

УДК 378.037:378.042:042:796
К 94

Малгожата КУСЬПІТ
orcid.org/0000-0002-4812-2571

СПЕЦИФІКА НАВЧАННЯ І ВИХОВАННЯ СТУДЕНТІВ ЗІ СПОРТИВНИМИ ЗДІБНОСТЯМИ

Здібності і талант є предметом дослідження та аналізу представників багатьох дисциплін. Талановиті люди володіють такими рисами характеру, які дозволяють їм досягати високого рівня продуктивності у конкретній сфері діяльності. На даний час у розвитку та формуванні здібностей і талантів, крім індивідуальних чинників, все більше підкреслюється значення соціального середовища. У статті висвітлено специфіку функціонування студентів зі спортивними здібностями, а також можливості їх розвитку за допомогою навчання і виховання. Правильний підхід педагогів, тренерів та батьків може допомогти оптимізувати розвиток потенціалу на початковому етапі навчання і професійної підготовки в різних видах спорту.

Ключові слова: спорт, навчання, здібності, можливості, талант, виховання.

Introduction. Abilities and talents manifest themselves in a variety of areas. Therefore, they have long been the subject of both theoretical and empirical analyses. The early discovery of abilities allows for them to be focused and developed. Therefore, in the modern process of education and upbringing, one should pay attention to supporting highly talented individuals.

In modern theories on the nature of abilities and talents, their complexity and variety of aspects are highlighted. It turns out that personality, emotional-motivational sphere and social environment are important in shaping and developing talents [25, 26]. Outstanding achievements are an important indicator of abilities. However, as Andrzej Sękowski writes «*they do not clearly identify the potential for obtaining outstanding results in various areas of functioning*» [30, 9].

This study focuses on sports talents which are analysed by the representatives of various disciplines. Considerations and research on this issue are analysed, among other things, from the perspective of psychology, pedagogy and sports sciences, that is, by psychologists, anthropologists, theoreticians of

training and anthropometrics [37]. Therefore, in the literature one can meet a variety of approaches to this field of science. Therefore, research and analysis on these issues should be multifaceted and interdisciplinary [35]. Sports activities are increasingly important for the development of society. Increasingly, not only in the world, but also in Poland selected teams of young people and sport classes are created. Identification of talents at an early stage of development and education is crucial for the formation and development of abilities and talents in this field [9].

Abilities, skills, talents from the perspective of sports sciences and psychology which deals with athletic abilities one can meet a variety of approaches and In the literature definitions. Some researchers use terms such as physical abilities [3], motor abilities [41], fine motor abilities [28]. Alternatively, researchers use terms such as: physical aptitude [27], motor aptitude [36]. Representatives of the anthropometric approach distinguish between the concept of motor abilities and predispositions. Predispositions have a direct impact on motor skills. They are to a large degree biologically conditioned and formed by genetic and environmental factors that interact with one another [38]. Abilities, on the other hand, are of a complex nature. Among them are abilities relating to stamina, associated with strength, endurance, speed, suppleness and coordination (referred to as informational). Aptitude for sport is understood as *«a group of individual properties with a morphological, motor, physiological and psychological basis, conducive to efficiency and struggle of training in a specific sports discipline* [10, 221]. However, the group of both physical and mental predispositions, which is an effect of external factors on the person, is described as a talent for sports [8].

Most definitions of talents or athletic abilities take into account their complex and multifaceted nature. Researchers emphasize that one should mention physical, motor and psychological characteristics conditioning the ability and aptitude for sport. Moreover, the authors point out that aptitude for sport should be recognized in the context of a particular discipline and competition [40]. MacCurdy [18] concludes that a talent for sports is dependent on the stage and level of development of a specific person. He first mentions overall talent, then motor talent, and at the highest level, a specific talent for sports.

Analysing abilities and aptitude for sport one should certainly take into account individual differences which can determine motor skills. What is important in this regard are physical abilities, learning styles, and also personality traits or temperament [31].

Abilities in psychology are recognized in a variety of contexts and perspectives. In the literature one can meet with great freedom in the use of both terms, which makes it difficult to understand the nature and mechanisms of abilities and talents. Researchers often interchangeably use terms abilities

and talents [14]. Abilities are related to individual, behavioural and personality characteristics. They are recognized also in the context of development and education [16].

Abilities are also identified with general characteristics, such as, intelligence, academic and school ability. They manifest themselves in the speed of learning, remembering, reasoning and logical thinking [22]. Talents, on the other hand, are directional abilities. They are the characteristics that allow you for high achievements in a particular field of activity: mathematics, music, visual arts [16]. Talents are linked to a specific field of activity of a person and are referred to as special abilities that enable achievement of high results in a well-defined area. It turns out that the distinction between the two concepts is justified because of the fact that special talents and intellectual abilities are characterized by diverse development dynamics. Talents in contrast to general intelligence manifest themselves at a very early age and are characterized by an individual rhythm and are not subject to specific phases of development [22, 23]. Athletic abilities are somewhat related to general intelligence, but it depends on the specific discipline [33].

When explaining the concept of athletic abilities in psychological terms, one can refer to the concept of Renzulli, Monks, Tannenbaum, Popek [25, 26] who, apart from intellectual factors, distinguish emotional, volitional-motivational and environmental factors in shaping and developing special aptitudes. Athletic abilities are defined as directional abilities fostering the development of skills and competencies that contribute in the future to achieve success in sports [34]. True talent for sports is *«understood as competence proven by outstanding results, developed on the basis of the above-average abilities as a result of deliberate, conscious and time-requiring practice [35, 20]»*.

Supporting the development of talented athletes – the role of the environment

Referring to the concepts of abilities presented above, one can conclude that social environment in which a young person grows up is important for their development. In order for the abilities to achieve the level of a talent beyond the defined competencies it is essential to identify them early. This involves recognizing abilities in relation to certain criteria.

The literature mentions two approaches. The first involves the identification of needs, predispositions and definition of manifestations of certain abilities. In this case, various areas of functioning of a person and their individual path of development are analysed. Another approach is based on the selection, that is, the choice of people manifesting specific abilities and eliminating the ones who do not meet the criteria for classification [35]. Selection may be performed in different ways. Some give up on further improvement of sports skills because they are not satisfied by practising a particular sports discipline. Selection may also be based on accurate, reliable and objective criteria taking into account

the various stages of athletic development of sports [29]. The stages of identifying talents are also mentioned. Mohamed and others [20] describe the detection consisting of reaching out to potential players not involved in sports. Identification is in turn related to the choice of the best among those engaged in sports. Selection, on the other hand, can take place at any stage of development and involves choosing the right people for a specific purpose or task in a specific context. A similar function is performed, for example, by the coach [35].

The diagnosis of abilities is often associated with determining the threshold that must be exceeded in order to be considered a talented person in a given discipline. Limont [16] determines the percentage rate of talented people in the population. It turns out that 34% of people present an average level of abilities, 13% present a high level of abilities while distinguished individuals represent approximately 2 – 3% of the population. In the literature, as Limont [16, 57] writes, there is also the concept of behaviour *characterizing abilities*. It is in this case about the «potential student who can develop in outstanding ability through appropriate educational program impact». It is in this case about the «potential student who can develop in outstanding ability through appropriate educational program impact». In this case it is about the «potential of a student who can develop outstanding abilities through appropriate educational program».

Therefore, the shaping and development of abilities should be handled by educators and teachers who will make the earliest possible identification and selection of young people with aptitude for sport and will undertake the completion of individual educational programs. In the literature you will encounter two approaches relating to the development of athletic abilities. Representatives of the first approach assume that athletes reaching a high level of proficiency have already begun to specialize in a particular area compared with players earning the lower level of proficiency. The researchers found that the highest achievements before the period of adulthood are achieved in this case by athletes specializing in sports skating and gymnastics [15]. The second approach is based on comprehensive development. According to it, people practising sport and achieving in future life a high level of proficiency in childhood created the right conditions to learn and try out various sports disciplines and practised sport in the form of fun rather than specialist and programmed training [5]. Baker and Cobley [1] conducted research that has shown that athletes who during childhood took up various kinds of activity require less specialized training to reach a high level of achievement in early adulthood. Moreover, they insist that upon reaching physical and cognitive maturity by the player thanks to versatile forms of activity subsequent trainings should have a more specialistic nature.

Some researchers analysing the process of educating young athletes in Poland and countries of Western Europe state that in our country the methods of training focused primarily on the motor sphere. On the other hand, the

intellectual sphere, motivation and professionalism in the approach to the game are often treated marginally. When planning activities for young players you should take into account not only the load caused by workouts, but also the length of the day, the hours of training and the balance between physical and mental exercise. In this regard, teachers and coaches should take into account individual needs and abilities of athletes and show flexibility in the approach to their learning process [4]. It is important for the process to increase the effectiveness of teaching to watch actions during the game. Assessment of fitness can help modify the process of training, and also can have an impact on motility through the intellectual sphere, increase self-awareness which in turn positively affects the motivation of athletes to continue to improve their skills [24].

In addition to the process of education proper for the development of abilities, adults, that is, teachers, educators, coaches and parents are also very important. They can contribute to enhancing the activity of the child, development of their interests and abilities, but also can inhibit them [12]. The role of parents is in this regard particular due to the fact that they communicate certain patterns of behaviour, values and beliefs to their child, meet their needs, and can support his or her actions and aspirations [17]. Research shows that parents have the greatest impact from 6 to 13 years of age [35]. Before a young person has his or her own trainer, any experience and confidence is acquired through the education of parents. This has a bearing on the process of further development and shaping of abilities. One can also mention family factors conducive to improving skills and gaining high sports achievements. These include: a high socio-economic status, high qualifications and/or successful parents in a specific field of activity, growing up in a full family. Athletes with high achievements claim that their parents understand them, like sports and often encouraged them to practice and supported at every stage of education and development. Other researchers have found that supporting the development of talent for sports is conducive to teaching consistency, showing pride in the achievements of the child, creating a healthy atmosphere around achievements, requiring the fulfilment of domestic duties (e.g. cleaning the room). What is also important for young athletes is emotional support from parents. They mention here showing understanding, encouraging further challenges, seeking solutions to difficult situations. During the match young players expect their parents to keep a distance, after the match they appreciate actual and sincere feedback [32, 11]. Other studies have shown that parents of athletes competing at the professional level, active with a strong need for action and raising their qualifications exhibit an attitude of acceptance and willingness to assist. Roles played by guardians and parents of gifted athletes are to provide support, shape beliefs and behaviour patterns. They affect motivation and sporting achievements of young athletes [35]. The role of parents is therefore important in

developing skills in young players. In stimulating the development of talented students what is important is the attitude of parents who provide child with access to activities to develop their interests and talents, pay attention to achievements and successes, emphasize the importance of the future and teach constructive ways of organizing and planning time [7, 39]. Parents should create the right conditions for a talented child to know the reasons for the successes and failures at the same time encouraging them to take on new challenges and participate in competitions and tournaments [17]. The literature emphasizes, however, the negative effects of such impacts resulting from the lack of appropriate skills and knowledge of their parents. Some children despite the high level of talents aptitudes and successes as a consequence give up sport [49]. Therefore, what is important for parents is education focusing on becoming aware of the role they play in shaping the careers of their own children gifted in sports and the consequences of inappropriate upbringing [35].

Individual factors

In addition to environmental factors, an important part in the development of sports talents is played by individual characteristics of young players. Among them are: passion, enthusiasm and emotional involvement in sports activities, willingness to take on the sporting activity, emotional stability and the related stress resistance, ease of overcoming difficulties, mental strength – belief in one's own abilities, realism-knowledge about one's own strengths and weaknesses, concentration-ability to focus on the task and resistance to factors hindering the achievement of the objective, readiness for personal effort and hard work, perseverance in achieving distant goals, a passion for competition, desire to test one's own skills [4]. Other researchers argue that there are certain characteristics conducive to achieving high performance in sport. Gloria Balague [2] distinguishes motivation for achievements, self-confidence, adaptability, self-discipline and a high level of awareness. According to her, there are differences when it comes to the need for self-improvement and further development. Terry Orlick [23] in his studies writes about the Circle of Excellence, in which he lists the following factors: focus, commitment (passion in the quest to become a master), mental preparedness (willingness for continuous learning and action), positive ideas (optimistic and yet realistic attitude towards the expected results of one's own actions), confidence (belief in one's actions), the control of interference (focus on the task despite obstacles), continuous learning (planning the next steps). The most important of these factors is the focus which according to Orlick decides about the efficiency and effectiveness of the goals and activities undertaken. However, all elements are important in achieving success in sports. Lack of confidence and low interest in managing one's own development and shaping abilities despite high achievements does not guarantee success in the athletic career [23]. F. Renzulli on the other hand, mentions factors important in shaping the talent. These are in his opinion:

optimism, sensitivity to the problems of others, courage, energy, love for one's discipline, the sense understood as focusing on the future and the ability to make changes which make it easy to achieve success. Undoubtedly what is also important for improving talents is the motivation which involves commitment, patience and the desire to constantly improve one's own skills. J. Taylor treats motivation as a key element of the Pyramid of the Ideal Performance whose levels consist of: confidence, level of arousal, focus and emotions. Motivation is the most important element of the development. Low levels of motivation in his opinion may interfere with the functioning of the player at other levels. The key to this is to understand the mechanisms underlying motivation. Therefore, it is understanding the factors that determine what prompts the athlete to long-term and hard work despite the obstacles or negative experiences. Such knowledge can help in achieving the desired objectives. In the literature you can meet with research which found that too high level of motivation can lead to excessively rapid exhaustion and burnout which leads to withdrawal from further training before obtaining satisfactory results. Young athletes also are often convinced that to win they need a little effort because and they are already the best. The consequence of this is to underestimate the skills of rivals and unexpected defeat [35].

In summary, education of talented students is associated with multi-directionality of impacts in many areas. This applies to learning specific skills and stimulating development [13]. The potential of an individual is the basis for development of talents. What is significant in this regard are the skills of identifying and achieving the intended objectives, which involve the interests of that person, their abilities and values. One can in this case refer to the concept of personal talent which is dependent on cognitive, affective and personality factors and can be used to achieve social and individual objectives [21]. On the other hand an important role in the formation and development of talent is played by parents, teachers, and coaches. They can influence motivation and achievement of young players by the presence and support. What is important in this regard is the teachers' awareness that they contribute to the development and shaping of another human being. Knowing one's strengths and weaknesses, ability to assess the relationship with the child and his or her family are essential aspects in working with gifted individuals [19]. In shaping gifted athletes one should take into account the various aspects of their functioning, both individual and social.

References

1. Baker J., Cobley S., Does practice make perfect? The role of training in developing the expert athlete (Coach's corner-Shannon Rollason, Head Coach, Australian Institute of Sport Swimming Program) / D. Farrow, J. Baker, C. Mac Mahon (red.) // *Developing Sport Expertise. Researches and Coaches Put Theory into Practice.* – London & New York : Taylor & Francis Group, 2008. – S. 29 – 42.

2. Balague G. Gloria Balague-Approach to Sport Psychology / G. Balague, M.W. Aoyagi, A. Poczwadowski (red.) // *Expert Approaches to Sport Psychology. Applied Theories of Performance Excellence*. – Morgantown : WV: Fitness Information Technology, 2012. – S. 1 – 19.
3. Bompá T.O., Haff G. *Periodyzacja. Teoria i praktyka treningu* / T.O. Bompá, G. Haff. – Warszawa : Biblioteka Trenera, Centralny Ośrodek Sportu, 2010. – 380 s.
4. Brown J. *Sports talent: How do identify and develop outstanding athletes* / J. Brown. – Champaign Il : Human Kinetis, 2001. – 472 s.
5. Côté J., Fraser-Thomas J. *Play, practice, and athlete development. (Coach's corner Eddie Jones, Coaching Consultant, Saracens Rugby Club)* / D. Farrow, J. Baker, MacMahon C. (red.) // *Developing Sport Expertise: researches and Coaches Put Theory into Practice*. – London & New York : Taylor & Francis Group, 2008. – S. 15 – 28.
6. Delforge C., Le Scanff C. *Parental influence on tennis players: Case studies* / C. Delforge, C. Le Scanff // *Revista de Psicologia del Deporte*. – 2006. – Vol. 12, 2. – S. 233 – 248.
7. Dyrda B. *Zjawiska niepowodzeń szkolnych uczniów zdolnych. Rozpoznanie i przeciwdziałanie* / B. Dyrda. – Kraków : Oficyna Wydawnicza Impuls, 2007. – 98 s.
8. Gabryś T. *Talent sportowy. Od doboru do indywidualnej ścieżki rozwoju* / T. Gabryś // *II Ogólnopolska Konferencja Szkoleniowa Trenerów Pływania*. – Kraków 30.09 – 02.10.2011.
9. Godlewska I., Marcinkowski J., Mariański M. *Sport w edukacji szkolnej jako wyznacznik sukcesu lub porażki edukacyjnej* / I. Godlewska, J. Marcinkowski, M. Mariański // *J. Urniaż. Współczesne tendencje w wychowaniu fizycznym i sporcie* / J. Urniaż. – Olsztyn : OSW, 2009.
10. Gracz J., Sankowski T. *Psychologia sportu* / J. Gracz, T. Sankowski. – Poznań : Wydawnictwo AWF, 2000. – 348 s.
11. Knigh C.J., Neely K.C., Holt N.L. *Parental Behaviors in Team Sports: How do Female Athletes Want Parents to Behave?* / C.J. Knigh, K.C. Neely, N.L. Holt // *Journal of Applied Sport Psychology*. – 2011. – No 23. – S. 76 – 92. – DOI: 10.1080/10413200.2010.525589.
12. Kotlarski K. *Kariery edukacyjne uczniów zdolnych i mniej zdolnych matematycznie* / K. Kotlarski. – Toruń : Wydawnictwo UMK, 1995. – 207 s.
13. Kuśpit M. *Mistrz i uczeń w kontekście zdolności. Specyfika pracy z uczniem zdolnym* / M. Kuśpit // *Relacja mistrz-uczeń. Rozważania z perspektywy psychologii muzyki* / G. Kwiatkowska, J. Posłuszna (red.). – Kraków : Aureus, 2014. – S. 183 – 192.
14. Kuśpit M. *Społeczno-emocjonalne aspekty funkcjonowania uczniów uzdolnionych plastycznie* / M. Kuśpit // *Barwy twórczości* / M. Kuśpit (red.). – Lublin : UMCS, 2013. – S. 317 – 339.
15. Law M., Côté J., Ericsson K.A. *Characteristics of expert development in rhythmic gymnastics: A retrospective study* / M. Law, J. Côté, K.A. Ericsson // *International Journal of Sport and Exercise Psychology*. – 2007. – No 5. – S. 82 – 103.
16. Limont W. *Uczeń zdolny. Jak go rozpoznać i jak z nim pracować* / W. Limont. – Gdańsk : Gdańskie Wydawnictwo Psychologiczne, 2005. – 317 s.

17. Łukasiewicz-Wieleba J., Baum A. Rodzicielskie sposoby rozpoznawania i rozwijania zainteresowań i zdolności / J. Łukasiewicz-Wieleba, A. Baum. – Warszawa : Wydawnictwo Akademii Pedagogiki, 2013. – 222 s.

18. Mac Curdy D. Talent identification around the world and recommendations for the Chinese Tennis Association, ITF / D. Mac Curdy. – Coaching Website : www.itftennis.com/shared/medialibrary/pdf/original/IO_18455_original.PDF.

19. Mierzejewska-Orzechowska K. Poszukiwanie wzorca optymalnego nauczyciela dla ucznia uzdolnionego / K. Mierzejewska-Orzechowska // Modele pracy nad dzieckiem zdolnym / M. Partyka (red.). – Warszawa : Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej Ministerstwa Edukacji Narodowej, 2000.

20. Mohamed H., Vaeyens R., Matthys S., Multael M., Lefevre J., Lenoir M., Philippaerts R. Anthropometric and performance measures for the development of a talent detection and identification model in youth handball / H. Mohamed, R. Vaeyens, S. Matthys, M. Multael, J. Lefevre, M. Lenoir // Journal of Sports Sciences. – 2009. – No 27 (3). – S. 257 – 266.

21. Moon S.M. Personal Talent / S.M. Moon, R.J. Sternberg // High Ability Studies. – 2003. – Vol. 14, No 1. – S. 5 – 21.

22. Nęcka E. Psychologia twórczości / E. Nęcka. – Gdańsk : GWP, 2003. – 269 s.

23. Orlick T. Terry Orlick-Approach to sport Psychology / T.M. Orlick // Expert Approaches to Sport Psychology. Applied Theories of Performance Excellence / W. Aoyagi, A. Poczwadowski (red.). – Morgantown : WV Fitness Information Technology, 2012. – S. 167 – 185.

24. Panfil R. Edukacja uzdolnionego gracza i zarządzanie zespołem sportowym / R. Panfil. – Wrocław : Wydawnictwo AWF we Wrocławiu, 2000. – 274 s.

25. Popek S. Człowiek jako jednostka twórcza / S. Popek. – Lublin : UMCS, 2003. – 224 s.

26. Popek S. Psychologia twórczości plastycznej / S. Popek. – Kraków : IMPULS, 2010. – 489 s.

27. Przewęda R. Rozwój somatyczny i motoryczny / R. Przewęda. – Warszawa : PZWS, 1973. – 242 s.

28. Raczek J. Antropomotoryka. Teoria motoryczności człowieka w zarysie / J. Raczek. – Warszawa : Wydawnictwo Lekarskie PZWL, 2010. – 224 s.

29. Sachnowski K., Oprychał Cz., Karpiński R. Wybrane problemy selekcji w procesie wieloletniego szkolenia pływaków wysokiej klasy / K. Sachnowski, Cz. Oprychał, R. Karpiński // Sport Wyczynowy. – 2005. – № 11 – 12/481 – 492. – S. 88 – 91.

30. Sękowski A. Psychologia zdolność / A. Sękowski. – Warszawa : PWN, 2001. – S. 115 – 124.

31. Sękowski A., Siekańska M., Klinkosz W. On individual differences in giftedness / A. Sękowski, M. Siekańska, W. Klinkosz // International Handbook on Giftedness, Springer Science&Buisness Media B.V. / L.V. Shavinina (red.). – Dordrecht, 2009. – S. 469 – 487.

32. Sękowski A., Siekańska M. National academic award winners over time: their family situation, education and interpersonal relations / A. Sękowski, M. Siekańska // High Ability Studies. – 2008. – Vol. 19, No 2. – S. 155 – 171.

33. Sękowski A. Wspieranie talentu sportowego w perspektywie psychologii zdolności / A. Sękowski // *Praktyczna psychologia sportu. Wykorzystanie koncepcji psychologicznych w sporcie. Studia i monografie* Nr 54 / J. Blecharz, M. Siekańska (red.). – Kraków : AWF, 2009. – S. 24 – 31.

34. Siekańska M. Koncepcje zdolności a identyfikacja uczniów zdolnych / A. Sękowski (red.) // *Psychologia zdolność*. – Warszawa : PWN, 2001. – S. 115 – 124.

35. Siekańska M. Talent sportowy, Psychologiczne i środowiskowe uwarunkowania rozwoju uzdolnionych zawodników / M. Siekańska. – Kraków : Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie, 2013. – 332 s.

36. Podstawy teorii treningu / H. Sozański (red.). – Warszawa : Resortowe Centrum Metodyczno-szkoleniowe Kultury Fizycznej i Sportu, 1993. – 330 s.

37. Starkers J.L. The past and future of applied sport expertise research / J.L. Starkers // *Developing Sport Expertise: Researches and Coaches Put Theory into Practice* / D. Farrow, J. Baker, C. MacMahon. – London & New York : Taylor&Francis Group, 2008. – S. 193 – 206.

38. Szopa J., Mleczko E., Żak S. Podstawy antropometryki / J. Szopa, E. Mleczko, S. Żak. – Warszawa – Kraków : Wydawnictwo Naukowe PWN, 1996. – 223 s.

39. Tyszkowa M. Zdolności, osobowość i działalność uczniów / M. Tyszkowa. – Warszawa : PWN, 1990. – 416 s.

40. Williams A.M., Reilly T. Talent identification and development in soccer / A.M. Williams, T. Reilly // *Journal of Sport Sciences*. – 2000. – No 18. – S. 657 – 667.

41. Wyżnikiewicz-Kop Z. Koordynacyjne zdolności ruchowe dzieci i młodzieży. Podstawy teoretyczne i metodyczne / Z. Wyżnikiewicz-Kop. – Szczecin : Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, 1992. – 196 s.

Куспит Малгожата. Специфика обучения и воспитания студентов со спортивными способностями. Способности и талант являются предметом исследования и анализа представителей многих дисциплин. Талантливые люди обладают такими чертами характера, которые позволяют им достигать высокого уровня производительности в конкретной сфере деятельности. В настоящее время в развитии и формировании способностей и талантов, кроме индивидуальных факторов, все больше подчеркивается значение социальной среды. В статье освещено специфике функционирования студентов со спортивными способностями, а также возможности их развития посредством обучения и воспитания. Правильный подход педагогов, тренеров и родителей может помочь оптимизировать развитие потенциала на начальном этапе обучения и профессиональной подготовки в разных видах спорта.

Ключевые слова: спорт, обучение, способности, возможности, талант, воспитание.

Kuśpit Malgorzata. Specificity of the education and upbringing of students with aptitude for sports. Abilities and talents are the subject of research and analysis of representatives of many disciplines. Talented people

manifest characteristics that allow them to achieve a high level of performance in a specific area of activity. Nowadays, more and more often the importance of social environment in the development and shaping of abilities and talents, apart from individual factors, is underlined. This article deals with the specificity of functioning of students with aptitude for sports and the possibilities of developing and promoting talents through education and upbringing. The correct approach of teachers, coaches and parents can help optimize the development of potential at an early stage of education and training in various sports.

Key words: sports, education, abilities, aptitude, capabilities, talent, upbringing.

Одержано 03.12.2015