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The Sport-Specific Approach as a Way to Improve the Effectiveness of Physical Education at the University

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The processes of decline in the effectiveness of educational techniques have been detected in the system of physical education at the university. One of the most modern and effective methods for increasing students' physical and athletic performance, as well as for health promotion is the conversion of sports techniques into the process of physical education. A theoretically grounded, structured and substantive sport-specific approach is an educational method for students' physical education at the university based on training one or more sports activities using modern techniques adapted into the educational process. These techniques facilitate the implementation of individual needs for physical activity, the formation of sports culture and the improvement of physical fitness of youth during the studentship. Analysis of the experimental work demonstrated the effectiveness of the sport-specific approach in physical education for the students of Siberian Federal University. The positive outcome allows us to recommend this approach as a modern pedagogical method for introducing sports culture.

Keywords: physical education, students, sport-specific approach, sports culture.

Introduction

Further qualitative development of the society involves understanding the enormous role of education in the assertion of a person's self-worth which is the priority of human values. Modern trends of intensification of the educational process at the higher education institution place demands on the students' health which includes a healthy lifestyle, physical and sports culture. (Balsevich, 1995, 2006; Lubysheva, 1995, 2002; Lotonenko, 1999; Shchedrin, 2003, etc.).

Strengthening and maintaining the health of students at the university should be based on

the productive improvement of the educational process in physical education to meet modern standards for training of specialists as carriers and promoters of the sports culture in the future professional and family life. Modern educational activity involves an intense training of specialists which corresponds to the changing social and economic demands of society and state, and at the same time it is necessary to ensure the development of personalities according to their needs, abilities, value orientations, including motor abilities as a prerequisite for the promotion and maintenance of health, as well as the implementation of an

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intellectual and physical potential of the present and future professional youth.

Although the modern system of physical education for students at the university has a huge variety of conceptual and methodological approaches to learning, development and modernization proclaiming the principles of humanization and democratization of the educational process, the processes of decline in the effectiveness of its educational techniques have been clearly outlined in recent years. The current gap between the requirements to the system of physical education placed by modern social and economic conditions of life and its real state indicates a crisis of its content and organization. (Balsevich, 1995).

In this regard, the problem of formation and sustainability of physical culture, sports and healthy lifestyle among students during the learning process at the university has become one of the most urgent problems in modern pedagogy (Vilensky, 1996; Abaskalova, 2001; Balsevich, 1995, 1997, 2006; Lubysheva, 1995, 1996, 2002; Ilyinich, 1995; Ponomarev, 2006, etc.).

The development of sports culture as a modern subculture for discovery and realization of the students' physical potential plays a special role in promoting a physical and intellectual potential of students at the university. (Balsevich, 2006; Lubysheva, 2002; Ponomarev, 2006, etc.).

Involvement of training according to types of sports will facilitate the formation of students' sports activity (which is the basis of sports culture), realization of individual motor skills and biological needs for movement (Lubysheva, 2002; Balsevich, 2006).

At the same time, the organizational and pedagogical approaches to introducing sports culture in the educational process of students in Russian universities are not well developed and justified.

In connection with that a series of the following contradictions become relevant:

- the need to intensify educational work at the university and poor health of students;
- the need to strengthen and maintain the health of students and insufficient effectiveness of the current process of physical education at the university;
- the need to introduce sports culture in physical education as a modern subculture for discovery and realization of the students' physical potential, the need to improve sports and physical fitness and insufficiently developed organizational and pedagogical approaches to its implementation at the university.

It is on the basis of these contradictions that a research problem occurs, which is the need to develop modern organizational and pedagogical approaches that would contain both theoretical and practical bases for forming sports culture among students in the process of physical education at the university.

The defined problem determined a purpose of the study which is to justify the theoretical basis of the sport-specific approach and give substance to it as a new anticipated integrative organizational and pedagogical method for introducing sports culture in students' physical education at the university, as well as to examine its effectiveness in the experiment.

Hypothesis of the study: the effectiveness and dynamism of students' physical education at the university will be more productive if the sports-specific approach is introduced in the educational process and implemented on the basis of the following organizational and pedagogical conditions:

- to establish the structure and give substance to the organizational and pedagogical conditions of realization of

the sport-specific approach to students' physical education at the university;

- to develop a methodical basis for the sport-specific approach to students' physical education;
- to develop the principles of results analysis of students' physical education on the basis of the sport-specific approach.

In order to achieve the purpose and examine the hypothesis of the study, a number of research objectives were formed:

1. To develop the structure and content of the organizational and pedagogical conditions of realization of the sport-specific approach to students' physical education at the university.
2. To give substance to the methodical basis of the sport-specific approach to students' physical education at the university.
3. To examine experimentally the effectiveness of the sport-specific approach to students' physical education at the university.

The methodological and theoretical bases of the study are as follows: pedagogical theories of physical education for students (Matveev, 1991; Vilensky, 1996; Ilyinich, 1995; Vydrin, 1991; Suleymanov, 1987; Lyakh, 2000; Zholdak, 1991; Tumanyan, 2008; etc.); current data on health problems of students (Apanasenko, 1995; Abaskalova, 2001; Shchedrin, 2003; Vilensky, 1996; Iseman, 1996; Amosov, 1988; etc.); innovative pedagogical and sports techniques in the learning process of physical education for students at institutions of higher education (Balsevich, 1993, 1995, 1997; Lubysheva, 1993, 1995, 1996, 2002, 2003; Ponomarev, 2002; Shilko, 2003; Lotonenko, 1998; Natalov, 1997; etc.), motivation theory of activity and behavior (Leontiev, 1977; Ponomarev, 1988; Nikolaev, 1995, 1997; Vydrin, 1991; Lotonenko, 1998; Lubysheva, 1996; etc.).

Organization and methods

The 1st-3rd-year students of Siberian Federal University (experimental group) participated in the experimental work. The students of Siberian State Technological University stood as a controlling group. Total number of students involved was 3,450 people (2,430 boys and 1,020 girls). All students passed a medical examination and were admitted to the teaching and practical training in the main and preparatory groups.

Taking into account the heterogeneity of students according to the individual typological characteristics that determine their physical and psychosomatic abilities in the implementation of the sport-specific approach, the formation of training groups based on directions and types of physical activity was carried out in accordance with the results of the annual medical examination, pedagogical testing and questionnaire survey.

To achieve the objectives we used the following methods: analysis and generalization of scientific and methodical literature on the research topic, analysis of the working documentation, questioning, survey, medical examination, methods for functional state assessment, pedagogical observation, pedagogical experiment, methods for evaluation and monitoring of students' motor abilities, statistical analysis of the results of the pedagogical experiment.

Results and discussion

The specialists today do not have serious disagreement about the necessity of such organization of teaching process in physical education considering the personal preferences of students in selecting the tools, methods and types of sports activities that would in the best way meet the requirements of the educational, professional, public and personal spheres of the students' lives.

Currently, the most modern and efficient methods for improving physical fitness and health

of students is the conversion of sports techniques into the process of physical education for students at the university (Balsevich, 1997).

The basic organizational form of the educational process in physical education at the university is still an academic class. Its construction (preparatory, main and concluding classes), structure, periodicity (repeatability), ratio of different types of exercise used in accordance with the curriculum, under certain conditions, can easily take the form of a training session typical of sports activities (Shilko, 2003).

Update of the substantive bases and giving them a personality-oriented nature that provides the breadth of a personality's self-expression in various types and forms of physical culture and sports activities are only possible when developing and introducing the sport-specific approach into the educational process of physical education, which is based on the personal characteristics, physical fitness and interests of the students.

In consequence of the theoretical justification and preliminary organizational and

pedagogical measures, a methodical support for the sport-specific approach to physical education for students at Siberian Federal University was developed (Table 1).

Thus, on the basis of the theoretical propositions of pedagogical techniques of sports training conversion in the physical education process, we structured and developed the sport-specific approach to introducing the sports culture.

Sport-specific approach is a key pedagogical method for students' physical education at the university based on training one or more types of sports using modern techniques adapted into the educational process. These techniques facilitate the implementation of individual needs for physical activity, the formation of sports culture and the improvement of physical fitness of youth during the studentship.

Under the *sports culture* we understand the specific part of physical culture which is a set of theoretical and empirical knowledge accumulated by mankind and aimed to improve physical, physiological and psychological resources of

Table 1. Curriculum of the discipline "Physical Education" for the 1st – 3rd year students of Siberian Federal University (SibFU), based on the sport-specific approach (in hours)

No.	Sections of the discipline and types of activity	Semesters						Total amount of hours
		1	2	3	4	5	6	
1	Theoretical section	4	6	4	4	4	4	26
2	Practical section							
2.1	Methodical and practical training	4	4	6	6	4	4	28
2.2	Educational and training courses							
2.2.1	General practical course	8	8	4	4	4	4	32
2.2.2	Special practical course	4	4	6	6	6	6	32
2.2.3	Swimming		8					8
2.2.4	Skiing				12			12
2.2.5	Specialization	42	28	42	26	44	40	222
3	Control section	6	10	6	10	6	10	48
	Total	68	68	68	68	68	68	408

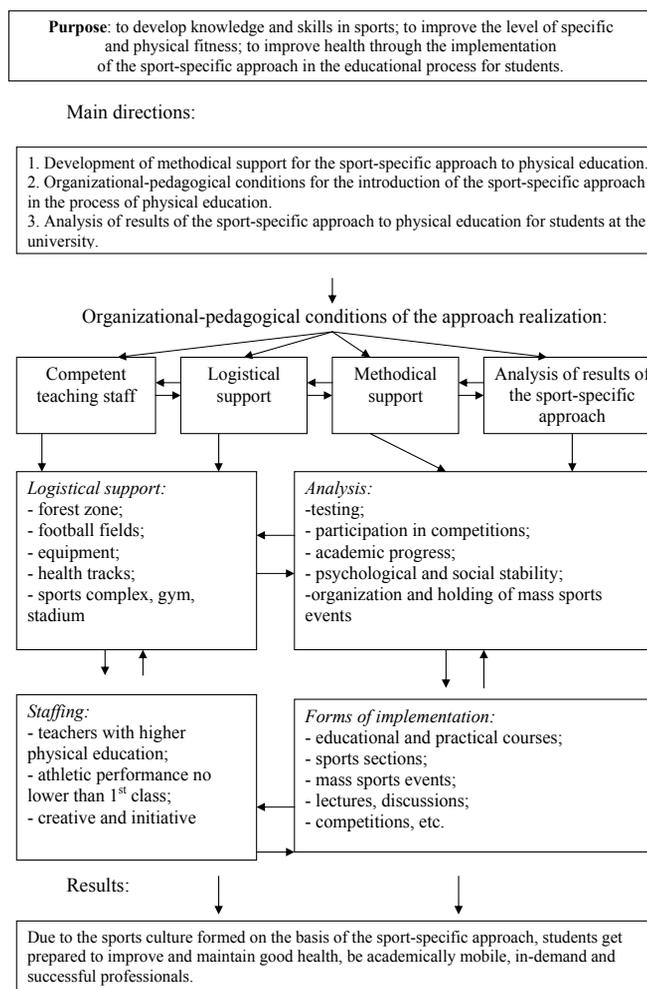


Fig. 1. Organizational-pedagogical structure and content of the sport-specific approach to physical education for students at the university

a human being through sports which helps to realize an individual physical potential.

Considering regional features of living, logistical support, questionnaire survey, health of today's students, individual regimes of students' physical activity and their implementation aimed to strengthen and maintain health in order to train students for the future professional activities, we developed the following *specializations*: "orientering", "football" and "skiing".

In order to productively implement the sport-specific approach to physical education

for the SibFU students, the organizational and educational structure was developed (Fig. 1).

The implementation of the sport-specific approach in physical education for the SibFU students is provided by a set of the following organizational-pedagogical conditions: schedule of educational and practical courses taking into account the dynamics of mental and physical performances of students during the day, week, semester and academic year; comfortable subject-oriented environment of the educational development space of the university's sports culture; content of physical education based

on the sport-specific approach; provision of the pedagogical process with maintenance services; level of socio-cultural development of a personality sufficient to form a value orientation to sports culture; students' discovery of the broader understanding of the axiological aspects of life aimed at eliminating deficit of physical activity and providing optimal functioning of the body in the rapidly changing external and internal environment; ensuring readiness for the intensification of the educational process in terms of today's educational environment.

At the end of the experimental work the *analysis of the effectiveness of the sport-specific approach* in physical education for the SibFU students was carried out. The analysis was performed according to the following parameters: an attitude of students to this form of organization of physical education process at the university (questionnaire survey); physical fitness; functional readiness; physical development; sickness rate of ARD; percentage of students regularly involved in sports; number of students who have completed sports categories; percentage of students who began to lead a healthy lifestyle.

Thus, within three years of study (2005-2008) the physical fitness indicators (average) of male students in the experimental groups involved in football, orienteering and skiing have increased as follows (Fig. 2): for a 100-meter-sprint by 7.5 % ($p < 0.05$), for pull-ups by 101.8 % ($p < 0.001$), for a standing long jump by 12.9 % ($p < 0.05$), for push-ups by 67.1 % ($p < 0.05$), for a 3 km cross by 7.2 % ($p < 0.05$).

The physical fitness indicators of female students in the experimental groups have increased as follows (Fig. 3): for a 100-meter-sprint by 8.5 % ($p < 0.05$), for a 2 km cross by 8.1 % ($p < 0.05$), for sit-ups by 47.6 % ($p < 0.05$), for a standing long jump by 14.7 % ($p < 0.05$). At the same time, within three years of attendance of physical education classes an increase in

physical fitness of male students in the control groups amounted to an average of 17.7 % ($p > 0.05$), the indicators of physical fitness in female students have regressed (-4.2 %) ($p > 0.05$). Also, an questionnaire survey of students in the experimental groups showed the following results: within three years of studies more than 77 % of the students had a 100 % attendance of practical classes, 40 % of the students did not suffer from colds, 87 % of the students are satisfied with the quality of the courses, 90 % of the students find it necessary for the country's universities to have physical education classes according to the sports specializations, 72 % of the students intend to continue to do sports after graduation. This statistical material shows the high effectiveness of the sport-specific approach to physical education which on full grounds allows us to recommend the obtained scientific results and developments to the universities of our country.

Conclusion: the modern organizational and pedagogical approaches to introducing sports culture in the educational process for students at universities are not well developed and justified in the practice of Russian physical education.

As a result, we have:

- structured and gave substance to the organizational and pedagogical conditions of realization of the sport-specific approach to physical education at the university.
- developed a methodical support for the sport-specific approach which contains the theoretical material aimed at the formation of general and special knowledge and skills of sports activities, sports culture, etc.; the practical material aimed at the formation of physical, technical and specific fitness, completion of athletic ranking etc.; analytic section aimed to control and correct the results of physical education on the basis of the sport-specific approach.

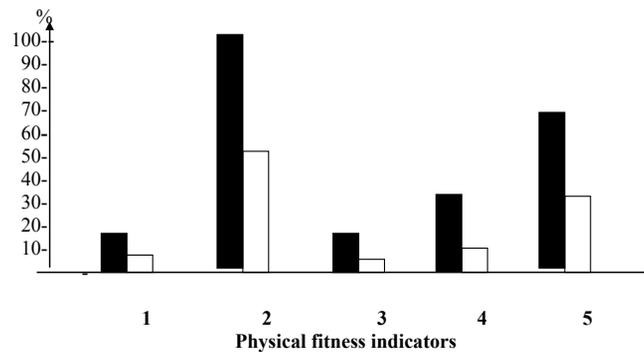


Fig. 2. Increase of physical fitness indicators in students (boys) in the experimental and control groups within 3 years (2005-2008). Note. **1** – 100 m sprint, **2** – pull-ups, **3** – 3000 m cross, **4** – standing long jump, **5** – push-ups. **■** – experimental group; **□** – control group

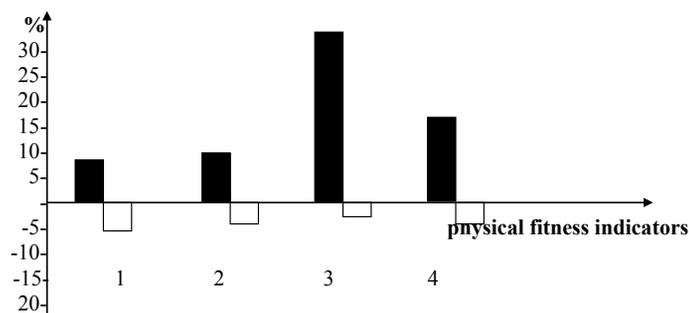


Fig. 3. Increase of physical fitness indicators in female students of the experimental and control groups within 3 years (2005-2008). Note. **1** – 100 m sprint, **2** – 2000 m cross, **3** – sit-ups, **4** – standing long jump

- identified and grouped the blocks of analysis results of the sport-specific approach to physical education at the university.
- conducted a mathematical and statistical analysis that showed the following results: the students in the experimental groups engaged in such sports as football, orienteering and skiing improved their physical fitness by 29.5 % ($p < 0.05$); only 9.7 % of the students missed physical education classes due to sickness; total attendance ratio of the students of all specialities was 91.3 % ($p < 0.05$); the sports motivation among students

increased up to 93.7 % ($p < 0.05$); high and average levels of sports culture among the students increased from 7.5 % (at the beginning of the experiment) to 61.3 % ($p < 0.05$) by the end of the experiment. At the same time, the increase of indicators in the above criteria for the students in the control groups is about 10.5 % ($p > 0.05$).

Positive results of the experimental work showed the high effectiveness of the sport-specific approach to physical education which allows us to recommend this approach as a modern pedagogical method for introducing sports culture in the process of training physically strong and competent specialists.

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Спортивно-видовой подход – путь к повышению эффективности процесса физического воспитания в вузе

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В системе физического воспитания студентов в вузе обозначились процессы снижения эффективности образовательных технологий. Наиболее современным и эффективным направлением повышения физической и спортивно-технической подготовленности, укрепления здоровья студентов является конверсия спортивных технологий в процесс физического воспитания. Теоретически обоснован, структурирован и наполнен содержанием спортивно-видовой подход – педагогическое направление физического воспитания студентов в вузе на основе занятий одним или несколькими видами спорта с использованием современных технологий подготовки спортсменов, адаптированных в учебный процесс и способствующих реализации индивидуальной двигательной потребности, формированию спортивной культуры, повышению физической и специальной подготовленности молодежи в студенческие годы. Анализ проведенной экспериментальной работы доказал эффективность спортивно-видового подхода в физическом воспитании студентов Сибирского федерального университета. Достиженные положительные результаты позволяют рекомендовать данный подход как современное педагогическое направление внедрения спортивной культуры.

Ключевые слова: физическое воспитание, студенты, спортивно-видовой подход, спортивная культура.
