Ways of Improving the Success of Sportsmen in Educational and Sports Activities

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ABSTRACT
Currently, the crisis moment in the preparation of a sports reserve is the period of professional orientation, which coincides with the period of preparation for passing state examinations and the moment of the transition of the athlete from the group of sports improvement to the group of sports skills. All specified events, as a rule, fall on one interval of time - on the senior classes or the period of completion of training in general education and sports schools. At this time, many athletes who have not switched to the rank of professionals, but showing high enough sports results to be a worthy sports reserve for a long time and in the long term members of national teams are faced with a choice - to continue their sports career, but to delay the period of preparation for entering the higher educational establishment, or to start building a professional career, but to refuse the opportunity to continue sports activities. The program presented in this article allows athletes to make the most comfortable transition from a group of sports improvement to a group of sports skills, as well as to start building a professional career with admission to a higher educational establishment or educational organization of secondary professional education. The purpose of this study is to identify the most significant problems of the activities of talented athletes in the period of professional self-determination, as well as a description of the conditions that contribute to the success of athletes during the construction of a “double career” (educational and sports activities). The leading method of research of this topic is to analyze the activity.
of promising athletes. To solve the tasks it is planned to use the following scientific methods: theoretical analysis and synthesis of literature data; identification of existing concepts and approaches to solving the formulated problem; pedagogical observation; pedagogical experiment; sociological methods; methods of mathematical statistics. The article presents the results of a study of the problems arising from talented athletes in the course of professional self-determination related to the choice of continuing a sports career or enrolling in an educational institution. Materials can be applied to the development and implementation of an athlete support system that includes various components: medical and biological; social and pedagogical; informational.

Introduction

The urgency of the stated problem is due to the fact that at the moment there is no effective system that allows the process of accompanying promising athletes who are not members of national teams at various levels in the process of their professional self-determination. Most talented athletes, for one reason or another, end their sports career with a good level of fitness.

A significant number of researchers considered the problem of social and professional adaptation of athletes at the stage of completion of a sports career (Ilyin, 2008; Stambulova, 1998; Senatrova, 2006). The following scientists were engaged in the rehabilitation of athletes after the completion of their careers: O.M. Ivko (2007); M.A. Babayev (2010). The conceptual framework for training students-athletes in universities is reviewed by V.K. Balsevich, G.I. Popov and N.I. Sannikova (2004), S.V. Dmitriev (2011), E.V. Bystritskaya and I.Yu. Burkhanova (2015), Hadullina and M.I. Galyautildinov (2014), S.S. Ivanova et al. (2017), I.Yu. Burkhanova and S.V. Dmitriev (2016), Yadvishnikov et al. (2018), N.B. Vorobyov et al. (2018). However, approaches, principles and technologies developed by the authors usually cover one side of an athlete’s career, either sporting or educational, related to the completion of a sporting career, without assuming the possibility of their successful systemic combination during the period of primary professional self-determination and at the initial stage of professional education. Let us proceed to the consideration of the issue related to combining educational and sports activities within the framework of the implementation of the «Double Career» by existing athletes.

The concept of a “double career” for the national psychology of sports is a new construct, although abroad the problem of life balance in athletes is one of the priority areas of research that identify the mechanisms and factors for effectively combining sports with other activities, primarily educational (Ilina et al., 2017; Khvatskaya, 2016).

According to V.M. Afanasyeva, A.M. Galimov and F.R. Zotov (2013): “A student-athlete always has a choice, either a sports training or an educational process”. Under these conditions, the problem of a «double career» is being actualized - an organic combination of active participation by the student-athletes in the training process, sports gatherings and competitions with educational activities.

Conducted by a number of authors (Ilina, 2016), studies revealed that students and athletes experience the following difficulties in combining training and sports activities: “temporary and territorial difficulties (the training schedule overlaps with the study schedule, you need to choose; it takes movement around the city from the place of study to training and home; not enough time to prepare for classes, self-study; little time for rest; no time for domestic affairs); communication difficulties (there is no understanding from teachers in terms of alternatives to compulsory attendance of classes; teachers do not want to compromise if there is no individual training schedule;
there is no support from parents (more often they think that learning is more important, or they think that everything should be done); not enough time to communicate with friends and partners); - cognitive and emotional difficulties (feeling that there is not enough time for other pleasant things; feeling that you don’t dive deep enough into the material under study; feeling that everything is done in half (study / sport / rest); that you are worse than others because of the workload / duties; the alarm is not realized in anything).”

It is worth noting the fact that for an active athlete, competitions are an important, meaningful element of his life activity, therefore, when prioritizing, most athletes-students put sports in the first place, often to the detriment of other activities. Other authors confirm this conclusion. According to N.V. Stambulova (1998): “Development achievements, creating a socio-cultural level of determination of a sports result, increase the efficiency and reliability of an athlete’s activities. Specific sports results act as positive or negative reinforcement in the development of various mental formations”.

According to V.M. Afanasyeva and F.R. Zotov (2014) for the effective realization of a double career it is necessary: it is necessary to take into account the vital values of student-athletes and their priorities identified during the survey; to involve in the process of adaptation a student of his coach, to create the most comfortable conditions for combining educational and sports activities - to provide an individual schedule of training and passing the session; actively use distance learning.

Thus, the analysis of scientific sources and personal experience shows that by the time of graduation, an important question arises before an athlete about whether to continue a sports career. This is due to the fact that by this time the majority of sports schools do not see prospects for further support even for talented athletes. As a result, the athlete does not receive support (financial, biomedical, psychological and pedagogical) of the proper level.

This is due to the specifics of the organization of sports training in the Russian Federation. If an athlete enrolls in a sports school for an additional preprofessional program, his term in a sports institution is limited to 17-18th years. In the future, by the decision of the founder, his term of study may be extended provided that the student is going to enroll in educational organizations of vocational education that implement basic educational programs in the field of physical culture and sports (Ministry of the Russian Federation, 2013a). Training under the sports training program assumes that “… according to the founder’s decision in sports schools, further sports training is allowed for people over 17 years old ... if students who successfully complete sports training and meet the minimum requirements of a sports training program cannot be expelled before the end of this program” (Ministry of the Russian Federation, 2013b). Thus, we see the following picture: an athlete, when he reaches the age of 17-18 years, has not high chances to continue his sports career within the framework of a sports institution, which naturally is the main reason for “leaving” sports. For high-class athletes, this problem is solved by interacting with sports training centers in which the necessary support for its activities is provided, but only a few can get into this project. Another way is to search for a sponsor, or to participate in commercial tournaments, but we must understand that this process has its own specific difficulties.

An effective measure contributing to the extension of the sports career of talented athletes who have been “overboard” of the sports training system is the creation of an escort service, “tutoring” of its activities, which includes various components: medical and biological; socio-psychological; informational (Mitrofanov, Logvinova & Yarmolyuk, 2016).
Methodological Framework

The prerequisites for conducting this study, aimed at finding ways to increase the efficiency of competitive activities of talented athletes who are not members of national teams at various levels, and create conditions for them to receive special education, were the following contradictions identified in the analysis of literary sources:

1. between the close attention of modern society to the problem of preparing a high-class specialist competitive in the labor market and keeping it “in sport” during the period of receiving professional education;

2. between the high level of motivation of talented athletes to sports and the increase in barriers that demotivate them in modern conditions of training and competitive activity (lack of funding, medical and biological support, the difficulty of selection for national teams) (Chelnokova, Agayev & Tyumeseva 2018);

3. the impossibility of combining sports and getting a full-fledged education at its various levels, which leads to problems in preparing for the unified state exam, which naturally entails a decrease in the chances of getting higher education on a budgetary basis (Bystritskaya et al., 2018);

4. the emergence of difficulties during training in institutions of higher education, caused by the problem of combining training sessions, training and competitive activities (Burkhanova et al., 2017);

**Hypothesis:** it is assumed that the system of socio-pedagogical conditions conducive to the success of athletes in educational and sports activities will allow:

a) significantly extend a sporting career, by creating a support system for athletes, “tutoring,” which includes various components: medical and biological; social and pedagogical; informational;

b) to optimize the process of preparing an athlete for admission to a higher educational institution (preparation for passing the EGE without interrupting training and competitive activities);

c) to level the main difficulties of the “double career” of an athlete: temporary and territorial; difficulty communicating with friends and teachers; cognitive and emotional difficulties;

d) increase the competitiveness of the athlete on the modern labor market

In accordance with the hypothesis, the following research problems are solved.

1. Theoretically substantiate the need to create a system of support, “tutoring” of athletes during the construction of a “double career”;

2. To determine the system of support of athletes, which includes various components: medical and biological; social and pedagogical; informational;

3. Develop a substantive and organizational support for the various components of the support system during the construction of a “dual career”;

4. Introduce the developed substantive and organizational support for the various components of the support system into the structure of sports training in the Nizhny Novgorod region and justify the effectiveness of the measures developed.

Results

The authors identified a number of problems related to the combination of sports and educational activities. The construction of the “Double Career” for many athletes was fraught with certain difficulties. In particular: the inclusion of an athlete in educational activities leads to a decrease in the effectiveness of the training process; medical and biological support and funding for participation in competitions is terminated due to the athlete’s
graduation from a sports school; active sports lead to less involvement of an athlete in educational activities, which leads to lower academic performance, etc. To overcome the difficulties that have arisen, the team of authors proposed a roadmap, the implementation of which should increase the efficiency of the process of building the “Double Career” of active athletes (Table 1).

**Table 1. Schedule of the project**

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<tr>
<th>№</th>
<th>Events</th>
<th>Targets and goals</th>
<th>Deadlines</th>
<th>Expected Result</th>
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<tbody>
<tr>
<td>1.</td>
<td>Creating an electronic service to accompany the athlete</td>
<td>Purpose: to create an electronic information and educational service to support the inclusion of an athlete in professional and educational sports activities. Tasks: 1. Self-diagnosis of the physical and mental state of the athlete. 2. Creating a system of vocational guidance activities based on the identification of individual abilities and aptitudes. 3. Building an individual educational trajectory, including a base of electronic courses and an individual schedule of online and offline consultations on preparing for the Unified State Exam.</td>
<td>January-March 2020</td>
<td>Creating an electronic service.</td>
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<td>2.</td>
<td>Organization and holding of an educational module of seminars, webinars for the formation of universal competencies</td>
<td>Purpose: Organization of information support for the educational activity of the “double career” of an athlete. Tasks: 1. To promote the formation of universal competencies (language, stress management, time management, financial literacy, legal literacy). 2. To promote the formation of social competencies of athletes and proactive inclusion in the professional community.</td>
<td>February-October 2020</td>
<td>Creating an educational module of 5 disciplines with a total workload - 500 hours.</td>
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<td>3.</td>
<td>Individual activities in preparation for the RNE</td>
<td>Purpose: to create conditions for ensuring the highest possible result for a complex of disciplines, for admission to the chosen areas of training. Tasks: 1. Definition of a complex of disciplines required for the chosen specialty. 2. Drawing up an individual schedule using the electronic information and educational environment.</td>
<td>January-May 2020</td>
<td>Number of admitted athletes - 50 people</td>
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<td>3.</td>
<td>Preparing for the exam with continuous monitoring of results.</td>
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<td>4.</td>
<td><strong>Medical and biological support of an athlete</strong>&lt;br&gt;Purpose: monitoring of the functional state of an athlete in order to optimize it.&lt;br&gt;Tasks:&lt;br&gt;1. Determine the individual content of the monitoring.&lt;br&gt;2. Monitoring the functional state of the athlete.&lt;br&gt;3. Development of recommendations based on functional status monitoring.</td>
<td>January-October 2020&lt;br&gt;The number of athletes who passed through the program of support - 50 people</td>
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<td>5.</td>
<td><strong>Organizing and conducting refresher courses for the coaching and teaching staff on current technologies to support the “double career” of an athlete</strong>&lt;br&gt;Purpose: substantive provision of the activity of a coach in optimizing the support of a “double career” of an athlete.&lt;br&gt;Tasks:&lt;br&gt;1. Development of a content-technological basis for raising the qualifications of an athlete’s double career coach.&lt;br&gt;2. To implement the developed programs in the framework of training courses.</td>
<td>January-March 2020&lt;br&gt;Creating a program of refresher courses for 108 hours. The number of trainers trained in the program - 50 people</td>
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<td>6.</td>
<td><strong>Family patronage of the “double career” of an athlete</strong>&lt;br&gt;Purpose: to form the motivation of parents to create conditions for their children to implement a “double career”.&lt;br&gt;Tasks:&lt;br&gt;1. Development of a program of problem-oriented counseling for parents in the situation of their children implementing a “double career”.&lt;br&gt;2. Implementation of problem-oriented counseling programs for parents.&lt;br&gt;3. Monitoring the dynamics of results</td>
<td>May-October 2020&lt;br&gt;Creating a problem-based counseling program. The number of parents mastered the program is 100 people</td>
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The implementation of the proposed roadmap, in our opinion, should lead to a significant increase in the effectiveness of the process of adapting existing athletes to the conditions of training in higher education, as well as to preserve the volume of the training process and the effectiveness of competitive activity.

**Discussions**

The study is consistent with the scientific results obtained by other authors, who examined the main aspects of professional self-determination of the current athlete. Analysis of the scientific and methodological literature and the study of the practice of organizing the educational process in higher education institutions of sports profile shows that research on the integration of the educational process with the sports training of student-athletes is
fragmented and segmental and mainly concerns elite athletes who continue to study sports field profiles. Nevertheless, scientifically based approaches and innovative technologies to solve the problem of professional and educational orientation, rehabilitation, psychological and pedagogical patronage of the educational activities of athletes enrolled in educational organizations, which determines the timeliness of the studied problem, have not been developed.

Conclusion
The research team has accumulated a large practical, methodical experience in the direction of research. Training courses for students and applicants in the electronic educational environment have been developed. The systems of pedagogical support of student-athletes are implemented, creating conditions for the further growth of the sportsmanship of students actively participating in competitions without sacrificing the quality of vocational education. There is a cooperation with the State Educational Institution of Higher Professional Education named after V.S. Tishin (organization of secondary vocational education) in the direction of vocational guidance. The university is implementing an educational program for graduates of specialized secondary vocational education organizations with an accelerated term of study. Conditions for professional self-determination of athletes with special educational needs are being created (Krasnopevtseva, 2018).

In the period of the last five years, a system of diagnostics and dynamic monitoring of the physical, mental and social-personal health of a student-athlete has been created and is being successfully implemented. For monitoring, the modern equipment of the Polyfunctional Diagnostics of Health Condition laboratory is used, consisting of the hardware-software complex Sources of Health, the bio-impedance body composition analyzer ABC-01 Medass and the biomechanical hardware-software complex Video Motion Analysis.

The project is the result of many years of research by the scientific school «Anthropic educational technologies in the field of physical education and sports», as well as the generalization and systematization of already implemented projects, the participants and organizers of which were members of the research team.

Recommendations
The identified problems during the implementation of the “Double career” of athletes have shown the need to improve the system of their support in a difficult period of professional self-determination.

Theoretically justified the need for a regional support system for existing athletes, which includes various components: medical and biological; socio-psychological; informational, contributing to the extension of the sports career of talented athletes who find themselves in a situation of choice between the further continuation of the sports career and receiving higher education. Identified the main difficulties encountered at the moment.

The practical significance of this study lies in the development and implementation of an athlete support system, which includes various components: medical and biological; social and pedagogical; informational. The basic principles of practical application of the content and organizational support of the support system for athletes during the construction of a “dual career” are formulated. It is intended to introduce the developed system into the structure of sports training in Nizhny Novgorod region.

References


