

CHARACTERISTICS OF SCIENTIFIC APPROACHES TO THE EDUCATION OF CHILDREN AND ADOLESCENTS IN YOUTH SPORTS SCHOOLS

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Annotation. Systematized theoretical concepts of education of children and adolescents in youth sports schools. The characteristics of the planning and situational approach to the organization of the educational process. It is established that the scientists are focusing on the actions of the subject of education. These activities are divided into different areas of education, have one-way and do not provide feedback. It is shown that the scientists focused on targeted reactive actions of the subject of education. Showed inconsistencies between the programmatic approach to the education of children and adolescents in sports activities and the realities of the educational process that takes place on the basis of the solution of educational situations. It is noted that the basis of understanding the educational process it is advisable to put the phenomenon of pedagogical situation. Highlighted a set of conditions and circumstances that are specially created teacher and against which there is a brief interaction of the teacher and the pupil (group).

Keywords: education, children, teenagers, sports, school, approach.

Introduction

As on to-day system of children-junior sports schools (CJSS) is an efficient link of out-of-school education of Ukraine and CIS, with the task of creation the necessary conditions for self-realization of disciples by means of the chosen kind of sports, their harmonious education, physical development, acquiring of health life style habits, full fledged health improvement and provision of substantial leisure.

Activity of CJSS sport pedagogues is oriented on fulfillment of certain tasks and includes three interconnected aspects: sports (development of disciples' bents in the chosen kind of sports, preparation of sport reserve for combined teams of Ukraine), physical culture (full fledged health improvement, provision of substantial rest and leisure of children and youth, formation of healthy life style habits) and educational (promotion of harmonious development, self realization of disciples).

The first two aspects of CJSS activity have been comprehensively developed by scientists. In particular, scientific principles of training process's organization in children-junior sports are elucidated in works by L. Volkov, S. Zorin, O. Deminskiy, T. Krutsevych, V. Platonov et al. Scientifically grounded principles of training process's organization at CJSS (in particular, completeness of groups in different kinds of sports, recommended scope of training loads, norms of weekly regime of training work, typical annual, meso-cycle and micro-cycle plans of training processes at CJSS) are properly reflected in state normative documents.

The problem of physical culture formation of CJSS disciples are elucidated in scientific works by S. Avilkina, K. Zhukotynskiy, A. Svatyev, O. Kaliuzhna, V. Lysyak, O. Svyrydenko, Ya. Syvohopa. In the works of the mentioned authors formation of values of healthy life style, harmonious physical development in the process of trainings at CJSS is accentuated.

At the same time educational aspect of trainings at CJSS requires special scientific attention, because education of children and teen-agers by means of sports activity is much wider than simply development of physical qualities, as far as besides physical qualities, sports activity (as well as interaction with coaches as its integral component) influences on formation of personality's qualities, values, behavior of young sportsmen, that has been confirmed by results of numerous researches in pedagogic and psychology of sports (I. Volkov, Ye. Gogunov, G. Gorbunov, T. Dzhamgarov, Ye. Ilyin, V. Klymenko, B. Kretti, A. Polozov, A. Puny, P. Rudyk, N. Khudalov et al.)

The works by K. Anvarov, K. Baybekov, P. Bespalov, G. Bobyliov, V. Bogdanov, L. Bogdanova, M. Vilenskiy, S. Galkin, D. Goriev, M. Gorbunov, G. Gryban, Yu. Zotova, N. Korobkina, V. Lysiak, L. Miroshnyl, S. Pronkina, A. Parshykova, G. Putiatyna, D. Fabrychnykov et al. are devoted to solution of separate educational tasks at children junior sports schools.

As analysis of scientific works on problems of education of children and teen-agers at CJSS shows theoretical knowledge of educational process's organization at CJSS is not structuralized into scientific forms (theory, conceptions, approaches), and it conditioned orientation of our scientific efforts for determination of main approaches to organization of educational process at CJSS.

The research has been fulfilled within the frames of scientific-research work "Scientific foundation of effective forms and methods of organization of children-junior sports schools system's activity", (state registration number 0112U005360) and complex scientific project "Theoretical-methodic principles of formation of personal physical culture of children and youth" (state registration number 0113U001205).

Purpose, tasks of the work, material and methods

The purpose of the research: systemizing of theoretical concepts of children's and teenagers' education at CJSS.

The task of the research: to determine scientific approaches to education of children and teenagers at CJSS, to give brief characteristic of these approaches.

The following theoretical *methods of research* were used: synthesis, analysis, generalization of special literature data (on problems of children's and teenagers' education at CJSS); more than 50 scientific sources have been analyzed.

Results of the researches

The carried out analysis of available scientific sources showed that in spite of the fact that as on to day there is no integral system of aim bench marks in education of children and teenagers in sports activity, in domestic as well as in foreign sports-pedagogic literature ideas of humanism, which are the most fully expressed in ideology of Olympic Games, are the most discussed ideas.

On the base of scientific sources' analysis we determined as educational aims for CJSS the following:

- Values, which are key ideas of ideology of Olympic Games (values-aims), the base of which is physical, social and mental health (in self attitude of a sportsman) and moral values (in sportsman's attitude towards other people);
- Instrumental values of Olympic Games ideology, among which there is self realization in sports activity and Fair play, as an ideal of behavior in sports activity and behind it;
- Features of character, corresponding to ideals of Olympic Games and manifest in actual behavior, actions, emotions in sports activity and out of it, among which there are self organization, self discipline, will as well as features, which are important for group interaction.

Educational work (organization of educational process) as activity of teachers, is oriented on changes in personalities of young sportsmen in direction of the set aims, and can be represented in one of two forms: first of all in the form of planned educational measures; secondly – in the form of certain succession of actions in spontaneous or planned beforehand pedagogic situations. In compliance with the said above variability of relations of educational process's subjects at CJSS can be reduced to two models: program and situational.

In the first, program model, educational process is, first of all, actions of a teacher, which are oriented on planning and fulfillment of educational measures on formation of socially desired personality's new features under the influence of environmental conditions.

In the base of second, situational model, there is combined activity of teacher and disciple on overcoming of contradictions between the subjects of educational system and society, which results in development of disciple's socially desired terminal, instrumental values and features of character.

The approach to education of children and teenagers at CJSS on the base of first model we shall call a program approach. The approach on the base of second model will be called situational approach.

Planning approach to education on the base of centralized programs of educational work and conducting of educational measures is an inheritance of Soviet educational system; in it one can see connection with the so called "pedagogic of measures" – system of out-of-classes work at educational establishments, constructed as a number of different measures, not compulsory interconnected and connected with interests and demands of disciples (V.S. Bezrukova "Principles of mental culture" (encyclopedia dictionary of pedagogue) [Electronic resource]/ V.S. Bezrukova –access: <http://didacts.ru>).

Though, as on to-day, the fact, that pedagogic of measures in the most concentrated form fails in reaching of planned educational aims, is a common point of view, the mentioned traditions are continued still in our days, that is witnessed by plans of educational work of CJSS in Russia (http://moukaskad.ucoz.ru/publ/informacija/plan_vospitatelnoj_raboty/2-1-0-15; <http://zverevo.donland.ru/Default.aspx?pageid=96589>; <http://happybuh.com/?p=329#more-329>), besides, on normative level the necessity of educational measures' introduction into annual plan of CJSS in Ukraine has also been determined (<http://sport-oda.lviv.ua/stor.php?cat=27>).

Approach to education of children and teenagers at CJSS on the base of construction of educational work through planning of appropriate measures was reflected in scientific publications, in particular in the works by K. Anvarov, S. Galkin, R. Dzhabiyev, Ye. Maksachuk, A. Mikheyev, S. Levadnia, V. Ryng, et al.

The key property, which permits to combine concepts of educational processes, elucidated in the works of above mentioned authors within the frames of integral approach, is fixing in CJSS's plan of work of one or other educational measure. With it educational result of this measure remains in "zone of uncertainty". It should be also noted that with planning approach educational work, as a rule, is carried out as if it is out of training or competition processes, which are the most important at CJSS.

In analyzed scientific works, which were devoted to organization of educational process at CJSS from positions of program approach, education is reduced to fulfillment of planned measures, oriented rather on collective and only sometimes on an individual. Teacher's actions in the frames of these measures are of unidirectional character and do not envisage feedback. Measures, as a rule, are divided into separate directions of education (physical, mental, aesthetic and so on).

Peculiar “quantitative” view at evaluation of educational work’s quality, in which the main indicators is the quantity of educational measures, is also associated with planning approach.

Examples of measures, which are reflected in plans of CJSS educational work and which, correspondingly, are described by scientists, can be meetings with outstanding sportsmen, community work days on improvement of CJSS territory, competitions in memory of outstanding people, creation of stand of CJSS leavers’ achievements and etc.

These measures can be useful as a mean of demonstration of certain cultural models to CJSS disciples, nevertheless, enumerating their succession, it is impossible to imagine educational process as directed, stage-by-stage, integral formation of personality through self-determination in the process of overcoming of crisis, that corresponds to most modern scientific ideas about mechanisms of education.

It should be noted that educational measures, described by authors can be determined both as on formal principles (R. Dzhabiyev, Ye. Maksachuk) and on the base of diagnostics of CJSS disciples’ personal abilities (V. Ryng)

It is obvious that in the first variant the trends of disciple personality’s development are not considered, no attention is paid also to changes, which happen in his value world vision under influence of different factors of sports and out-of-sport activity. As it is noted by P. Bespalov, in this case disciple can not understand the sense of education, evaluate necessity of educational influence, that is why the only way to reaching of aims if forcing

The other variant is more adapting and flexible and ensures feedback of teacher and disciples, though it also can not be taken as an ideal one, as far as it restricts the space for pedagogical influence, tying it to time and place determined beforehand.

In the context of characteristic of planning approach to education the works by S. Levadnia are interesting; they are devoted to organization of educational process in colleges of physical culture (let us note that in connection with the fact that parameters of physical and mental loads of CJSS pupils and college students are close as well as character of interaction between coaches and pupils (students), we think that ideas of this author can be extrapolated on CJSS).

S. Levadnia comes from the fact that planning of educational work is one of the main components of ensuring of complex approach to education, as far as exactly in planning complex character has its methodic and organizational manifestation.

It is also interesting that, describing educational process in physical culture college as fulfillment of earlier composed plan, and which includes checking of plan documents, worked out by teachers; organization and fulfillment of educational measures; carrying out of meeting with supervisors; work with parents and soon, the author shows that coaches, setting educational tasks, base not on plan but rather on situations, which happen in interaction with disciples in their common activity. With it, coaches’ educational work is oriented on solution of planned tasks and includes both planned and out-of-plan measures. Exactly the latter measures are preferred by coaches.

In our opinion S. Levadnia in her research shows contradiction between program approach to education of children and teenagers in conditions of sports activity and realities of educational process, which takes place on the base of solution of educational situations.

Considering the mentioned contradiction we think that in the base of understanding of educational process at CJSS there must be phenomenon of pedagogical situation – combination of conditions and circumstances, which are created by pedagogue intentionally or appear spontaneously in educational process and against the background of which there happen short term interaction of pedagogue and disciple (group), in the course of which opposite norms, values, interests, aims of activity and means of achievement of these aims are manifested.

In the stream of situational approach to education at CJSS B. Bespalov, G. Bobyliov, D. Goriev, M. Bilenkiy, I. Zhurkina, D. Kazantsev, D. Fabrichnykov and other authors express their ideas.

Combining of different concepts of educational process in the frames of single situational approach is permitted by the fact that all they fix contradictions, which must be solved in the process of education and the mean of these contradictions’ solution is selected “as per situation”; depending on the circumstances of sport or out-of sport activity.

For example I. Zhurkina notes that in situations of sport or out-of sport activity, in communication of coaches’ and disciples there is constant solving of contradictions between demands to personality of a disciple as a subject of activity (member of sport team, participant of competition etc.) and the level of its preparedness to successful fulfillment of this activity. With it the author notes, that activity, into which the disciple is involved, gradually becomes more complicated, that conditions gradual complication of situations themselves and aggravation of contradictions.

I. Zhurkina names the following preconditions for effective solution of pedagogical situations, which appear in combined activity of coach and disciples: personal example of coach and experienced sportsmen; organization of out-of-training work; creation of collective; pedagogical support of sportsmen’s self education; involving of them into working out of plans for coming period of training; discussion of previous stages’ results and achieved successes.

The most exact conceptualization of situational approach to education of children and teen-agers we can find in the works by M. Vilenskiy and D. Kazantsev, devoted to education of moral-will qualities of CJSS disciples.

In the authors’ opinion the most important factor of education of moral-will qualities of CJSS disciples is systemic simulation of situation, requiring from disciples independent choice of moral volitional decisions, acts and creative activity with following analysis and coach’s and disciples’ moral evaluation of motives and results of actions of every member of sports collective during trainings.

The authors think that solution of educational situations happen through overcoming of main contradictions between different values and motives of activity as well as through volitional acts of interacting subjects.

M. Vilenskiy and D. Kazantsev mark out several interconnected stages in the process of education of moral-will qualities and these stages differ as follows: first of all by type and difficulty of pedagogical situation, which are regarded as efficient factor of educational process; secondly – be the character of pedagogic means, which are used in the course of solution of one or another situation.

In our opinion approach to education of personality at CJSS, presented by M. Vilenskiy and D. Kazantsev has undoubtedly positive features, in particular it permits to present procedural character of personality's education at CJSS as discrete actions of coach in certain situations, which on the one hand can be planned and on the other hand – spontaneous. With its logic connection of these situations can be non-linear, that permits to select several educational "lines".

A number of researchers regard educational process in sports activity in context of constructive overcoming of conflict situations (L. Bogdanovam L. Liubushkina et al.)

In our opinion the authors of these works support situational approach to education because constructive conflict is one of the variants of development of pedagogical situation. We base on the fact that in the course of constructive conflict, which is in the very base of sport activity, disciples' moral and will qualities actualize and it creates favorable conditions for formation of their values of Olympic Games and corresponding personality qualities, pg.6.

Generalizing results of analysis of scientific works, in which organization of educational process at CJSS is regarded in context of situational approach, we state that in these works the content of educational work is reduced to adequate coach's response to one or another pedagogical situation, that can appear in combined activity (which, from sportsman's point of view is a sport situation and from coach's – sport-professional).

Situational approach does not exclude planning and fulfillment of educational measures, but they shall be regarded as planned pedagogical situations, which help to create preconditions for perception of values of Olympic Games, formation and development of certain features of disciples' characters in the course of overcoming of contradictions between positions of subjects of educational system.

Summary

Thus, systemizing of theoretical concepts of CJSS children and teen-agers' education permitted to mark out the following approaches to organization of educational process:

- Planning approach, which is characterized by specific actions of a teacher in planned measures, oriented rather on collective and only sometimes on an individual. These actions are of unidirectional character, which does not stipulate feedback. The measures, as a rule, are divided by different directions of education (physical, mental, aesthetic and etc.);
- Situational approach, which is characterized by adequate coach's response to one or another pedagogic situation, appearing in combined activity. This situation, as a rule, requires from coach value-based attitude to disciple, to collective, to sport activity as well as to certain elements of environment.

Though planning and situational approaches to organization of educational process at CJSS significantly differ by principles of selection of educational actions (look-ahead with planning approach and quickness of response with situational) in practice, as a rule, they do not exist in ideal expression, but "interpenetrate", supplementing each other.

The perspective directions of researches are, in our opinion, systemizing of pedagogic situations, which happen in the process of sport and out-of-sport activity at CJSS. It is also purposeful to determine educational means, oriented on solution of pedagogical situations, which happen in sport activity.

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