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ANALYSIS OF NATIONAL AND FOREIGN SPECIALIZED SPORT EDUCATION FOR SENIOR PUPILS

ABSTRACT

There has been theoretically substantiated the topicality of the specialized learning of the senior pupils of secondary educational institutions. There has been revealed the essence of specialized learning as of one of the leading forms of educational process organization in a modern school, which in its goal remains between a secondary and vocational education, providing a functional interrelation and succession between them. There has been presented a substantial analysis of state documents and curricula in physical training for senior pupils of national and foreign sports oriented secondary schools. A retrospective analysis of pedagogical literature and Internet resources in the issues of incepting ideas of pupils' specialized differentiation of learning has been conducted. It has been found out that personal direction of the sports oriented educational process envisages the wholesome system approach to each pupil's choice of a sports specialization profile, its content, means and forms of educational and extracurricular physical culture and health-improving activity, taking into account the age and individual peculiarities, locomotive and creative aptitudes to the chosen specialization profile. The work of physical training teachers of sports oriented specialized grades has been analyzed. The importance of taking into account the level of knowledge, pupils' physical fitness, their interests, aptitudes and skills for defining and studying the components of the elective module has been stressed.

It has been found out that a physical education curriculum for the 10–11th grades' pupils of sports oriented secondary educational establishments can't approve a strictly defined number of hours for the determination of these or other constituent modules. Each school in accordance with the chosen learning specialization profile may create its own applied physical training curriculum for senior pupils.

Key words: *national and foreign secondary schools, specialized profile learning, curricula, physical education, sports specialization, professionally applied physical training, physical qualities, pupils.*

INTRODUCTION

Specialized learning is a system of organizing general secondary education at which in senior grades the study is conducted according to different curricula with the preference of one or another subject. It creates conditions for the differentiation of senior students' learning content, building of individual learning curricula; provides advanced learning of separate subjects; establishes equal access to a full value education for different pupils' categories, expands the possibilities for their socialization; provides the succession between secondary and professional education, including also a more effective graduates' training of the secondary schools, which realize the curricula of a secondary (full) education before mastering the curricula of a higher professional education; allows due to changes in the structure, content and organization of educational process to more fully take into account



the interests, aptitudes and skills of pupils, creates conditions for senior pupils' learning according to their professional interests and intentions, related to the continuation of the education (Concept of specialized learning at a senior stage of secondary education, 2002; Латыпов, 2007; Матвеев, 2011).

Specialized learning, which is directed at the realization of student-centered learning approach, envisages the following main goals:

- ensuring the advanced learning of certain subjects from the full secondary school syllabus;
- creating conditions for essential differentiation of the learning content of the senior students with wide and flexible possibilities of developing individual curricula;
- assisting in establishing equal access to a full value education for different pupils' categories according to their skills, individual aptitudes and needs;
- expanding the possibility of pupils' socialization, ensuring the succession between general secondary and professional education, more effectively training secondary school graduates for mastering the curricula of higher professional education (Concept of specialized learning at a senior stage of secondary education, 2002; Матвеев, 2011).

The bases for the development of specialized learning are real needs of the job market, which shape the demand for the corresponding types and forms of professional activity; personal interests and aptitudes of pupils for the types of professional activity, underlying the choice of subjectification (specialization) of their further professional education; individual peculiarities and aptitudes of the pupils, which characterize the possible scope of their self-realization in the chosen professional activity and orient them towards the choice of the corresponding level of further professional education (Concept of specialized learning at a senior stage of secondary education, 2002; Матвеев, 2011).

THE AIM OF THE STUDY

To theoretically substantiate the topicality of the specialized learning of senior school pupils, to conduct a well-grounded analysis of the curricula regulatory documents in physical training for sports oriented senior pupils, to find out the elective modules in the content of sports oriented curricula.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical framework of the research is the scientific principles and ideas of specialized differentiation of education and specialized learning organization in secondary schools and higher institutions (V. Bezpalko, B. Fedoryshyn, S. Honcharenko, T. Hutsan, T. Krasikova, I. Latipov, Yu. Malovanyi, A. Mateyev, I. Osadchyi, O. Savchenko, N. Shyian, S. Volyanska, M. Zubalyi and others).

For the solution of the tasks set there were used such research methods: *theoretical* – retrospective and comparative analysis of pedagogical literature and Internet resources, study of legislative and regulatory documents in the matters of specialized learning, analysis of syllabi and curricula, academic methodological means for teaching the subject “Physical training” in sports oriented higher institutions; *empirical* – survey, pedagogical observation.

RESULTS

In most developed countries of the world the problem of specialized differentiation of learning is paid a special attention. In countries of Europe (England, Denmark, the Netherlands, Norway, Finland, France, Sweden, Scotland etc.) all pupils up to the seventh year of studies define for themselves their choice of a further way. They are offered two variants of continuing education when at basic secondary school: an “academic” one, which further opens the way to higher education and a “professional” one, which involves studying



according to a simplified syllabus, mostly with applied and specialized subjects (Concept of specialized learning at a senior stage of secondary education, 2002; Латыпов, 2007).

In the USA specialized learning exists at the last two-three years of studies at high school. Pupils and parents may choose three variants of specialization: academic, comprehensive and vocational, which provide pre-professional training. Variability of educational services in them is realized via widening the specter of different elective academic courses (Concept of specialized learning at a senior stage of secondary education, 2002).

The analysis of foreign experience, conducted by Ildar Latypov (Concept of specialized learning at a senior stage of secondary education, 2002; Латыпов, 2007), allows to single out such universally general elements of senior school study process organization in the researched countries:

1. General education in senior grades of all developed countries is specialized.
2. As a rule, specialized learning encompasses three, or less frequently two last years of school study.
3. The share of pupils, who continue studies at a specialized school has been steadily increasing and is not less than 70 %.
4. The number of differentiation areas is not big: two in English speaking countries (academic and non-academic ones), three in France (naturalistic-scientific, philological, social-economic) and three in Germany (“language-literature-art”, “social studies”, “mathematics-exact sciences-technology”).
5. Organization of specialized learning differs in the way of forming pupil’s individual curriculum: ranging from a fixed list of core courses (France, Germany) to the possibility of choosing among the limitless number of courses, offered for the whole period of studies (England, Scotland, USA etc.).
6. The number of core subjects (courses) in senior grades as compared with the middle school ones is significantly lower. Among them there are surely naturalistic studies, foreign languages, mathematics, native philology, physical culture.
7. As a rule, senior specialized school is singled out as a separate type of an academic institution: a lyceum in France, a gymnasium in Germany, a “high” school in USA.
8. Certificates (diplomas) about the graduation (from a specialized school) give the right of direct entrance to the higher educational institutions with some exceptions. In France admission to medical and military higher institutions is carried out on the basis of entrance examinations.
9. The number of specialization profiles and academic courses in a senior secondary school abroad has been constantly curtailing, concurrently with the increase of the number of core subjects and courses. At this more and more evident was the influence and ever growing responsibility of the central power for the organization and the educational outcome.

In Russia the first attempt of differentiating the study at school dates back to 1864. The corresponding Decree envisaged the organization of 7 grade gymnasias of two types: classical ones (the purpose was to prepare for the university) and real ones (the purpose was to prepare for the practical activity and entrance to specialized academic institutions) (Concept of specialized learning at a senior stage of secondary education, 2002).

The idea of specialized learning received a new urge in the process of preparing the educational reform in 1915–1916 (Concept of specialized learning at a senior stage of secondary education, 2002). According to the offered structure 4–7 grades of a gymnasium were divided into three branches: new humanitarian, classical humanitarian and real ones. In 1918 at first All-Russian congress of educationalists there was developed the Statute of unified labor school, the fact which envisaged the specialization of the content of learning



at a high school. In senior classes of secondary school there were singled out three specialization areas: humanitarian, naturalistic-mathematical and technical ones.

In 1934 Central Committee of All-Russian Communist Party (Bolshevik) and the Council of People's Commissars of USSR passed resolution "About the structure of primary and secondary school in USSR", that foresees unified syllabi and curricula. But the introduction in the territory of USSR of the unified school later revealed a serious problem: the absence of succession between a secondary school and strongly specialized educational establishments, the fact that made scientist-pedagogues repeatedly address the problem of a specialized differentiation at the senior stages of study (Concept of specialized learning at a senior stage of secondary education, 2002; Латыпов, 2007).

The Academy of pedagogical sciences of USSR in 1957 initiated the experiment, which envisaged the differentiation under the three areas: physical-mathematical and technical; biological-agronomical; social-economic and humanitarian ones. With the purpose of further improvement of the work of secondary school in 1966 there were introduced two forms of educational content differentiation according to the interests of pupils: optional classes in 8–10 forms and schools (classes) with advanced learning of subjects, which, constantly developing, have been preserved up to now (Physical education curriculum for secondary educational institutions. 10–11th grades, 2010).

The law of Russian Federation of 1992 "About education" at the beginning of the 90-s contributed to the appearance of the new types of secondary educational institutions (lyceums, gymnasia), oriented to the advanced teaching of pupils with the purpose of further study at higher institutions. Also there successfully existed and developed for many years specialized (in a certain way profiled) art, sports, musical and other schools. Thus the 90s were characterized by the variety and diversity of types and kinds of educational establishments and curricula.

According to decree of the Government of the Russian Federation as of 29 December 2001 № 1756-p about the approval of the Concept of modernization of Russian education for the period up to 2010 in senior grades there was foreseen the specialized learning, the task was set to create the "system of specialized training (profiled learning) in senior grades of secondary school, oriented to an individual learning and pupil's socialization, also taking into account the real demands of the job market".

The Ministry of Education and Science of the Russian Federation by its Decree № 1312 as of 09.03.2004 established a step-by-step introduction of the core curriculum in educational institutions of the Russian Federation subjects since academic year 2005/2006 for a pre-specialized learning in IX grades, and since 2006/2007 – in the I, V and X grades.

Specialized learning in Russia (Concept of specialized learning at a senior stage of secondary education, 2002; Латыпов, 2007; Матвеев, 2011) may be realized under four basic models:

- specialized school, where only senior pupils study;
- individual learning curve, when pupils with the help of teachers create for themselves a yearly curriculum with a compulsory minimum of all core subjects;
- study of specialized subjects not only the at the own school, but at any other school;
- specialized grades at secondary schools.

A secondary school may be single-profiled (with one selected specialization profile) and multi-profiled (organize several specialization profiles). It can generally be not oriented to certain specialization profiles, but on the account of a considerable increase of elective courses (including the ones in the form of different academic interclass groups) it can fully realize its individual specialized curricula.



In the model of network organization pupils' specialized learning of a certain school is realized on account of a purposeful and organized involvement of academic resources of other educational institutions. Here there are studied specialized core courses and electives, in which they are constantly interested and for which the pupils have individual aptitudes; the attention is focused on forming professionally important personality qualities in the spheres of pedagogy, physical culture and sports, military defense activities, life safety etc.; there is conducted control, correction of pupil's professional plans, displayed the degree of their soundness; there are outlined the ways of training for the future professional activity, ways of diagnosing motivation orientation sphere of pupils, achievements, results evaluation; there are formed the grounds for social-professional adaptation of the pupils: value orientations, profession choosing motives, professional pedagogical orientation; there are formed professional interests of pupils.

Such educational institutions may include:

- secondary schools with specialized grades of defense-sports, sports-pedagogical specialization profiles etc;
- sports-pedagogical lyceums, schools of defense-sports and sports-pedagogical specialization profiles etc;
- youth sports schools, youth sports training clubs, children's art centers etc;
- sports-pedagogical colleges, vocational schools, schools of Olympic reserve;
- higher institutions with sports specialization, pedagogical higher institutions.

The bases for the educational content of a physical training specialization are the following (Concept of specialized learning at a senior stage of secondary education, 2002; Матвеев, 2011):

- sports and health-improving activity oriented towards strengthening and preserving health, the increase of creative life's longevity, healthy lifestyle organization;
- physical training oriented sports activity, active pupils' involvement into a competitive activity, regular individual classes in the chosen kind of sport;
- practically oriented training, directed at the formation of knowledge and concepts about the professional activity of a physical training professional, its kinds and varieties, organization forms, requirements to quality characteristics of the personality of a professional.

In sports-pedagogical grades of secondary schools along with the physical training of pupils there takes place a purposeful accumulation of knowledge about the future profession and forming of motivation-value perception of a pedagogical profession in the field of physical training. At the same time physical training is also the integral part of the content of future professionals' training as a professionally applied component of their professional training.

Applied physical training is a special kind of physical education, carried out according to the requirements and peculiarities of labor activity and army service. Applied physical training is directed at forming vital locomotive skills and aptitudes, the development of special physical qualities, strengthening of health and the increase of human's work capacity. The content of the applied physical training is not specially selected physical exercises, performed in uncommon conditions, but an educational material, providing a psychological readiness for the work in extreme situations (Латыпов, 2007).

Main tasks of applied physical training of the pupils of 10–11th grades of Russian schools are the following:

- purposeful development of physical qualities, corresponding to a specific activity of one or another professional;
- improvement of skills and habits, needed in labor activity and in the army service;



– increase of the functional endurance of a human body in uncommon and extreme conditions.

The realization of the curricula material in applied physical training may be carried out at physical training and life safety basics lessons and at additional classes under the curriculum of elective courses, at extracurricular events of sport-applied character, and also in the process of individual training sessions according to the tasks set by the teacher. At this the conditions of performing locomotive activity should be maximally approximated to real life situations.

The substantial analysis of state documents (State standard of basic and full secondary education, 2012; State requirements for physical education curricula in the system of education, 1999), references (Дятленко, 2011; Єрмолова, Зубалій, Іванова & al, 2005; Зубалій, 2013; Physical education curriculum for secondary educational institutions. 10–11th grades, 2010) and of practical experience proves the fact that the content of sports oriented academic activity of a secondary school in Ukraine is defined by a curriculum (Physical education curriculum for secondary educational institutions. 10–11th grades, 2010), which is developed according the State requirements to the physical training curricula in the system of education (State requirements for physical education curricula in the system of education, 1999), State standard of basic and full secondary educational area “Health and physical training”, approved by the decree of the Cabinet of Ministers of Ukraine № 1392 as of 23 November 2011 (State standard of basic and full secondary education, 2012).

The analysis of the content of the curriculum in physical training of sports specialization of a secondary school revealed the organization and orientation of the academic process towards senior pupils’ familiarization with the basic forms of a professional activity of a physical training teacher or the trainer in the kind of sport at school, chosen as a specialized one. The content of the curriculum also guides the academic process at pupils’ acquisition of primary means and forms of pedagogical activity and the increase of sports mastery in the chosen kind of physical health-improving or sports activity. This contributes to the development in senior pupils of individual professional aptitudes and to the widening of their understanding of the specificity of physical health-improving and sports activity, teaches pupils to think professionally on the level of a physical training teacher or a trainer in a chosen kind of sport.

The main purpose of the subject is forming physical, psychic, spiritual and social health of senior pupils, physical culture of a personality, acquiring the basic principles of physical culture’s theory and methodology, skills and habits of solving the problems of physical training and sports activity, health-improving and correction activity, and also providing possibilities for equal access of the school age youth to acquiring secondary specialized and primary pre-professional training in physical education (Physical education curriculum for secondary educational institutions. 10–11th grades, 2010).

The purpose of subject “Physical culture” is realized by way of using a complex approach to the solution of academic, health-improving and educational tasks:

- the integration of basic and additional education in the field of physical culture and sport, purposeful mastering of the chosen kind of locomotive activity;
- mastering psychological-pedagogical, anatomic-physiological basics of knowledge, hygienic requirements for physical education;
- forming skills of organizing and conducting individual forms of classes of health-improving correctional and sports specialization;
- forming of cognitive and creative aptitudes, provision of professional orientation as to the choice of further education specialization;



- development of physical qualities and health improvement;
- forming cognitive and creative aptitudes in the respect of physical culture;
- provision of pupils' professional orientation;
- forming physical culture of a personality, civic and patriotic consciousness (Physical education curriculum for secondary educational institutions. 10–11th grades, 2010).

The content of subject “Physical culture” is directed at forming in pupils of key competencies: **social** (cooperation ability, ability to solve life problems, mutual understanding, social activity, forming physical culture of a personality, basics of a healthy lifestyle), **motivational** (forming civic and personal conceptions about the prestige of a high level of health and physical fitness, study ability, display of creativity in applying locomotive actions in different complexity conditions), **functional** (ability to operate knowledge about the regularity of locomotive activity, knowledge of the history of physical culture and sport, widening of the locomotive experience with the purpose of developing physical qualities and locomotive aptitudes according to age peculiarities, acquisition of terminological and methodological competencies), **cognitive** (ability to acquire the basic knowledge for performing pedagogical activity in the field of physical education and sport), **technological** (being able to use the methods, directed at preserving and improving one's health and physical fitness level augmentation), **professionally-applied** (contributing to the formation of skills and habits of using physical exercises in everyday and further activity), and **personal ones** (formation of the important for professional activity personal qualities), which reflect the hierarchy of requirements to physical cultural and sports activity, which is gradually expanding and improving (Зубалій, 2013; Physical education curriculum for secondary educational institutions. 10–11th grades, 2010).

Main principles of building the curriculum is the continuity, wholeness of academic process and personally-oriented direction of the educational process (Physical education curriculum for secondary educational institutions. 10–11th grades, 2010).

A specialized study of the subject contributes to the deepening of the content, forming of a constant interest to the chosen specialization profile, getting to know the ways of improving one's health by means of the chosen sport, development of the corresponding skills, and also orientation to a professional activity.

The content of the sports oriented curriculum is realized according to a module principle. Modules are such parts of the curriculum as “Volleyball”, “Basketball”, “Handball”, “Football”, “Swimming”, “Track and field”, “Table tennis”, “Sports tourism” etc. They include theoretical training, physical training, general and special physical training, technical-tactical training (Physical education curriculum for secondary educational institutions. 10–11th grades, 2010).

Theoretical training is viewed in the curriculum as the process of physical qualities development and enhancing functional capabilities of the human body, which influences the creation of favorable conditions for the improvement of a pupil's universal training. Physical training is divided into a general and special training.

The general physical training envisages a universal development of physical qualities by means of physical exercises, which have a general effect on a human body. It is generally realized as the compulsory component of a comprehensive secondary school curriculum, and also during conducting the preparatory part of each lesson.

The special physical training is characterized by the level of development in pupils of physical aptitudes, capabilities of the organs and functional systems of a body, which are directly defining achievements in the chosen kind of sport.



The tactical training is viewed as a process, directed at mastering rational forms of leading a sports struggle during competition.

The technical training is directed at the pupils' acquisition of the movements system, which corresponds to the peculiarities of the chosen sport event.

Thus, personally-oriented direction of the academic-educational process in sports specialization foresees a wholesome systematic approach to the choice by each pupil of a sports specialization profile, its content, means and forms of academic and extracurricular physical health-improving and sports activity with taking into account age and individual peculiarities, locomotive and creative aptitudes for a chosen kind of specialization profile.

The substantial analysis of the work of physical training teachers of secondary school specialized grades shows, that with the purpose of defining physical fitness dynamics of the pupils' who work under sports specialization, in September there arises the need of monitoring them according to the kinds, defined by complex tests. The result shown by the pupils during the monitoring are not graded and are the reference points for the further correction of the academic work of pupils as to the improvement of personal fitness levels (Зубалій, 2013).

CONCLUSIONS

1. There has been theoretically substantiated the topicality of the specialized learning of the secondary school senior pupils. Specialized learning is one of the forms of pedagogical process organization in a modern school, which in its purpose lies between a comprehensive secondary and a professional education, providing the functional interrelation and succession between them.

2. There has been carried out a comparative analysis of physical training curricula for sports oriented senior pupils of national and foreign secondary educational institutions.

In most of the foreign countries the problem of specialized learning is paid much attention. The development of national specialized learning mostly corresponds to European and world trends of education development. At the same time the network of secondary educational institutions with an advanced specialized subjects learning (gymnasia, lyceums etc.) is insufficiently developed.

3. Elective modules of the national sports oriented specialized learning are such parts of the curriculum as: "Volleyball", "Basketball", "Handball", "Football", "Swimming", "Track and field", "Table tennis", "Sports tourism" etc. There has not been discovered the elective module "Professionally-applied physical training" in the content of national sports oriented specialized learning curricula.

At the same time the curriculum can't establish a strictly defined number of hours for the determination of one or another module component. Each school in correspondence with the chosen learning specialization profile may develop its own curriculum in applied physical training for the pupils of 10–11th grades.

Further research may include a substantial comparative analysis of physical training curricula for the senior pupils of national and foreign secondary educational institutions with economic, medical and other specialization profiles.

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