

CLASSIFICATION OF THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF TRAINING FUTURE COACHES

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Annotation. The problem of training future trainers and teachers in higher education institutions is considered. Theoretically analyzed the problem of training future coaches. Systematized content of theoretical and methodological foundations of training future coaches. It was revealed that the system of knowledge creation is based on logically related topics of general characteristics of the professional activity of the future coaches and features of the content of the production functions. Also on the justification of typical tasks of future coaches, definition and development of professional competencies of future coaches during training. In addition, also the prospects for the development of sport as a future profession. The proposed classification is different from previous work defining the future of professional competence of trainers and teachers in the process of training, clarifying sections of future performance professional coaches and prospects of the development of sports.

Keywords: professional, coach and teacher, professionals, programs, education activities.

Introduction

Modern system of vocational training in Ukraine orients on coaches-instructors' vocational training at high quality. At the same time the system of vocational training stipulates reformation and improvement of vocational training system in the field of physical culture, sports and human health. In its turn integration of structure and content of educational process with European system of education at higher educational establishments determines and systemizes main directions of disciplines' teaching, that requires adapting of block of future coaches-instructors' vocational training to up-to-date conditions.

The urgency of the topic is stressed by the absence of single teaching standards of profile disciplines for future specialists in physical culture, sports and human health at higher educational establishments. The quantity of in-class hours of future coaches-instructors' curriculums contradicts to single European standards of Bologna process, that, in its turn, makes more difficult formation of future coach-instructor.

Analysis of scientific, scientific-methodic literature witnesses about insufficiently developed scientific methodic base of coach-instructor's vocational training: some material are of fragmentary character and reveal only general principles.

So, solution of future coaches-instructors' vocational training tasks on the base of classification of theoretical-methodic principles is conditioned by a number of contradictions between: significant need of society in qualified coach-instructors, intensive development and commercialization of high level sports, demand in vocational training of future coaches-instructors at higher educational establishments and absence of scientifically grounded theoretical, methodic grounds for its provision, orientation of modern pedagogic science and practice on implementation of new models of future coaches-instructors' vocational training and traditional conditions, forms and methods of such training.

A number of works is devoted to vocational training of specialists in physical education (Yu. Shkrebtii 1996-2005), the problems of theoretical-methodic principles of vocational training in physical education and sports were regarded in works by B. Shyan, 1997; L. Suschenko, 2003; O. Tymoshenko, 2009; theoretical basis of competence approach to training of physical culture instructors – in works by I. Omelyanenko, 2006; formation of professional-pedagogic readiness in work by L. Deminska, 2004, et al.

The authors of scientific works [1, 2, 4-10] also think that the base of paradigm of coach-instructor's professional formation is his previous experience of many years coaching and competition activity; this period is called by them the period of early professionalization.

In the opinion of O. Deminskiy system of coach-instructor's vocational training is based on rich empiric material of many years practicing sports; on scientific researches in the field of sports training' theory; on system of scientific and advanced experience. The system of sportsmen's training is an example of self organization and self regulation and, in most cases, manifests itself as highly efficient system. In spite of rich experience in coaches' preparation, as on to-day there are many opportunities for further development of process of coaches-instructors' vocational training [3].

Scientific-research work, which is the basis for working out of grounding, is "Psychological-pedagogical system of formation of specialist's personality" (2009 – 2014), code of work H2 – 2009, state registration number 09 U 0002. Approved by academic council of Khmelnytsky national university, dt 29.09.09. Index УДК 37.015.

Purpose, tasks of the work, material and methods

The purpose of the work is to classify theoretical-methodic principles of future coaches-instructors' vocational training.

The tasks of the research:

1. To analyze curricula of "Sports" direction, of psychological-pedagogical literature, of literature on physical culture and sports, information from Internet about vocational training of future specialists in Olympic and professional sports at higher educational establishments.

2. To study the existing approaches to formation of programs of future coaches-instructors' vocational training.

3. To ground classification of theoretical-methodic principles of future coaches-instructors' vocational training.

The methods of the research: analysis, synthesis, generalizing of literature data.

Results of the research

According to our scientific aims we classified the content of theoretical-methodic principles of future coaches-instructors' vocational training (see table 1), where the system of knowledge formation is based on logically connected sections of general characteristic of future coach-instructor's professional activity and peculiarities of production functions' content, on grounding of typical tasks of future coaches-instructors' activity, determination of future coaches-instructors professional competences in the process of vocational training as well as the prospects of sports development as future professional activity.

The offered classification differs from earlier works by the presence of determination of future coaches-instructors' professional competence in the process of vocational training, by specifying of sections of future coaches-instructors' professional activity's characteristic as well as by the prospects of sports' development as future professional activity.

Table 1

Classification of content basis of future coaches-instructors' vocational training

Scientific aims	Parameters				
	Description of disciplines		Explanation of phenomena		Prognostication of processes
Classification of programs' sections	General characteristic of future coach-instructor's professional activity	Peculiarities of production functions' content, typical tasks of future coaches-instructors' professional activity	Professional competences of future coaches-instructors	Development of professional competence of future coaches-instructors in the process of vocational training	Prospects of sports' development as future professional activity
Systemization of sub-sections of theoretical-methodic principles	Specificity of professional activity	Peculiarities of professional activity	Principles of training in sports schools	Content of trainings	Analysis of sports development's problems
	Material provision of professional activity	Simulation of professional activity	Methods of determination of professional activity's results	Methodic of trainings	Scientific-methodic provision of activity
	Sports equipment, up-to-date technical means	Specificity of professional activity	Methodic of teaching	Theory of training in a kind of sports	Determination of sports development's prospects

Theoretical methodic principles (TMP) of vocational training play important role in the process of future coaches-instructors' vocational training. Theoretical –methodic principles of coach instructing activity are additional special course, which students study during all period of studying at higher educational establishment. Significant scope of lectures stresses profiling place of professionally important TMP course among other previous and future disciplines. The scope of TMP knowledge as quantitative characteristic of general limit of all introduced in academic process components of academic material is not stipulated by curriculum and is of auxiliary character in vocational training of future coaches-instructors. Qualitative characteristic – content of TMP knowledge – is a combination of elements of professionally important data.

The base for successful development of professional competence of future coaches-instructors is certain scope of previous specific knowledge, which was obtained during many years cycle of trainings and competitions in the chosen kind of sports as well as in the process of learning psychology of sports, age physiology, general theory of Olympic and professional sports, theory and practice of children and junior sports.

It is known that sports take important place in the life of modern society that is confirmed by great popularity of Olympic Games and other competitions of world level.

Special importance of vocational disciplines is underlined by State exams, which finalize the process of education of future coaches-instructors.

During studying of cycle of vocational disciplines future coach-instructor faces the tasks of mastering knowledge in theoretical-methodic principles of training of different age categories' children, working out of training and competition in a kind of sports conducting skills, formation and improvement of practical skills and rising of technical-tactic skillfulness of disciples in a kind of sports.

Owing to the fact that knowledge is tested by practice result of reality's reflection in student's thinking, teaching is conducted in the form of lectures and practical trainings, as well as in the form of instructing practice in children-junior sports schools. We have offered experimental factor as an auxiliary interactive course "Theoretical-methodic provision of vocational training for coach-instructing activity", with key form of it – development of professional competence.

As per structural schema of vocational training for formation of knowledge at first year of study it is necessary to include theoretical-methodic principles of the chosen kind of sports and technical-tactic peculiarities of this kind of sports. The second year of study: methodic of training the chosen kind of sports. The third year: theory and methodic of training of the chosen kind of sports and the fourth year – problems of development and the ways to their solution in the chosen kind of sports (see tables 2, 3).

On the base of conducted stating stage of experiment and as per classification we developed general content of theoretical-methodic principles of future coaches-instructors' vocational training, according to rational structure in the form of informational data base, which is composed on the base of curricula's analysis and analysis of qualification characteristics of preparation bachelors in physical culture and sports at HEEs.

The function of the data base – is scientific-methodic provision of vocational training and vocational disciplines "Theory and methodic of children and junior sports", "Olympic and professional sports", "Sports-pedagogic improvement" for students of higher educational establishments. Table 2

Approximate distribution of hours among sections of course

Nos.	Sections of course	Quantity of hours by years of study				Kinds of control after every semester			
		1	2	3	4	T	E	CW	SE
1	General characteristic of future coach-instructor's professional activity	24				1			4
2	Peculiarities of production functions' content, typical tasks of future coaches-instructors		24			2			4
3	Professional competences of future coaches-instructors			24		3			4
4	Development of professional competence of future coaches-instructors in the process of vocational training			73			4	3	4
5	Prospects of sports' development as future professional activity				73	3		4	4

Notes : T – test;

E- exam;

CW – creative work;

SE – State exam;

In total 218 hours per course.

Table 3

Approximate distribution of program material Opiehm

Q u a n t i t y o f h o u r s						
Sections and subjects		Total	Lectures	Seminars	Methodic	Practical
1	General characteristic of future coach-instructor's professional activity	24	6	6	6	6
1.1	Specificity of professional activity	8	2	2	2	2
1.2	Material-technical provision of professional activity	8	2	2	2	2
1.3	Sports equipment, up-to-date technical means	8	2	2	2	2
2	Peculiarities of production functions' content, typical tasks of future coaches-instructors	24	6	6	6	6
2.1	Peculiarities of professional activity.	8	2	2	2	2
2.2	Simulation of professional activity	8	2	2	2	2

2.3	Specificity of professional activity's fulfillment	8	2	2	2	2
3	Professional competences of future coaches-instructors	24	6	6	6	6
3.1	Principles of training in sports schools	8	2	2	2	2
3.2	Methods of determination of professional activity's results	8	2	2	2	2
3.3	Methodic of teaching	8	2	2	2	2
4	Development of professional competence of future coaches-instructors in the process of vocational training	73	18	18	18	19
4.1	Content of trainings	24	6	6	6	6
4.2	Methodic of trainings	24	6	6	6	6
4.3	Theory of training in a kind of sports	25	6	6	6	7
5	Prospects of sports' development as future professional activity	73	18	18	18	19
5.1	Analysis of sports' development problems	24	6	6	6	6
5.2	Scientific-methodic provision of activity	24	6	6	6	6
5.3	Determination of sports development's prospects	25	6	6	6	7

Teaching of the mentioned above disciplines is one of first priority elements of students' attracting to coach-instructor's activity in the field of "Physical education, sports and human health" and is a component of education's content of future coaches-instructors.

The program data base includes theoretical methodic principles of future coaches-instructors' vocational training – systemizing of objective material about execution of future professional activity, methods of obtaining new data in sports sphere and transformation of them into result – supplement to sum of knowledge, which is in the base of professional activity.

Summary

1. Analysis of literature sources showed that main views of scientists in solution of problem of future specialists vocational training in the field of " Physical education, sports and human health" characterize the necessity of systemizing of future coaches-instructors' vocational training at higher educational establishments and insufficiency of scientifically grounded theoretical and methodic principles of its provision, orientation of modern pedagogic science and practice on implementation of new models of future coaches-instructors' vocational training and on conditions, forms and methods of such training.

2. We have classified theoretical-methodic principles of coach-instructor's activity as scientifically grounded sub-system of methodically organized academic material, which is a component of education and is reflected in electronic system of education MOODLE of Khmelnytskyi national university as well as in manuals and methodic materials.

3. We have determined the content of theoretical-methodic principles of future coaches-instructors' vocational training, where the system of knowledge's formation is based on logically connected sections of general characteristic of future coach-instructor's professional activity and on peculiarities of production functions' content, on grounding of typical tasks of future coaches-instructors' professional activity and on determination of future coaches-instructors' professional competences, on development of professional competence of future coaches-instructors in the process of vocational training, and on prospects of sports' development as future professional activity. The offered classification differs from previous ones by determination of professional competence of future coaches-instructors in the process of vocational training, by specifying the sections of future coaches-instructors professional activity's characteristics and prospects of sports' development as future professional activity.

The prospects of further researches in direction of improvement of vocational training's organizational-pedagogic aspects at higher educational establishment can be connected with searching of new methodic of professional formation of future coaches-instructors.

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