



From a sports team to an educational team of a sports profile (on the example of fencing)

UDC 37.01; 796.011.7; 796.86



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Received by the editorial office on 07.17.2023

Abstract

Objective of the study was to develop a definition of the educational team as a new scientific and pedagogical category, to characterize its features and functionality, taking into account the context of the fencing sport.

Methods and structure of the study. The research methodology is based on the study of scientific, theoretical and methodological literature, the use of modeling methods, pedagogical and content analysis. The study is based on the identification of modern ideas about the importance of a sports team on the example of fencing programs.

Results and conclusions. The article reveals modern scientific and methodological ideas about the educational significance of the team, identified in the process of analyzing the programs of 1998-2022. in the sport of fencing. The insufficient effectiveness of the approach to the organization of personality education in a sports team is substantiated, taking into account the fluidity of the composition, the invariance of values and goals that are external to athletes. The key factors of upbringing (the authority of the coach, traditions, a specialized environment created with the creative participation of students, the practice of mentoring experienced athletes, holding open classes) that create the prerequisites for the formation of a team are identified. In the context of collective activity and education, a definition is introduced into the theory of pedagogy and the functionality of the educational team is described.

Keywords: *sports pedagogy, sports team, methods of education in sports, education, educational team, fencing.*

Introduction. In Russian pedagogy, there is an idea that human activity, including sports, is most successful in a team. They go back to the Soviet value interpretation of the team that has survived to this day as an environment for favorable personal development. At the same time, turning a group into a sports team does not ensure membership of participants in it throughout their lives. As a result, traditions and values are not effectively transmitted to new generations.

Along with the humanistic advantages of a sports team as “a form of public association of young people for joint preparation and participation in competitions” [4], we also note negative features. The first – turnover of members – is associated with the departure from the group of participants who are unable or who have ceased to “produce results”. The second is visible in the invariance of values and goals and is due to the

typical perception of the team as a means of increasing the effectiveness of pedagogical work.

Objective of the study was to develop a definition of the educational team as a new scientific and pedagogical category, to characterize its features and functionality, taking into account the context of the fencing sport.

Methods and structure of the study. The research methodology is based on the study of scientific, theoretical and methodological literature, the use of modeling methods, pedagogical and content analysis. The study is based on identifying modern ideas about the importance of a sports team in the content of fencing programs. Thus, in the program for the children's and youth sports school and the sports school for children and youth of the Olympic reserve (1998), there is no mention of the team as a pedagogical sub-



ject or object. The authors use the concepts of “club”, “group” and “team” [9, pp. 73-78], focus on the mentoring activities of experienced athletes [9, p. 74] and educational opportunities of joint leisure and creativity for the formation of “unity of sports goals” [9, p. 75].

The program of the discipline “Theory and Methods of Fencing” (2003) does not provide for interaction with the team. It does not discuss the specifics of working with a team or group; it only notes that future teachers need to be taught how to manage the relationship between coach and athletes, and reduce the level of competition between students [3, p. 90-91]. Individual approach, creativity (“participation in demonstration performances”) and mentoring “to care and help the young” are considered significant [3, p. 91].

The Athletic Training Program (2004) describes the interactions of fencers in a “team” and a “club”. A creative approach to creating a specialized and cozy environment is supported (“Everything should be used that will make the training premises a home for the athlete... it is desirable that the decoration and equipment of the fencing hall should be the work of not only the staff, but also the trainees” [8, p. 118]). It is noted that the subject-spatial environment makes it possible to create “an atmosphere of mutual creative interest in achieving high sports results” [8, p. 120]. The practice of mentoring is being consolidated: “Training the strong with the weak should be based on the transfer of experience... patronage of the mentees to accelerate their athletic growth” [8, pp. 118-119]. The connection between the effectiveness of education and the diversity of the group’s age is also highlighted: “Captains and veterans of teams are called upon to be assistant coaches in education... if they are able to lead” [8, p. 119].

The “Fencing” program (2015) uses the concept of “team”, before which, along with the “club” and “team”, the fencer must feel a sense of responsibility, depending on knowledge of the past and present successes of the “members of the sports team” [6, p. 53]. The 2016 program changes the vector of education. Instead of responsibility to the collective, the goal became “to promote the formation of the personal qualities of a citizen that meet the national and state interests”; “creating conditions for personal self-realization,” that is, creativity, has faded into the background [2, p. 85]. The formulation “state-patriotic education” emphasizes statism. The effectiveness of the impact of the team of athletes and the teaching staff on the individual is emphasized [2, p. 86] taking

into account going back to A.S. Makarenko’s principle of education in the team and through the team [2, p. 87]. At the same time, the “team” is represented as an almost subjective instrument of the coach.

In the program “Fencing” (2018), a renaissance in education is noticeable; not only patriotism is mentioned, but also democratic principles and internationalism. The ideas about responsibility to the team and the club were also repeated [7, p. 129], “patronage” as mentoring [7, p. 130] and the importance of a creative atmosphere [7, p. 132]. There is no term “team” in it.

The return of the concept of “team” is observed in the standard fencing program for initial training groups (2022). As in the 2015 program, author A.D. Movshovich writes about cultivating a sense of responsibility “before the team, club, team”, notes the importance of attention to the successes of “members of the sports team” [5, p. 126]. At the same time, the organization and encouragement of mentoring is naturally taken beyond the content of educational work due to the age of those involved (8-10 years).

Results of the study and discussion. Although the programs mention the focus on educating the fencer as a patriotic citizen, the study showed that the dominant role of sport as a space of self-expression does not always preserve at least the patriotism of long-term training in one club. Undoubtedly, the factors of education within the team remain the authority of the coach, traditions, a specialized environment created with the creative participation of students, the practice of mentoring and open classes, however, the continuity of the influence of the sports team on the individual is not a completely trivial issue. Thus, a sports team in mass practice is a children’s and youth group. As a result, athletes do not always have time to move to the highest level of personal development and engage in creative and specialized transformation of the external environment.

To overcome these shortcomings, we introduce the concept of an educational team into the theory of pedagogy. This is a form of public association for the development of socially oriented core activities, characterized by signs of voluntariness, pedagogy, subjectivity, productivity, intermediality, humanism and age diversity.

The profile of the activity, varying from socially acceptable to approved, sets the boundaries of the functioning and development of the team. For example, the “fencing” profile allows staging a play with a duel



scene with edged weapons, but not as a priority. Voluntariness means that it is impossible for a participant to forcefully enter and remain in a team, as well as the absence of the practice of expelling an athlete after completion of a program or preparation stage. However, exclusion is possible, for example, due to the discrepancy between the participant's activity and the interests of developing the core activity.

Pedagogization characterizes the completeness of the purposeful pedagogization of the group's work. For a sports team of fencers, it is not typical for a coach to strive to introduce athletes to the entire volume of specially applied knowledge [7, p. 48-49]. In the educational team, it is necessary to expand the professional and pedagogical competence of the athlete, accompanying him from mentoring experiences to the full development of coaching functions.

Subjectivity presupposes the realized ability of the collective to influence core activities not only within itself, but also externally, changing society's ideas about it. In fencing, it can be expressed in holding external events and participating in changing the rules [1], or in preparing manuals, etc., intersecting with the sign of productivity.

Intermediality is the ability of a team to realize its value and goal settings in the space of influence of several environments with differing goals and values. In our experience, the primary mixed-age group operates on the basis of a university (TSPU), and the primary children's group operates in the Palace of Creativity for Children and Youth in Tomsk.

Humanism means that the process and results of collective activity to implement education and change core activities are assessed from a "human", personal perspective.

Age diversity records the unification in a team of individuals who are at different stages of personal development. Our research and practical experience have shown that the minimum age for a child to join a team as a subject coincides with primary school age.

Conceptualization revealed the functions of the educational team: training, education, research, transformation, broadcast.

Learning includes invariant and variable parts. The first is fixed in the educational program, the minimum required for participation in the work of the team. In fencing, this is the content of the preparation stages. The variable part is the testing of new educational content developed during the implementation of the research function of the team.

Education in an educational team is carried out within the limits necessary for the effective interaction of individuals in the interests of developing specialized activities. Unlike the imposition of external ideology, which often causes aggressive rejection, the importance of such upbringing is clear to children. As the team develops, the cultivated qualities of the individual begin to be perceived by society as valuable.

Research as a process of scientific creativity ensures transformation - on the basis of the results obtained, the program implemented by the team is first modernized, and then, in the course of transmitting changes to society, the development of specialized activities occurs, reflecting its social and creative orientation.

Conclusions. When developing the definition and organization of the activities of the educational team, we relied on the idea that improving its profile is impossible without experiments, the results of which should be reported to society. In addition, research generates knowledge that changes the learning invariant. Thus, this team is the subject of both sports, educational and educational activities, as well as research and creative-transforming activities.

The study was carried out within the framework of the state assignment of the Ministry of Education of the Russian Federation "Use of the educational potential of art pedagogy for the development of practices of civic-patriotic education of schoolchildren, including digital formats" (project QZOY-2023-0007).

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