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OPTIMIZATION EDUCATIONAL AND TRAINING PROCESS IN THE SYSTEM TRAINING OF ATHLETES

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Currently, the issue of organizing the educational and training process of training athletes attracts special attention of the public: scientists, physical culture and sports workers, trainers, education workers. We associate the practical solution of these issues with the implementation of a comprehensive program of socio-economic development of society, the involvement of young people in sports through the provision of a healthy lifestyle and physical hardening, and the achievement of sports results. That is why the issue of didactic provision of optimization of the educational and training process in the system of training athletes is an urgent social and pedagogical problem that requires theoretical development and practical solution.

The purpose of the study is to identify and scientifically substantiate the didactic conditions and methods of optimizing the educational and training process in the system of training athletes.

The athlete's training system includes four main structural blocks: selection and sports orientation, educational and training process, competition, non-training and

non-competitive factors [1, p. 11]. Thus, the selection and orientation in sports training plays an important role at the initial stages in the system of multi-year sports activities, and in the future - in the selection of teams and the implementation of standards that allow participation in sports competitions. The educational and training process is the main component in the athlete's training system. It is in it that the main tasks are solved based on the use of a significant variety of methodological arsenal: means, methods, forms, etc. The competition system acts as a means and method of sports training and as a specific field of identification and unified comparison of sports capabilities. Non-training and non-competition factors make it possible to activate the educational and training process and the athlete's recovery after training and competitive loads.

All the above components of the educational and training process are integrated with the sole purpose of obtaining the necessary result in the athlete's training process.

We consider the athlete's training system as a set of components that interact with each other to achieve the set goal. During the study, six main stages of optimization of the educational and training process in the system of training athletes were identified:

Stage 1 – definition of the goal and tasks of the educational and training process. This stage involves the selection of information, its analysis and generalization for the formation of goals and objectives of the educational and training process; development of final and intermediate goals and objectives, and based on them, model-projective activity of the coach and athlete; prediction by the coach of ways to implement the goals and objectives of the educational and training process;

Stage 2 – determination of criteria for optimizing the educational and training process. It provides for the definition of a teacher-trainer in such matters as: selection and specification of criteria based on quantitative indicators; selection and specification of criteria according to the sequence of their use and implementation; selection and specification of criteria for the possibility of measuring indicators of the educational and training process;

3rd stage – the selection of effective means, forms and methods of organizing the educational and training process, which involves the analysis of the content of educational and training sessions; clarifying the requirements for the selection of means, forms and methods of training; analysis and assimilation of possible methodological recommendations, best practices of leading trainers and their specification in accordance with available opportunities and conditions; implementation of the selection procedure taking into account the theoretical and methodological advantages of individual means, forms and methods of the educational and training process;

4th stage – creation of didactic conditions for the realization of the goal of the educational and training process, which covers the solution of such issues as the preparation of the trainer-teacher for designing and programming sports training; creation or improvement of the material and technical base; development of a psychological attitude to the realization of the goal in athletes; coordination of one's activities with the corresponding actions of other coaches regarding the implementation of similar goals and tasks;

5th stage – implementation of the defined goal and objectives of the educational and training process, which involves consideration of issues of consistent organization of the educational and training process; organization of the step-by-step solution of the main tasks related to the preparation of athletes for competitions; control and correction of the athlete training program;

6th stage - final - analysis of the results of the educational and training process of training athletes. The main content of this stage of the trainer's activity is the assessment of the degree of compliance of the obtained results with the defined goal on the basis of optimization criteria; elucidation of the reasons for the discrepancy between the goal and the obtained training results; analysis of factors that were leading on the way to achieving the goal; formulation of conclusions and proposals regarding the implementation of similar activities in the future [6, p. 403].

The scientific and pedagogical search of the research was aimed at optimizing the system of training athletes. It has been investigated that currently there are a number of significant reserves in the system of physical culture and sports, which should be actively used in the conditions of educational and training practice. Such reserves include the didactic provision of the educational and training process in the system of training athletes, which includes general pedagogical provisions, didactic principles of the pedagogical activity of the trainer-teacher, as well as the creation of such didactic conditions that would optimize the educational and training process of training athletes.

We consider didactic conditions for optimizing the educational and training process in the system of training athletes as a system of measures aimed at effective sports training of young people.

We scientifically substantiate the didactic conditions for optimizing the educational and training process in the system of training athletes [2, p. 1090-1091].

1. Integrity and interconnection of the components of the educational and training process. This didactic condition involves a comprehensive coverage of the selection procedure of all essential components of the educational and training process, and not individual of them. A holistic approach allows the teacher-trainer to avoid the one-sidedness of the choice, makes it well-founded, and not just mechanical.

2. A systematic approach to the organization of the educational and training process requires the teacher-trainer to identify a systematic approach to this process. It is known that in modern practice, sports training does not have a single and universal structure of the educational and training process, which would be able to solve all didactic and training tasks in full. Each component of the educational and training process ensures the successful solution of one task and the less successful solution of others. Taking this into account, the specified didactic condition suggests the need for a strict selection of means, methods and forms of the training process to solve all the tasks of training athletes. This assumes the exclusion of unjustified use of them in the conditions of practice when solving tasks for which they are not primarily oriented. The coach's function is to implement the tasks of the educational and training process of training athletes, so that, using information about the purpose of means, methods and forms of sports training, to reasonably choose the structure of

the educational and training process (microcycle, mesocycle, macrocycle), taking into account the specifics of the specific contingent (preparedness athletes) and the content of the training process.

3. Application of various forms and methods of sports training. This didactic condition emphasizes the importance of using various forms and methods of sports training, which is an important element of novelty, a condition for comprehensive development of athletes, a means that allows taking into account the specifics of various aspects of an athlete's physical fitness.

4. A methodically creative approach to the organization of the educational and training process. This didactic condition determines the need for dynamics in the selection of approaches to the organization of the educational and training process, the teacher-trainer's manifestation of creativity, innovative activity, taking into account new modern conditions for determining the content and technology of sports training. This condition excludes from practice the use of reproductive approaches and templates in the organization of the educational and training process.

Taking into account the didactic conditions for the optimization of the educational and training process in the system of training athletes, the process of sports training should be designed and organized in the form of various actually existing structures. After all, depending on the specific tasks of the coach, one or another structure of the training process is of interest. In addition to this, the coach's ability to evaluate, select, and analyze the structure of the training process is one of the most important conditions for optimizing this process. That is why, one should focus on two approaches in developing the structure of the educational and training process: management and activity.

The structure of the educational and training process covers a number of stages and stages. At the same time, scientists consider and interpret the concept of "the structure of the educational and training process" in different ways. Yes, V. Ivanov examines the structure of long-term sports activities. According to his views, sports training includes three stages and six stages, namely:

1) stage of basic training (stage of preliminary training, stage of initial sports specialization);

2) the stage of maximum realization of sports opportunities, which includes: the pre-climax stage, the stage of higher achievements;

3) the stage of sports longevity, which includes: the stage of achieving general fitness and the stage of maintaining general fitness.

All these stages and stages do not have clear and specific age limits, and therefore, speaking in general, without specifying in relation to a certain type of sport, have a conditional meaning [2, p. 19].

So, taking into account the problem of our research, we proceed from the understanding that the basis of sports activity, which involves the choice of the structure of the educational and training process, is the development of a sports training project.

During the study, the methods of optimizing the educational and training process of training athletes were determined:

1. Comprehensive planning and specification of the educational and training process. It is known that the effectiveness of sports training depends on the planned set of tasks. In particular, the tasks related to the study of the technique of motor actions, education of motor qualities, development and strengthening of health should be solved in unity, taking into account their positive and negative influence on each other.

The optimal construction of the educational and training process also depends on the specification of the tasks of sports training. For example, the tasks related to learning motor actions and education of physical qualities must be specified taking into account the expected functions that the young athlete will perform during competitive activities. It is also necessary to specify the tasks, taking into account the conditions in which the educational process will be carried out, as well as accounting for the individual characteristics of young athletes.

2. Rational selection of means and methods of sports training. This is not only an important link in the system of optimal construction of sportsmen's educational and training classes, but also an important method that involves the coach's knowledge of the purpose and possibilities of general pedagogical methods of teaching and training (verbal, visual) and specialized methods (teaching movements, as well as training physical qualities, combined influence, urgent information, gaming, competition, etc.). The optimal choice of methods allows you to quickly and effectively solve the tasks set in the educational and training process, to make appropriate adjustments in their application, if necessary.

3. Individual approach to athletes. This method of optimizing the educational and training process involves the use of frontal, group, and individual forms of organizing classes for young athletes when solving various problems. So, for example, during the first part of the training class (warm-up), the first 5-6 physical exercises can be performed with the participation of the frontal method, the following exercises are better to be performed individually, taking into account the specific tasks that will be solved in the main part of the class. In the educational and training process, an individualized approach to the weakest or the most trained athletes is especially important. In the first case, it is especially necessary, because it allows you to bring a young athlete lagging behind in his physical development and preparedness up to the norm. Otherwise, this approach makes it possible to reveal the potential abilities of a talented athlete and bring them to an even higher level of sportsmanship.

4. The sequence of solving sports training problems. The specified way of organizing the educational and training process is justified. Its use makes it possible to successfully solve educational problems during educational and training classes, as well as to cultivate physical qualities, strengthen health, and form a personality throughout the entire period of sports training.

In some cases, the coach needs to improve technical techniques and tactical combinations against the background of fatigue in order to develop resistance to certain influencing factors. In this case, problems related to the education of physical qualities are solved first, and then attention is focused on solving general educational problems. A certain sequence of pedagogical actions should take place when solving

the problems of physical education. In this case, it is necessary to take into account the positive and negative transposition of physical qualities.

5. Choosing a rational version of the structure in the preparatory, main and final parts of the training process. The specified method is conditioned by the need to ensure an optimal system and consistency in education and upbringing. Each of the parts of the training session includes a certain sequence of exercises, which is determined by both physiological factors and logical connections between the exercises.

The method of optimization when building the main part of the training session is important. It should be noted that it is in this part of the lesson that the most important tasks of learning movements, training physical qualities, etc. are solved. Accordingly, a significant arsenal of tools is used, such as: basic competitive exercises, exercises for developing strength, speed, dexterity, flexibility, endurance, preparatory exercises, variants of basic exercises, as well as exercises for learning and improving technique and tactics.

6. Analysis of the results of the educational and training process. This method of optimization must be used in the trainer's activity system. After all, it is impossible to properly manage the educational and training process without analyzing and comparing the final results with the current and initial data. Using the example of a separate training session, you can see that the coach, summing up the training session, must answer the question: "What new and significant things did he achieve during the session with the young athletes?". Strictly speaking, it is not possible to determine the changes that have taken place in the sports training of spores in one session.

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