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Belov A.I.^{1*}, Sirlibayev M.K.², Sergeev A.A.², Baidildina A.Ye.²

¹Moscow State Medical and Stomatological University, Russia

²Innovative University of Eurasia, Kazakhstan

*(e-mail: 6058608@gmail.com.)

Organization of the educational process on anti-doping support in a sports university

Abstract

Main problem: the organization of anti-doping education of students assumes the presence of a specialized discipline "Fundamentals of anti-doping support" and the inclusion of anti-doping topics in classical disciplines. The formation of a number of competencies in the field of anti-doping education requires new interactive forms of organization of activities that take place in the development of both disciplines of the medical and biological cycle, as well as sports, pedagogical and social disciplines. A conscious perception of the industry problems associated with the use of doping in sports and the health of the nation provides knowledge of chemistry, biochemistry, physiology, sports medicine.

Purpose: study of the organization of the educational process for anti-doping support in a sports university.

Methods: today, the main methodological innovations are associated with the use of interactive learning technologies. The learning process, based on the use of interactive teaching methods, is organized taking into account the inclusion of all participants in the learning process. An educational communication environment is created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, and the possibility of mutual evaluation. The organization of the educational process on anti-doping support for InEU students assumes the presence in the educational program of a specialized discipline "Fundamentals of anti-doping Support" and the introduction of components of anti-doping education in already established disciplines.

Results and their significance: the organization of the educational process on anti-doping support for InEU students assumes the presence of a specialized discipline "Fundamentals of anti-doping Support" in Educational Program and the inclusion of components of anti-doping education in the formed disciplines.

Keywords: doping, anti-doping support, basic professional educational program, educational process, fundamental disciplines, students, athletes.

Introduction

The relevance of the study is related to drawing the attention of the international community to the fight against doping in sports. In order to increase the effectiveness of information and educational work on prevention and education in the field of combating doping, the Ministry of Sports of the Republic of Kazakhstan implements a comprehensive system of measures. The Ministry of Sports, together with the Ministry of Education and Science of the Republic of Kazakhstan, developed and approved anti-doping educational programs for various types of educational organizations engaged in sports training, with the participation of the Kazakhstan Anti-Doping Center [1].

Materials and methods

Let's consider the relationship between the formed competencies and anti-doping topics on the example of the training direction 6B01404 "Sports and anti-doping support". As a result of the analysis of the main professional educational program, a list of 11 modules and 63 disciplines directly or indirectly related to anti-doping topics was obtained. The following academic disciplines bear the greatest responsibility for the formation of this competence. The main professional educational program includes the specialty 6B01404 "Sports and anti-doping support", which consists of 11 modules: socio-political education, information and communication, sustainable life and legal culture, educational and pedagogical module, professionally-oriented languages, Sports and sports training, basic types of motor activity and teaching methods, psychological component of athlete training, sports management, Minor disciplines, etc., effective nutrition of an athlete, anti-doping education, medical support and sports rehabilitation [2].

Results

The analysis of the modules shows that the greatest load on the formation of competencies necessary for the implementation of the recommendations specified in the guidelines for anti-doping education relates to such disciplines as human biochemistry, fundamentals of anti-doping support, therapeutic physical culture and massage, theory and methodology of physical culture, natural science foundations of physical culture and sports,

hygienic foundations of physical culture and sports activities, History of physical culture, research activities in acyclic / game / cyclic sports, scientific and methodological activities in, swimming, sports medicine, sports physiology, human physiology. During the pre-graduate practice and the practice of obtaining professional skills, students form from 5 to 10 competencies related to anti-doping issues in accordance with the qualification requirements of the standards.

The final state certification, which includes the state exam, the defense of the thesis, preparation for the state exam, preparation for the defense of the thesis, is a method of comprehensive assessment of the formation of all 15 competencies from the formed list, the formation of which is completed during the state exam in accordance with the curriculum.

The main tasks of the disciplines of the program 6B01404 "Sports and anti-doping support":

- to determine the range of the most urgent problems of anti-doping topics and to systematize students' ideas about modern anti-doping policy;
- providing students with complete information about all aspects of doping control;
- formation of the ability to use the global anti-doping database of the National Anti-Doping Center of Kazakhstan kaznadc.kz and the development of the desire to look for possible ways to implement anti-doping policy;
- formation of motivation for independent learning of anti-doping rules and a sense of responsibility for their violation;
- development of the need to apply the knowledge gained about the negative impact of doping on the health of athletes.

Discussion

In addition to the introduction of a separate discipline "Fundamentals of anti-doping support" into the educational process, the most important issues are considered by the teachers of the Department "Sports and Physical Culture" when mastering the above disciplines by a bachelor.

On the one hand, " Guidelines for anti-doping education ..." defines that students should understand and be able to explain what the chemical structure of the classes of substances included in the list of prohibited drugs is, how to test medicines, have an impact on health when using prohibited substances, and assess the risk of using food additives. To understand the chemical structure of classes of substances or the mechanisms of action of prohibited substances on the body, students must have knowledge of chemistry, biology, biochemistry, physiology. The programs of teaching these subjects should be designed for a large number of hours. Knowledge in these disciplines can provide a conscious perception of the health of a particular organism and the health of the nation. Anti-doping support is an applied science that cannot be fully mastered without fundamental knowledge of chemistry, biology, and physiology. These disciplines of the department are taught by candidates and doctors of biological and medical sciences, which leave an appropriate imprint on the issues under consideration [3].

On the other hand, " Guidelines for anti-doping education ..." on the part of young people, it is planned to foster zero tolerance for doping, which is associated with harming the moral values of sports, which requires the education of true value orientations, sports ethics, and honest sports behavior. This range of issues related to the requirements of the Kazakhstan National Anti-Doping Center and the World Anti-Doping Agency, the provisions of the International Convention against Doping in Sport and such documents as the World Anti-Doping Code, is subject to study in the disciplines of the Department "Sport and Physical Culture".

Accordingly, to study this range of issues, candidates and doctors of pedagogical, psychological, sociological, philosophical and political sciences are needed, as well as new forms of organizing students' activities in seminars.

Today, the main methodological innovations are associated with the use of interactive learning technologies. The learning process, based on the use of interactive teaching methods, is organized taking into account the inclusion of all participants in the learning process. An educational communication environment is created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, and the possibility of mutual evaluation [4].

The accumulated experience in this area allows us to present the interactive technology "debates" as a tool for the formation of key competencies and a means of forming genuine sports values. The experience of using the technology at seminars at InEU allowed us to develop a methodology for formulating topics for discussion, the duration of the game, its rules, the assessment of the work of participants and individual methods of involving all participants in the work, which allows us to discuss issues that are fundamentally important for the formation of sports ethics and responsible for future professional activities, hidden for topics that seem simple. The technology of "debate" easily fits into the framework of a point rating system [5].

After studying the relevant disciplines, InEU students should have the skills to determine the chemical structure of the classes of substances included in the list of prohibited drugs, how to check medicines and determine their impact on health, as well as to assess the risk of using dietary supplements and be able to explain to athletes information about anti-doping rules and sanctions for their violation. InEU graduates can conduct information work with athletes in their future professional activities, carry out anti-doping planning of sports organizations, use the global anti-doping database, apply the knowledge gained about the negative impact of doping on the health of athletes and participate in solving other related issues.

There is another aspect of the doping problem, as the problems go beyond sports. The doping scandals that have appeared in the media have led to the fact that people far from sports know about the famous meldonium, whose advertising on TV is called "mildronate" [2]. The architecture of the problem in the media has led to the expected result, such as slander, sowing discord, the consent of pharmaceutical companies: almost everyone, including schoolchildren, has an idea of doping drugs as substances that increase the endurance and performance of the body. Since Mildronate is available in the pharmacy to everyone, schoolchildren use it uncontrollably both when passing the TRP standards, and in children's sports in general [3].

In this case, the possession of information about doping is not the key to success in the fight against it. We believe that the multifaceted aspects of everything related to doping problems should be studied in specialized universities, regulated in the relevant departments and ministries, that is, have an industry problem. In general, the exaggeration of the problem in a society that does not have a fundamental biological and chemical knowledge base can affect the health of the population to its deterioration.

Conclusion

The organization of the educational process on anti-doping support for InEU students assumes the presence of a specialized discipline "Fundamentals of anti-doping Support" in the OO and the inclusion of components of anti-doping education in the formed disciplines. Modern sports education, which assumes that students have a number of competencies in the field of anti-doping education, requires, first of all, new forms of organizing students' activities in seminars using interactive learning technologies [3]. The formation of competencies in the classroom in the process of independent work of the student occurs during the development of both disciplines of the medical and biological cycle, and a number of sports, pedagogical and social disciplines and is completed during the state exam. To understand the complex mechanisms of the effects of banned substances on the body, students must have knowledge of such disciplines as chemistry, biochemistry, physiology, sports medicine. Only fundamental knowledge of these disciplines allows us to consciously perceive the problems associated with the use of doping in sports and the health problems of a particular organism, the health of the nation. At the same time, all aspects of doping problems should be, first of all, an industry problem.

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Белов А.И.^{1*}, Сирлибаев М.К.², Сергеев А.А.², Байдильдина А.Е.²

¹Мәскеу мемлекеттік медициналық-стоматологиялық университеті, Ресей

²Инновациялық Еуразия университеті, Қазақстан

Спорттық ЖОО-да допингке қарсы қамтамасыз ету бойынша оқу-тәрбие процесін ұйымдастыру

Студенттерге антидопинг бойынша білім беруді ұйымдастыру «Антидопинг бойынша қамтамасыз ету негіздері» мамандандырылған пәнінің болуын және допингке қарсы тақырыптарды

классикалық пәндерге енгізуді көздейді. Студенттердің антидопинг бойынша білім беру салаларында бірқатар құзыреттерді қалыптастыру медициналық-биологиялық цикл пәндерін де, спорттық, педагогикалық және қоғамдық пәндерді де игеру кезінде орын алатын қызметті ұйымдастырудың жаңа интерактивті формаларын қажет етеді. Спортта допингті қолданумен және ұлттың денсаулығымен байланысты салалық мәселелерді саналы түрде қабылдау химия, биохимия, физиология, спорттық медицина туралы білімді қамтамасыз етеді.

Мақсаты – спорттық ЖОО-да допингке қарсы қамтамасыз ету бойынша оқу-тәрбие процесін ұйымдастыруды зерделеу.

Бүгінгі таңда негізгі әдістемелік инновациялар оқытудың интерактивті технологияларын қолданумен байланысты. Оқытудың интерактивті әдістерін қолдануға негізделген оқу процесі барлық қатысушылардың таным процесіне қосылуын ескере отырып ұйымдастырылады. Білім беру қарым-қатынас ортасы құрылады, ол ашықтықпен, қатысушылардың өзара әрекеттесуімен, олардың дәлелдерінің теңдігімен, бірлескен білімнің жинақталуымен, өзара бағалау мүмкіндігімен сипатталады.

ИнЕУ студенттерін антидопинг бойынша қамтамасыз ету бойынша оқу-тәрбие процесін ұйымдастыру білім беру бағдарламасында «Антидопинг бойынша қамтамасыз ету негіздері» мамандандырылған пәнінің болуын және антидопинг бойынша білім беру компоненттерін қалыптасқан пәндерге енгізуді көздейді.

Түйін сөздер: допинг, антидопинг бойынша қамтамасыз ету, негізгі кәсіби білім беру бағдарламасы, оқу-тәрбие процесі, іргелі пәндер, студенттер, спортшылар.

Белов А.И.^{1*}, Сирлибаев М.К.², Сергеев А.А.², Байдильдина А.Е.²

¹Московский государственный медико-стоматологический университет, Россия

²Инновационный Евразийский университет, Казахстан

Организация учебно-воспитательного процесса по антидопинговому обеспечению в спортивном вузе

Организация антидопингового образования студентов предполагает наличие специализированной дисциплины «Основы антидопингового обеспечения» и введение антидопинговых тем в классические дисциплины. Формирование у студентов ряда компетенций в антидопинговых образовательных областях требует новых интерактивных форм организации деятельности, что происходит как при освоении дисциплин медико-биологического цикла, так и спортивных, педагогических и общественных дисциплин. Осознанное восприятие отраслевых проблем, связанных с применением допинга в спорте и здоровьем нации обеспечивают знания по химии, биохимии, физиологии, спортивной медицине.

Цель статьи – изучение организации учебно-воспитательного процесса по антидопинговому обеспечению в спортивном вузе.

Основные методические инновации связаны сегодня с применением интерактивных технологий обучения. Учебный процесс, опирающийся на использование интерактивных методов обучения, организуется с учетом включенности в процесс познания всех присутствующих. Создается среда образовательного общения, которая характеризуется открытостью, взаимодействием участников, равенством их аргументов, накоплением совместного знания, возможностью взаимной оценки.

Организация учебно-воспитательного процесса по антидопинговому обеспечению студентов ИнЕу предполагает наличие в образовательной программе специализированной дисциплины «Основы антидопингового обеспечения» и введение компонентов антидопингового образования в уже сформировавшиеся дисциплины.

Ключевые слова: допинг, антидопинговое обеспечение, основная профессиональная образовательная программа, учебно-воспитательный процесс, фундаментальные дисциплины, спортсмены.

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