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TÍTULO : Criterios e indicadores de éxito de los estudiantes adolescentes en el proceso de formación deportiva.

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RESUMEN: El artículo proporciona un análisis teórico de los criterios para el éxito de la formación para determinar los criterios e indicadores para la formación del éxito de los adolescentes en el proceso de formación deportiva. Se establece una relación entre la comprensión del autor del éxito y los criterios de éxito identificados. El autor da su propia definición del "éxito de un estudiante en el proceso de entrenamiento deportivo": un estudiante formado con éxito y mejorando continuamente la deportividad en el proceso de entrenamiento deportivo, reforzado por una autoestima positiva-adeuada, acompañada de un nivel suficiente de motivación y un estado emocional positivo, así como un ambiente social adecuado del estudiante, lo que en conjunto implica el logro de un resultado deportivo positivo del estudiante. Con base en esta definición, el autor identifica los siguientes criterios para el éxito de los adolescentes en el proceso de entrenamiento deportivo: cognitivo, fisiológico, psicológico, técnico y táctico, evaluativo moral y efectivo.

PALABRAS CLAVES : éxito, proceso de entrenamiento deportivo, eficacia, criterios de éxito en el proceso de entrenamiento deportivo, indicadores de éxito en el proceso de entrenamiento deportivo.

TITLE: Success criteria and indicators of adolescent students in the process of sports training.

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ABSTRACT: The article provides a theoretical analysis of the criteria for the success of training to determine the criteria and indicators for the formation of success of teenagers in the process of sports training. A relationship is established between the author's understanding of success and the identified success criteria. The author gives his own definition of the term "success of a student in the process of sports training". Based on his definition, the author identifies the following criteria for the success of adolescents in the process of sports training: cognitive, physiological, technical and tactical, moral evaluative and effective.

KEY WORDS: success, process of sports training, effectiveness, success criteria in the process of sports training, success indicators in the process of sports training.

INTRODUCTION.

Nowadays, the most important task in the process of sports training within the system of additional education is the success of the student. In modern pedagogy of sports, the problem of the essence of success in the process of sports training is not well understood. In addition, the issue of criteria and indicators of success in the process of adolescent's sports training remains unresolved.

DEVELOPMENT.

Before approaching the study of the question of criteria and indicators, it is necessary to disclose the definition of the concept of "success of the student in the process of sports training".

Materials and methods.

Firstly, there was a 'target situation analysis', i.e. analysis of the professional framework where TL would be applicable to solving professional tasks.

Secondly, 'present situation' was analyzed. That means that background knowledge of TL was diagnosed. The total number of World Economy students was tested according to Common European Framework of Reference for Languages (CEFR). The results of the test indicated that from the total number (N=70) of the first-year students 50 belonged to A1-A2 level. Interestingly, despite the fact that at the stage of needs analysis almost all participants of the focus group defined their level of proficiency in a TL as 'intermediate', the results of the diagnostic test showed that in reality the situation looks somewhat different.

Next, conditions for intervention were inspected. That was 'context analysis'. The experimental group was taught e-learning setting. Finally, intervention effectiveness was evaluated. For that purpose, the group was assessed at the initial stage at the end of the experiment. Results of the assessments are reported in the next part of the paper.

Results.

Based on the above material, it can be understood that the concept of "success" and its criteria are for the most part investigated in the field of education. As for the definition of the components of success formation in sports, it should be said that this area of research remains very poorly understood. So in the article "The importance of factors of sports performance and the content of training from the point of view of futsal coaches", the authors determine four components of the success of sports

performance: physical, psychological, technical, tactical (Seranno, Shakhidian, Sampaio, & Leite, 2013).

Analyzing the works of domestic authors, we can conclude that they did not greatly affect the study of this issue, and those who were engaged in its study identified mainly three components: physical, psychological, and technical and tactical. This implies the purpose of our study - the development and scientific justification of the criteria and indicators for the formation of success of teenagers in the process of sports training (table 1).

The concept of “success in the process of sports training” proposed by us in this work determines the criteria and indicators of success of the process of sports training that we highlight.

Based on the results of research by scientists (Leite, Coelho, & Sampaio, 2011), it can be assumed that less experienced coaches emphasize the development of technology and coordination, since they consider these components more important in shaping the sportsmanship and success of a teenager, while their more experienced colleagues are led by development of technical, tactical and physical components.

Ensuring a high level of physical fitness is one of the basic requirements for achieving a high level of adolescent skill and significant results in sports. In other words, in the process of sports training, physical fitness is characterized as a definite foundation on which the teenager’s skill is based, which in turn implies the formation of success in the process of sports training. The main content of the physiological criterion in the formation of the success of a student in the process of sports training is the development of the physical and functional capabilities of the human body - strength, speed, endurance, flexibility, coordination and dexterity. In addition, due to physiological preparation, the health of the schoolchild – athlete is strengthened, and the necessary physical qualities are brought up.

Technical and tactical training is no less important in the process of sports training. Therefore, the second criterion in shaping the success of teenage schoolchildren in the process of sports training will be technical and tactical. For successful technical and tactical improvement, the student-athlete needs to solve the following tasks: identifying the necessary ideas about technology in the chosen sport, mastering all the required skills, further improving sports equipment by changing its dynamic and kinematic parameters. It is also necessary to pay attention to the variability of tactical decisions depending on current situations, to acquire more and more special knowledge necessary in the field of technical and tactical preparedness in sports.

The next criterion for the formation of success in the process of sports training will be cognitive, which will reflect the cognitive results of sports activities of students. Sporting activity with specific results stimulates cognitive need and cognitive activity (Goryachev, & Goryacheva, 2001). An indicator of the cognitive criterion will be direct knowledge of the theory in the field of sport (in general, and the chosen sport), knowledge of the theory in the field of physiology, anatomy, biochemistry, sports medicine, theoretical knowledge of the execution of techniques and individual elements, as well as theoretical knowledge of correctly performing exercises developing physical qualities.

The moral education of adolescent athletes along with other criteria for the formation of success is one of the main responsibilities in the educational work of trainers. The education of schoolchildren in the process of sports training is one of the possible ways, the so-called Bezdukhov V.P., “humanization” (Bezdukhov, & Noskov, 2012), the essence of which is determined by their inclusion in the values in the value-orientational activity, which is formed in the form of spiritual activity and the realization of values, formed by the trainer - teacher.

The fifth criterion will be the psychological criterion. It is determined by the education of adolescent athletes of moral - volitional and special mental qualities in the process of sports training.

It is necessary to take into account the fact that all the components of the model of formation of schoolchildren's success in the process of sports training are correlated with each other.

Success in sports activities is also affected by the level of motivation of the student, his social environment and the ability to reflect. A huge number of researchers talk about the relationship between the success of training and the evaluative actions of teachers (trainers) and students: the motivation of a student who does not cope with his tasks in the process of playing sports will be low, and his confidence in his abilities will also drop. Moreover, current scientists in their works argue that the success of a school student directly depends on the influence of his family (Oyserman, Brickman, & Rhodes, 2007).

Family is one of the most important factors in a student's sense of success. In families where conflicts often arise between parents and their children, the latter, as a rule, lacks the necessary support, which leads to a decrease in motivation and the emergence of various kinds of problems (Christensen, 2009).

Table 1. Criteria and indicators of success formation in the process of sports training.

| Criteria | Indicators |
|------------------------|---|
| Physiological | <ul style="list-style-type: none"> - The level of physical fitness (strength, speed, agility, flexibility). - Functional capabilities of the body (endurance, performance). - Physiological indicators (changes in the state of the central nervous system, increased mobility of nervous processes, shortening of the latent period of motor reactions; changes in the musculoskeletal system; changes in the function of the respiratory system, blood circulation, blood composition, etc.). - Anthropometric indicators (height, weight, chest volume). |
| Technical and tactical | <ul style="list-style-type: none"> - Volume of technical preparedness. - The versatility of technology. - The effectiveness of technology. - The rationality of technology. - Tactical literacy of the struggle. - Tactical literacy in competitions. |

| | |
|------------------------|---|
| Cognitive | <ul style="list-style-type: none"> - Knowledge of the theory in the field of sport (in general, and the chosen sport); - Knowledge of the theory in the field of physiology, anatomy, biochemistry, sports medicine. - Theoretical knowledge of the implementation of techniques and individual elements, as well as theoretical knowledge of the correct implementation of exercises that develop physical qualities. |
| Moral | <ul style="list-style-type: none"> - Discipline. - Responsibility. - A sense of patriotism. - Ethics (general and sports). - upbringing. - Attitude towards others (peers and elders). |
| Psychological | <ul style="list-style-type: none"> - Adaptation in the team. - Moral and volitional qualities (Purposefulness (initiative, perseverance, patience, perseverance); Self-control (endurance, determination); Courage (selflessness, integrity, courage)). - Creativity. - psychological stability. - Confidence. - Motivation. |
| Evaluatively effective | <ul style="list-style-type: none"> - Cognitive activity. - Self-esteem. - The position of the student in the team. - Attitude to sporting activities, achievements of the student by the family. - Reflection. |

Source: compiled by the authors.

Based on our understanding of the essence of adolescent success in the process of sports training, we identified six criteria for the formation of adolescent success in the process of sports training (figure 1).

First of all, the selection of precisely these criteria is determined by the fact that for the guaranteed formation of the success of a teenager's athlete, it is very important to differentially influence his comprehensive development. In addition, one should selectively approach the development and improvement of various skills on which the formation of this success depends.

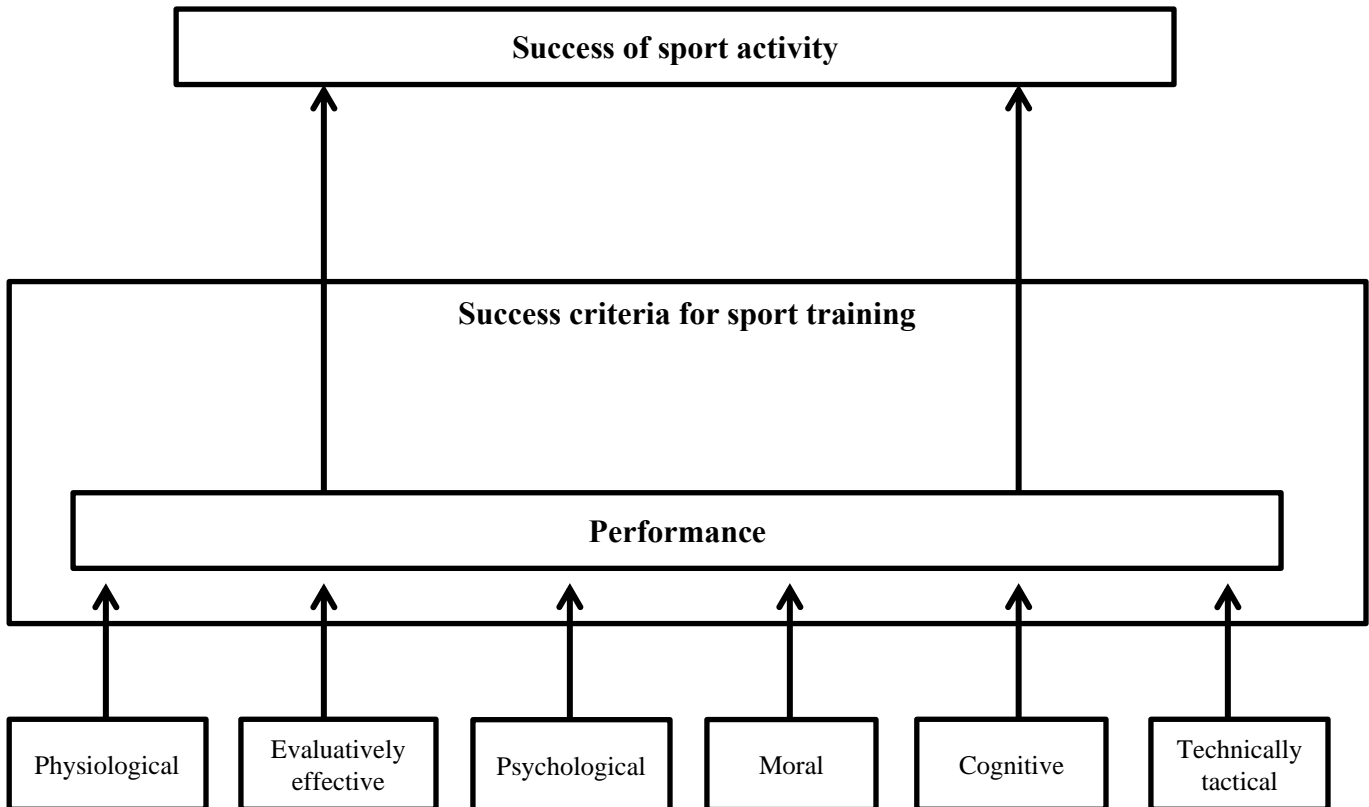


Figure 1. The criteria for the formation of success in the process of sports training findings.

Source: compiled by the authors.

We assume that cognitive criteria have a greater impact on all others when they are interconnected. This is due to the fact that the teenager in the process of his sports training, first of all, it is necessary to obtain theoretical knowledge about the history of sports in general, about his chosen sport, the structure of the human body and its anatomy, psychological qualities, morality and proper performance a specific technical element, etc., but in order to gain this knowledge, an athlete must have patience and obedience, have discipline and listen to a coach. In other words, moral and cognitive criteria are interconnected and influence each other.

The technical and tactical criterion, on the contrary, will be more successful only if all other criteria are effectively influenced by it, with the exception of the moral one. When performing any technical element, just theoretical knowledge about its implementation is not enough, it is also necessary to

have good physical indicators (dexterity, strength, flexibility, speed), as well as psychological qualities, for example, self-confidence, commitment. There is a similar situation with the tactics of the athlete.

For the successful use of tactics, an athlete, first of all, needs not only to study the tactical schemes used in the chosen sport, but also to study the tactics of the opponent's wrestling, as well as to have the stamina to perform a technical action at a certain point in time and to be decisive and confident in the clear execution of this actions. The psychological criterion also has a close relationship with the physiological component, because in order to improve the physiological capabilities of the body, an athlete must have moral-volitional qualities, determination, concentration, and self-control.

Discussion.

The success of the student in the process of sports training has the next meaning: "the student's successfully formed and continuously improving sportsmanship in the process of sports training, supported by a positive-adequate self-esteem, accompanied by a sufficient level of motivation and a positive emotional state, as well as an adequate social environment of the student, which basically implies the achievement of a positive sports result of the student" (Voronin, 2019).

If a trainer-teacher is focused only on the final result of activities in the educational process of sports training and does not set a goal for engaged students to master all the elements of sportsmanship, and also does not take into account his social environment, does not motivate him to certain successes, then such an athlete-student often will not be successful in sports activities (Yusupov, & Voronin, 2018).

Based on the title of the article, the study of the success of schoolchildren in the process of sports training is implemented from a pedagogical point of view. Various sports sections provide conditions for the formation of success, self-development and self-realization of the personality of adolescents. These sections, along with educational institutions, are one of the most important institutions for the

social education of young people. That is why the process of sports training has much in common with the training process.

A number of foreign scientists correlate the student's educational success with high academic performance (Rosenzweig, 2001, p. 29; Towns, Cole-Henderson, & Serpell, 2001, p. 14; Wiggins, Schatz, & West, 1994, p. 242). When comparing sports activities with academic activities, it should be said that there are success ratings for performance in a particular sport (points, points, seconds, etc.) and academic performance indicators (grades for verbal answers and tests, grades when testing, etc.) are equal.

Psychological indicators that influence the development of a harmonious personality of a child, with this approach, are leveled, that is, summed up under one ranking. From this, we can conclude that the success of schoolchildren in the process of sports training as well as in the learning process should be considered as an integral, multidimensional phenomenon, which in turn leads us to the need to highlight the components of schoolchildren's success in the process of sports training.

The criteria closest in essence to our concept of "schoolchildren's success in the process of sports training" can be distinguished from Yashnova O.A. So, she gives a detailed and diverse classification of the criteria for the success of training. First of all, she identifies the criterion of health, including, from the point of view of the author, high indicators of physical, mental and moral development and constant monitoring of the state of her body. Secondly, psychological criteria Yashnova highlights "a sense of security, confidence, stability, an optimistic view of the future, a high level of cognitive activity and social initiative, a desire to attend class and extra-curricular activities, a desire to communicate with classmates, a high degree of satisfaction with status in a classroom team, a positive attitude of the child to the future, motivation for success and adequate self-esteem" The third criteria which the author draws attention is the effectiveness of training (Yashnova, 2002).

The result in various sports is both a quantitative and a qualitative level of indicators, depending on the characteristics of these types and is expressed by victories in competitions, units of measurement of time, space and mass, the number of points scored by the athlete during judging process; the number of points scored and other types of ratings, which are judging measures. However, this approach does not allow a sufficiently broad degree to evaluate the activities of the athlete-student and determine its success.

Scientists have found that the sports result is nothing but the main result of the training of an athlete-student, but, on the other hand, it does not always show the real quality and effectiveness of the educational process of the student's sports training. The result can act as success criteria when comparing bit coefficients, between the results of different athletes, when studying the dynamics of an athlete's performance over a specific period of time. In other words, the result itself does not yet fully determine success in sports activities, so it is important to study it in conjunction with other criteria.

Tugusheva A.R. in her work considers success as a certain aspiration of a person with her inherent: values, cognitive abilities, achievement motivation, communication skills, ability to control emotions (Tugusheva, 2007).

Fomina S.V. identifies the following success criteria: cognitive, activity-based, motivationally evaluative (Fomina, 2010).

In his scientific work "The influence of psychological factors on athletic performance" Rodionov A.V. identified eight basic criteria for a person's success (Rodionov, 1983): effectiveness in decision making; full return of own forces for the realization of goals; own personal position; responsibility for their actions; the ability to publicly express an opinion different from the majority; honesty in front of you; the presence of deep emotional experiences; building and maintaining long-term contacts with other people.

So, on the basis of the foregoing provisions, it should be noted that most researchers attribute school performance to school success criteria and their assimilation of educational standards. In addition, the level of motivation of schoolchildren and their positive attitude to the learning process, satisfaction with learning activities are also essential criteria. In addition to educational criteria, a number of researchers also determine personal criteria, for example, such as the psychological comfort of the student, his interaction with the surrounding society and his position in the team.

CONCLUSIONS.

Summing up all of the above, it is necessary to say that achieving success among schoolchildren-athletes in the process of sports training is possible only with the integrated development of certain criteria included in it: comprehensive physical development, mastery of sports equipment and tactics, the development of high moral-volitional qualities, the acquisition of theoretical knowledge, nurturing a sense of morality and the ability to competently conduct an independent assessment of their activities.

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