

The *professional competitiveness* can also be defined using the economic notion of goods and services competitiveness. Generally speaking in the labour market the graduates are the embodiment of the supply as they are the sellers of their knowledge and skills who need

* Corresponding author E-mail address: k_markov@mail.ru

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some competitive advantages, competing for their positions.

The most evident outer competitiveness indicator of goods is the market demand for goods in the specific market. The inner competitiveness indicator is first of all the quality. The quality is a measure of excellence, combining a set of requirements. It is the totality of features and characteristics, determining the output (product or service) that satisfies the definite needs in accordance with the purpose in the specific environment.

The notions of quality and competitiveness are not synonymous, but closely interconnected. Both of them are used to evaluate the results of the definite labour and its social usefulness. Both of them are defined through the totality of the products features and characteristics. Both quality and competitiveness are dynamic properties; they change in response to public demand and scientific and technical progress. It becomes particularly clear when assessing quality, and correspondingly, the level of professional competitiveness (Kakukhin, 2010).

The professional competitiveness is the ability to meet the employer's job requirements in a given period of time, with regard to the specialist's competitive advantages in comparison with the others engaged in the same profession or occupation. The professional competitiveness in the labour market is determined by a superior to the others system of knowledge, skills, related personal traits, more advanced qualifications, ability to adapt faster to the changing environment and be more effective in performance his/her professional duties and social roles, his/her potential in the sphere of professional, cultural, economic and social relationships. This potential is the ability to achieve the targeted goals in various and dynamic situations, stemmed from the skill to solve a wide range of professionally oriented tasks.

It is important to mention, that professional competitiveness in the labour market is not entirely determined by one's professional qualifications. Otherwise everything would be confined to the notion *professionalism*.

Sometimes highly qualified specialists who are real professionals, according to objective evaluation of their results or according to their colleagues, cannot find an honorable place in society or loose it in the time of change, as happened in Russia in the 1990s. Though the others with the same or even lower level of professional development manage to avoid the risks, adapt to a new social and economic environment and remain in demand. Presumably it can be attributed to the presence or absence of some non-professional characteristics which, other things being equal or almost equal, affect the employment.

As we see, the professional competitiveness is an integral characteristic, determined by personal and professional characteristics of a specialist, ensuring specialist's higher professional status, higher rating position in corresponding sector of the labour market, stable high demand for his/her services. The level of competitiveness is influenced by the degree of consistence of personal characteristics, professional knowledge and skills with objective professional requirements, social and economic environment.

The most important factor of competitiveness of a person as a professional and a member of society is *competence*.

The notion of personal competence

According to some Russian scholars such as N.V. Kuzmina, A.K. Markova, L.A. Petrovskaya, developing of the theory of competence on the basis of pedagogical activity, competence is a characteristic of an individual, comprising 5 elements (types of competence):

1. Special competence or disciplinary competence in the area of a certain discipline.

2. Methodological competence in the area of knowledge and skills development.

3. Social-psychological competence in the area of communication processes.

4. Differential-psychological competence in the area of the students' motives and abilities.

5. Autopsychological competence in the area of self-evaluation (Khazova, 2010).

In the research of competence as a scientific category (Markova, 1993, 1996) professional competence is thoroughly studied through the psychology of labour. The following four blocks are distinguished:

a) professional (objectively necessary) psychological and pedagogical knowledge;

b) professional (objectively necessary) pedagogical skills;

c) professional psychological positions and attitudes of a teacher;

d) individual peculiarities, ensuring proper professional knowledge and skills acquisition.

In her later works A.K. Markova uses the term *competency* (Markova, 1993, 1996), defining special, social, personal and individual types of professional competency.

A.V. Khutorskoy, in his turn, defines *professional competency* as the complex of interconnected qualities of a person (knowledge, skills, methods of practice) necessary for a particular range of subjects and processes, and necessary to carry out them professionally; and he defines *competence* as the degree of acquisition of *competency*, i.e. the degree of possession of the corresponding *competency*, including his/her personal attitude to it and to the subject of the activity (Khutorskoy, 2003).

Thus, at the current stage of development of the general theory of competence, *competency* means the variety of knowledge, skills, experience, personal characteristics and attributes, etc., a

person needs to possess in accordance with his/her place in the social and professional environment, i.e. *competencies* may be described in terms of knowledge, skills, experience, attributes, etc. The term *competence* points out that there is a correlation between the real and the necessary in the personality of a specialist, and there is a definite degree of acquisition of the content of competencies. This means that *competence* is firstly a qualitative indicator. But the competence can also characterise the degree of acquisition of more than one competence. For instance professional competence may be defined as possession of all professional competencies.

As a result, it is quite acceptable to describe the content of *competence* the following ways:

- through the corresponding competencies which content should be structured then, i.e. meaningfully represented as a sum of knowledge, skills, experience, attributes, etc. (that is the way we represent professional competence);
- directly, through the description of the corresponding knowledge, skills, peculiarities, etc, without using the term *competency* (the way we describe the social competence).

Talking about the professional competitiveness, it should not be restricted entirely to professional aspect and professional competence. The non-professional, socially determined aspects of personal competitiveness, are not less important and may be described in terms of key competencies.

Therefore, *competence* as a component (factor) of competitiveness includes two blocks of characteristics, professional and non-professional.

Nowadays competency-based approach is seen as a mechanism for modeling of goal and results of education in the form of quality standards. The approach reflects a systems

and holistic pattern of professional training. Readiness for professional activity includes acquisition of standards of professional education and forms the basis of professional competence. Professional abilities are considered as individual-psychological characteristics of a person, required in the workplace and necessary to carry out definite functions effectively (Khazova, 2010).

According to the educational standards of the new generation for general education programme of bachelor's level the final requirements for graduates are the acquisition of two types of competencies: general cultural competencies and professional competencies. In the Russian national education standards for higher professional education the *competency* is the ability to apply knowledge, skills and personal qualities to carry out his/her functions in a definite field effectively. The principle of quality assessment is whether the graduate acquired the necessary competencies or not and whether their level is sufficient for successful practical activity.

Besides key competencies, defined as generic subject-independent, reflecting the person's attitude to the world lying beyond professional environment, there are several other level groups of competencies, connected with professional activity, operational list of jobs and professions, set of core and supplementary competencies necessary to carry out a definite task. The core technological competencies are stated in the National education standards and job descriptions in the form of specific activity descriptions including necessary knowledge, skills and behaviors, required for profession and position. Supplementary competencies are additional and individual for each employee, that is personal potential and experience which allows a person to be more successful in his/her professional activity (Khazova, 2010).

A.V. Khutorsky in his work establishes three levels of educational competencies in accordance with the content of education (Khutorsky, 2003):

- key competencies – connected with general content of education;
- trans-disciplinary (general subjects) competencies – connected with the definite range of subjects and education fields;
- domain-specific (specific subjects) competencies – specific to the above-mentioned levels of competencies, clearly defined, with capacity to be formed along the subject learning process.

Within the structure of pedagogical competence A.V. Khutorsky defines the following groups: special, psychological-pedagogical, differential-pedagogical, methodological and pedagogical reflection.

The following components of key (core) competencies are determined for a teacher:

- communicative competencies: the ability to understand social context, personal peculiarities and emotional state of other people and to choose adequate means of communication;
- informational competencies: the knowledge about yourself, the students, their parents, the work of colleagues and the ability to acquire all these;
- regulatory competencies: goal-setting, planning, sustained attention and behaviors to achieve results, results assessment, reflection;
- intelligence-pedagogical competence: a set of intelligence-logical and intelligence-heuristic pedagogical competence;
- operational competence: a set of actions, necessary for a teacher to carry out the professional activity (Khazova, 2010).

Challenges assessment

The analysis of everything mentioned above allows us to point out several challenges the higher education institutions face, when implementing the main directives of higher professional education reform. First of all, in spite of sufficient, from our point of view, theoretical and conceptual elaboration of the provisions, development, publication and ratification of several Federal state education standards, there is a wide gap between them and practical implementation (especially in some areas) (Kakukhin, 2010).

Firstly, nowadays in pedagogical and scientific community there is a popular belief that within the two-level system (Bachelor-Master) a bachelor is a “specialist with incomplete education”. In spite of obvious lack of judgment and absence of any practical evidence due to absence of the corresponding experience, this controversial statement supported by a number of highly qualified educationalists has been slowing down the implementation of new education policy.

Secondly, in a number of specialisations the sets of required competencies have been identified and justified insufficiently because of lack of the valid scientific job descriptions. For example, in the subject area of training of specialist in Physical culture and sports, the number and depth of research works are undoubtedly deficient for detailed description of competencies for several narrow activities.

Finally, the practical elaboration of regulatory documents on the basis of the Federal state education standard and for its implementation becomes more significant and complex. The education standards of the third generation give description of content only for common part of the general education programme, with approximate workload; the standards leave the elaboration and design of optional part to a definite institution. It contradicts the long-established practice,

when the curriculum and programme contents, workload, etc. were entirely defined by the National education standard.

Professional competence of specialists in Physical culture and sports

The competence-based approach, as a system-forming principle of Federal state education standards, among others is implemented in the following specializations of higher professional education programmes:

034300 – Physical Training

034400 – Physical Training for Physically Challenged (Adaptive Physical Education)

034500 – Sports

The area of our particular interest is teaching *Sports*. The importance and value of this specialization are caused by a number of factors both inner, the curriculum, and outer, serious failures of Russian sportsmen at the largest international competitions, the championships of Europe, the world championships and the Olympic Games; and also sharp decline of social and political rating of Russia. We suppose that a number of serious reasons have contributed to the current state in this field, but one of the key negative factors is insufficient training of highly qualified global-ready competitive coaches and sports managers. Nowadays in the majority of physical culture institutions, departments and pedagogical institutions the specialists are trained within the specializations Physical Training or Physical Training and Sports. The current education standards of these specialisations are not properly instrumental in the achieving of the above-mentioned objective, with regard to contemporary national and international level of importance of sport (Kakukhin, 2010).

Instead, the Federal state education standard of higher professional education for specialization 034500 – Sports allows educationalists to start the

shift to a newer, higher and more contemporary level of training of specialists.

These university graduates' with Bachelor's degree fields of activity are children and youthful sports, high achievement sport, sport for all, sport and physical activity for health.

According to the standard the objects of the professional activity of the bachelors are training system of sportsmen, competition activity, different kinds of sport and physical activity for health, management of sport and physical activity, values of sports, Olympic movement and physical culture in general.

Every type of professional activity of the bachelors has its specific objectives. The main types of professional activity are as following:

- study-training activity;
- competition activity;
- sport and physical activity for health;
- educational and pedagogical activity;
- scientific research and scientific methodological activities;
- planning and management activity;
- social pedagogical activity;
- cultural enlightenment activity.

Following the basic principle when elaborating the education standards of new generation, the goals of the Federal state education standard "Sports" have been based on two types of competencies: general cultural competencies and professional competencies.

The Russian Bachelor Degree Programme in "Sports" is a four-year programme with 240 ECTS workload.

Content:

B1. Humanitarian, social, economic cycles – 40-44 ECTS

- common part – 20-24 ECTS
- optional part – 18-22 ECTS

B2. Natural-science cycle – 26-30 ECTS

- common part – 16-20 ECTS

- optional part – 8-12 ECTS

B3. Professional cycle – 138-142 ECTS

- common part – 63-67 ECTS

- optional part – 73-77 ECTS

B4. Physical Training – 2 ECTS

B5. Study and Professional internship – 19-23 ECTS

- B6. Final state exams and thesis – 7 ECTS

The workload of optional part of the education programme is about 50 % of the whole volume of B1-B3 cycles. On the one hand it gives the institution a lot of opportunities for individualisation of the educational process. On the other it is a huge responsibility for results of the training of a global-ready, competent, competitive specialist.

The structure of the educational programme presented in Fig. 1. and developed in accordance with Federal state education standard of higher professional education for specialization 034500 – *Sports* is one of the possible variants. It gives a detailed description of the content of optional parts of B1-B3 cycles.

Conclusions

1. The federal state educational standards of specialist's preparation on physical training and sports presented to introduction a real, significant step in perfection of educational system.

2. The Structure of the basic educational program incorporated in specified standards, provides significant (up to 50 % of total amount) variable part allowing in each concrete case to individualize preparation according to requirements of the market, to a structure and opportunities of high school and characteristics of the future specialists.

3. The design variant of the basic educational program of four-year-old preparation of bachelors presented by work on standard 034300 – "Physical training" allows to predict confidently

enough an opportunity of preparation of highly skilled, competent and competitive specialists on a structure "Sports".

4. Great volume variable parts and significant freedom in its designing imposes the greater responsibility on its developers in high school, showing increased requirements to their qualification and strategic thinking in

vision of prospects of the nearest and remote development.

5. Significant mobility of curricula and programs demands from the professor-pedagogical personnel of the increased mobility and innovative approaches in development of new, modern training courses, their scientific and methodical maintenance.

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Национальные образовательные стандарты в спорте: практическая реализация, перспективы и вызовы

К.К. Марков^{а,б},

А.Д. Какухин^а, О.О. Николаева^б

^а *Сибирский федеральный университет*

Россия 660041, Красноярск, пр. Свободный, 79

^б *Красноярский государственный педагогический*

университет им. В.П. Астафьева

Россия 660049, Красноярск, ул. Ады Лебедевой, 89

Рассматриваются практические направления в подготовке к переходу на стандарты третьего поколения в образовательном процессе бакалавров по физической культуре и спорту.

Ключевые слова: подготовка бакалавров, физическая культура и спорт, компетенции, основная образовательная программа, рабочие учебные планы.
