



Creativity centered training model for bachelors of physical education and sports

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Abstract

Objective of the study was to design a creativity centered training model for Bachelors of Physical Education and Sports and test its benefits.

Methods and structure of the study. The Bachelors of Physical Education and Sports creativity fostering model testing experiment was run at Yekaterinburg Institute of Physical Culture. We set requirements for the individual creative resource in the context of the key professional values, progress needs and priorities. The Bachelors of Physical Education and Sports service values are basically determined by the social mission of the modern physical education and sports service and its economic function that is to facilitate progress of the physical education and sports sector as one of the drivers of the national economy; with a special focus on the popular physical education and sports service network to encourage health physical education and sports and healthy lifestyles in the client communities and thereby create jobs and expand the taxation base for the national economy.

Results and conclusion. The creativity centered training model for Bachelors of Physical Education and Sports was tested beneficial as it facilitates the academic progress, management capacities and professional fitness of the future physical education and sports specialists.

Keywords: *creativity, Bachelor of Physical Education and Sports, professional values.*

Background. Professional services that require direct personal contacts with clientele are generally rather difficult for standardization and, hence, require certain creativity for the service customization and individualization for the clients' need. This is true for the Bachelors of Physical Education and Sports who are expected to provide a wide range of modern training, recreational, health, physical education and sports, entertainment and other services. Bachelors of Physical Education and Sports (graduates of a physical education and sports university) may serve as coaches, instructors, Physical Education and Sports instructors/ practitioners, etc.; and these services require

from them to be always sensitive to the market demands in every segment, so as to meet the variable needs of the physical education and sports service clientele including children, amateur health groups, professional athletes, clients of the fitness industry, sports managers, etc.

Modern physical education and sports service personnel needs to be highly proficient to apply a wide variety of motivational tools when dealing with the clients to successfully encourage their physical education and sports interests and determination in achieving certain individual physical progress goals. Therefore, a Physical Education and Sports specialist shall demonstrate



certain creativity for professional success, and such creativity should be developed on the relevant theoretical knowledgebase to acquire due practical skills and experience, particularly in the physical education and sports service safety domain, to prevent any harm to the clients.

It is the academic physical education and sports educational system that should develop such knowledge, competences, skills and basic practical experience. As provided by E.F. Zeer, individual professional progress resource is secured by good education that provides professional knowledge, general and special skills and facilitates progress in the personality qualities of special social and professional importance. The professional resource mobilization and success depends on many factors including the individual biological predispositions, social situations, professional requirements and environments, individual determination and the personality progress agenda [1].

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Results and discussion. Modern bachelors of physical education and sports include not only training, education and sports services but they are also expected to manage the theoretical education and practical trainings, control teamwork and even take the corporate management responsibilities when they control physical education and sports businesses operating in highly competitive environments. Such physical education and sports management services can hardly be stereotyped/ standardized as they require permanent efforts to find the best physical train-

ing and competitive methods, models and tools with a special attention to the business cost efficiency, income generation, physical education and sport service development, service popularization, healthy lifestyle promotion and other relevant goals.

Physical education and sports university students need to realize since the early days of their studies the core mission and social role of their profession, with the maturation process recommended being facilitated by a variety of competitive and cultural events at the communal, local and regional levels. A special priority should be given to the popular physical education and sports events (including the Ski Track of Russia, Cross-country Race of Nation, etc.) of great public interest as they are widely perceived as reviving the traditional physical education and sports values and sporting lifestyles in our country. Efforts to design, organize and manage every such event heavily contribute to the students' practical experience, particularly in the documents processing and reporting domains.

Creative progress will be also purposefully facilitated by the relevant project design and defending experiences during the studies. The projects should be geared to promote sports in the under-age and junior communities and in some other priority age/client groups. In the academic study period, students will be encouraged to contribute to such events, with the individual organizational and managerial services acknowledged by formal letters of gratitude and certificates added to their portfolios.

The individual creativity will be also prioritized in practical sports classes and theoretical studies in the relevant humanitarian disciplines. Students will also design the class/ off-class sessions and other extracurricular activities; manage questionnaire surveys; run psychological surveys of athletes with profiles and analyses; draft cost estimates for the sports events, etc. Every such effort claims certain knowledge and skills, plus requires a range of practical solutions for the up-coming professional service issues that imply the individual creativity being mobilized and developed for success.

The educational, research, creative, sporting and other accomplishments of every student are indicative of his/ her academic progress and should be ranked among the individual professional fitness indicators, with a special priority to the forecasting, revising and resource mobilizing capacities critical for the professional progress and personal success agenda. Furthermore, for the academic study period,



the student must realize the mission and contribution of the specialty into the social progress on the whole and health of the new generation in particular. It should be mentioned in this context that N.V. Kuzmina and her followers formulated a provision on the role of a personality agenda for the individual professional progress and experience. This means that an integral determined person well aware of own individual resource with its gifts and limitations will be able to consciously and purposefully design and manage own progress in the professional and personality improvement domains for success [2].

The professional progress and experience backed with the personality progress agenda, in their turn, are heavily boosted by satisfaction from the professional service and broader successes and acknowledgements. Therefore, when the student fully realizes the mission, social role and demand for of the future pro-

fession, he/ she receives a great impetus for progress in the theoretical and practical knowledge and skills and develops good determination and creativity in the academic educational process.

Conclusion. The creativity centered training model for Bachelors of Physical Education and Sports was tested beneficial as it facilitates the academic progress, management capacities and professional fitness of the future physical education and sports specialists.

References

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