



International University Sports Federation Conference

PROCEEDINGS

UNIVERSITY AND OLYMPIC SPORT:
TWO MODELS – ONE GOAL?

July 14 – 17, 2013

СБОРНИК ТЕЗИСОВ ДОКЛАДОВ

Конференции Международной федерации
студенческого спорта

УНИВЕРСИТЕТСКИЙ И ОЛИМПИЙСКИЙ СПОРТ:
ДВЕ МОДЕЛИ – ОДНА ЦЕЛЬ?

14 – 17 июля 2013 года

PREFACE

This year the International University Sports Federation (FISU) Conference will create a platform for introducing the main sport achievements, initiating the discussions and gathering the sport experts from around the world who will exchange their knowledge and experience on university sports.

The FISU Conference will be held on 14-17 July 2013 in Kazan within the 27th Summer Universiade Kazan 2013 gathering over 300 academicians and experts, including the top-professionals, represented by well-known keynote speakers who will share their experience in the field of both Olympic and University sports since the main theme of the FISU Conference is «University and Olympic sport: two models - one goal » with eight corresponding subthemes:

- Historical, cultural and social aspects of University and Olympic sport.
- Legacy benefits of staging a Universiade or Olympic Games.
- Dual career issues for student athletes.
- The role of Media in University and Olympic sport.
- Traditional and innovative technologies in University and Olympic sport.
- Leading a healthy lifestyle: how can University and Olympic sport contribute?
- The place of sport in different educational systems.
- Women in University and Olympic sport.

The Expert Group of the FISU Conference reviewed over 500 of abstracts, 320 of them (180 abstracts in English and French and 140 in Russian) were selected for this publication, including 14 papers of the keynote speakers presented in Russian and English languages.

We would like to thank members of our Expert Committee: Ms Gyongyi Foldesi, Ms Yang-Ja Hong, Ms Galina Kupriyanova, Ms Elena Rudaya, Ms Tatiana Zayachuk, Mr Bingshu Zhong, Ms Firuza Zotova for their significant work of selecting and evaluating the abstracts and contributing to the whole content of the Conference. We would like to thank all the participants for their work and we would encourage and support their academic interest in the field of sport and wish them success in this area.

We are confident that the FISU Conference will bring together the most qualified and the most knowledgeable people for the 4-day intensive and productive work which will contribute to the development and promotion of University sports movement worldwide.

FISU Conference Organising Committee
Kazan 2013

ПРЕДИСЛОВИЕ

В этом году Конференция Международной Федерации Студенческого Sports (ФИСУ) создаст платформу для презентации основных достижений в области спорта, обмена мнениями на тему студенческого спорта, а также соберет экспертов со всего мира для обмена знаниями и опытом по теме студенческого спорта.

Конференция ФИСУ пройдет в г.Казани 14-17 июля 2013 года в рамках XXVII Всемирной летней универсиады с участием более 300 научно-педагогических работников и экспертов, включая основных докладчиков конференции с мировыми именами - экспертов в своей области. Вопросы, обсуждаемые на Конференции, сосредоточены на изучении студенческого спорта. Участники поделятся своим опытом в сфере Олимпийского и Университетского спорта в рамках основной темы Конференции ФИСУ «Университетский и Олимпийский спорт: две модели – одна цель?» и восьми подтем Конференции:

- Исторические, культурные и социальные аспекты Университетского и Олимпийского спорта.
- Наследие Универсиад и Олимпийских Игр: выгоды от проведения.
- Студенты-спортсмены: вопрос двойной карьеры.
- Роль СМИ в Университетском и Олимпийском спорте.
- Традиционные и инновационные технологии в Университетском и Олимпийском спорте.
- Здоровый образ жизни: как этому содействует Университетский и Олимпийский спорт?
- Место спорта в различных системах образования.
- Женщины в Университетском и Олимпийском спорте.

Экспертная группа Конференции ФИСУ просмотрела более 500 тезисов, 320 из которых (180 на английском и французском языках и 140 на русском) попали в настоящий сборник, включая 14 докладов ключевых спикеров на русском и английском языках.

Мы хотели бы поблагодарить членов экспертного комитета: Жонг Бингшау, Заячук Татьяну Владимировну, Зотову Фирузу Рахматулловну, Куприянову Галину Валентиновну, Рудая Елену Анатольевну, Фолдесе Джионджи и Хонг Янг Я за их ответственную работу по отбору и контролю качества материалов и внесение огромного вклада в содержание данной конференции. Мы хотели бы поблагодарить всех авторов, направивших свои работы, поддержать их академический интерес и пожелать успехов в дальнейшей научной работе.

Мы уверены, что Конференция ФИСУ соберет самых компетентных деятелей в области спортивных знаний, а результаты 4-дневной интенсивной работы будут способствовать развитию и популяризации студенческого спорта во всем мире.

Организационный комитет Конференции ФИСУ

Казань 2013

TABLE OF CONTENTS

KEYNOTE SPEECHES.....	6
Alan ABRAHAMSON.....	6
Marat BARIEV.....	14
Jean-Loup CHAPPELET	16
Jean DURRY.....	17
Ilshat GAFUROV	19
Claude-Louis GALLIEN.....	28
Ingrid van GELDER.....	35
Yang HUA.....	36
Peter LYNEN, Nico SPERLE.....	42
Etsuko OGASAWARA.....	53
Natalia PARSHIKOVA	57
Yannis PITSILADIS.....	58
Elena RUDAYA.....	59
ABSTRACTS.....	68
AUTHOR INDEX.....	555

СОДЕРЖАНИЕ

КЛЮЧЕВЫЕ ДОКЛАДЫ.....	6
Алан АБРАХАМСОН.....	9
Марат БАРИЕВ.....	14
Жан-Лу ШАППЕЛЕ.....	16
Жан ДЮРРИ.....	17
Ильшат ГАФУРОВ.....	23
Клод-Луи ГАЛЛЬЕН.....	31
Ингрид Ван ГЕЛДЕР	35
Янг ХУА.....	38
Питер ЛИНЕН, Нико ШПЕРЛЕ	47
Ецуко ОГАСАВАРА	54
Наталья ПАРШИКОВА	57
Янис ПИТСИЛАДИС.....	58
Елена РУДАЯ.....	63
ТЕЗИСЫ.....	68
СПИСОК АВТОРОВ.....	555

KEYNOTE SPEECHES / КЛЮЧЕВЫЕ ДОКЛАДЫ

THE ROLE OF MEDIA IN UNIVERSITY AND OLYMPIC SPORT

Alan ABRAHAMSON

Lecturer at School for Communication and Journalism, University of Southern California, United States of America

Being a sports writer, especially at the Olympic Games, is about as much fun as you can possibly have. It's amazing that you can call it a «job.»

Here, for instance, is a photo I took – the back story is it's me and my buddy Joe Battaglia, pretty much just us alone in Olympic Stadium, after the track and field competition had wrapped up for the night ... these are moments that are incredibly special. I have a law degree from the University of California. I passed the State Bar of California, and on my first try. I could be making a lot of money in lawyering or corporate work. But being in Olympic Stadium like this -- London was my seventh Games -- these are experiences, and you can't buy these kinds of experiences.

Here, too, are a couple more photos:

- up close with Usain Bolt
- up close with Michael Phelps after his last race in London

After the Beijing Games, I worked with Michael in writing his autobiography ... it became a New York Times best-seller. A great thrill for both of us. Last month, he and I spent three straight nights – the first in Thousand Oaks, California; the second in Pasadena; the third in Redondo Beach – speaking to packed houses all about how he made himself into the greatest Olympic athlete of all time.

I now have the privilege of directing the graduate-school sports writing program at the University of Southern California, and this is the kind of thing – working with exceptional athletes or being in the track and field stadium, alone, at 2 in the morning -- I tell my young people about.

Going back even further -- when I was in high school in the 1970s, in a small farm town in Ohio, in the middle of the United States, I used to look out the window in what was called study hall – this was a euphemism for free time and please do your homework – and dream of getting out of there and seeing the world. Out that window were cows and cornfields. I used to dream of the Olympics, of the excitement of maybe someday being able to be a journalist at the Games. True. I saw the Munich Olympics on television in 1972 and that was it for me.

Then I went to college – what you would call university – and here I am living the dream I dreamed long ago. True. But I never take it for granted. It is a huge privilege.

At the same time, one of the pressing issues in our world today – at least you should know that it's a pressing issue – is how anyone can make it in journalism in these early years of the 21 st century.

I happen to work as a sportswriter. But these issues apply across the board to journalism. And – just to be obvious – journalism is important. Journalism, as the saying goes, is the first draft of history.

And journalism is a way, way, way different ballgame than when I set off with my diploma in my hand 33 years ago.

In my working life, journalism and medicine have undergone perhaps the most radical transformations of the professions.

So I thank you for the opportunity to be here today.

Just like it takes an athlete time and resource to get to the Olympics every four years, it takes us commitment and resource to be able to tell those stories.

Everyone wants to go to the Olympics. But to be able to be in position to be able to sound like you know what you're talking about at the Olympics -- you have to go to the World Cups, and the world championships, in between.

It's like I'm always telling my 16-year-old son: prior preparation prevents poor performance.

That takes time, and that takes money.

The challenge is that the business of journalism is caught up in the middle of two distinct macro trends with significant consequences for the Olympic movement -- for sure, for me, the provider of content; and, indeed, for you, whether you are going to join me in yourself producing content or being at the other end -- consuming that content.

What we don't know is how those trends are going to play out.

What we do know is that the IOC sees them but is slow to understand and appreciate them. This may yet prove unfortunate.

Let me show you why the IOC is slow to move.

Let me also preface this by saying that I have total and complete respect for my friends, and they are my friends, at the IOC press and communications offices. These are professional observations - not personal -- and are intended in every regard to be entirely constructive.

If you were just going by press accreditations at the Games themselves, you would never know, or even begin to think, there was a problem, or even a challenge. The IOC allocated 5,800 accreditations for London 2012. There ended up being 6,313 validations. I serve on the IOC press commission. These were the numbers we reviewed at our meeting last year.

If you look into these numbers a little further, however, you see the evidence of the problem underneath:

- It is indeed true that 182 national Olympic Committees had at least one written representative of the press at the Games.
- But of the 204 participating NOCs, 58 -- or 28 percent -- accredited just one member. And 22 did not accredit anyone. That means that 80 of the 204 NOCs sent either one writer, or no one -- roughly 40 percent.

Further, the IOC is, as we all know, dominated now, as it has been traditionally, by European interests. The IOC is based in Switzerland. The news it gets is mostly European.

Of the 6,313 accreditations for London 2012, 2,786 came from Europe. That's 44 percent. That's nearing half.

The state of the journalism business in Europe, and in particular continental Europe, is not what it is elsewhere.

So that is why the IOC looks out and perhaps sees things differently than do I.

Which leads me to trend Number One.

Newspapers -- even magazines -- are going through a wrenching evolution if not revolution.

In the United States, any number of outlets are closing, or changing completely the way they are doing business. Perhaps we are just an isolated situation. The odds are, however, that we are just going through all this first, and everyone else is going to follow.

The New Orleans Times-Picayune, for instance, which used to publish every day of the week, opted for some time this year to publish a paper - that is, on paper, something you can hold in your hands -- only three days a week, on Wednesday, Friday and Sunday. This just a few years after the most devastating hurricane in American history. Now it has decided that strategy isn't really working. It's going to go back to five days a week after losing both readers and advertisers.

The New York Times has put up an internet paywall. You can read 10 stories for free. After that -- you pay. A digital subscription costs about \$400 per year.

Newsweek magazine went all digital as of January.

Meanwhile, back on the newsstand, the Philadelphia Inquirer just announced it would begin selling a Saturday edition again. It has gone without a Saturday edition for nearly two years now.

No one really knows what's going to work, and what's not.

But they have to try.

Though I teach at USC, and we are gaining fast, it is still generally acknowledged that the best journalism school in the United States, and thus the world, is the one I graduated from, Northwestern, immediately north of Chicago. I graduated from Northwestern in 1980. My goal when I got out was to be a staff writer at a major metropolitan newspaper. Which I got to do -- I was a reporter at the LA Times for 17 years, and for many of those years I was the paper's Olympics writer, which was -- as I said -- a dream come true.

But by the end it was obvious that the economic model that had for decades sustained the newspaper was not right.

I left the Times in 2006 to go to work full-time for NBC. For four years I traveled the United States, covering American football, and two Super Bowls, for NBCSports.com ... and the world ... for UniversalSports.com and NBCOlympics.com.

The problem is, that economic model doesn't work, either.

At least not yet. And maybe it never will. Advertising online, at least at big multimedia concerns, is not the same at newspapers ... or in television.

So in 2010 NBC and I agreed that though I could come back for the Games, as I did in London, the better situation was for me to try to make it on my own.

This situation ought to be of interest not just to me ... but to you.

Obviously, I have a wife and a family to support.

But you ... you have an interest in making sure the Olympic movement is healthy and well.

That takes journalistic experience and resource.

A study came out last year that showed the five-ringed Olympic symbol is now the most second-most valuable brand in the world ... behind only Apple.

The only check and balance on that brand ... is journalistic expertise.

Point one: The danger of the IOC running unchecked is another corruption scandal like the one in the late 1990s that erupted in Salt Lake City. At its core, that one took place because of a lack of transparency and accountability.

Two: The athletes, we are always reminded, are at the core of the Olympic brand. Who tells the stories of those athletes? Journalists. The explosion of football -- American-style football and what Americans call soccer - has made it all the more imperative for investment in outlets other than the rights-holding broadcasters covering the 17 days of the Games themselves. They are of course essential. But they cannot be the only sources of Olympic coverage. Otherwise the movement will wither.

Three: Yet another reason, please, why the IOC actually needs journalists who know what they are talking about in between editions of the Games: A few months back, the IOC executive board told the organizers in Brazil that «time is ticking» and they must attack the project «with all vigor.»

I am a big believer in win-win journalism. Ladies and gentlemen, in this instance, please understand that in this sort of situation the IOC is manipulating us -- absolutely manipulating us. And we are happy to be manipulated. They need to get the word out, and we get a good story.

For the next four years, in fact, the IOC will use us in this way -- just the way they used us before the Athens Games. I made eight trips to Greece in two and a half years before those 2004 Games. I would expect my travel schedule to Rio is just about to intensify.

Which brings us to Trend Number Two, because it will shape the way we report on those Rio Games, the 2018 Games in Pyeongchang, South Korea, even the event here in Kazan.

Even as newspapers and magazines are going through this fundamental transformation, the use of mobile and tablet devices is completely transforming the way we see, develop and use content. It's not some hazy thing on the horizon. It's now.

Look at these numbers ...

They speak for themselves but I will walk us all through them.

- Mobile videos streamed: 301,000 in Beijing ... 2 million in Vancouver ... more than 23 million in London. That's up 1,164 percent, and as you can see at the bottom ... mobile video usage in London blew by all of Vancouver's in just one day.
- 66 percent of the users in London 2012 were between the ages of 35-to-49 or 50-plus. That is fascinating -- because it is beyond the coveted 18-to-34 demographic.
- Device use peaks in the afternoon. That tells us that people are using their devices at work, doesn't it?
- This slide shows that no matter the age ... everyone is increasingly turning away from PCs and toward tablets.
- And this last one tells us what you also know anecdotally. When someone has a tablet, they tend to use it more intensely and intensively than a phone.

What that means for us, as reporters, is that we need to write for people who are consuming their news in smaller bits ... and bytes. What it means for organizers of the Olympic Games themselves is that they need to be able to provide WiFi for us all the time ... because we need to be able to file all the time ... even, let's say, on the bus coming back from a venue to the press center ... and the big press center of the Olympics that we have come to know may be increasingly a thing of the past.

What it means when the Games are not on is that there is an appetite for stories about the Olympics ... content to feed those tablets and phones. Someone has to write those stories, produce all that content.

This last side ... this was where we were last summer ... another of my favorite late-night ... well, early-morning memories.

Fast forward five years. That's really not a lot of time. Where are we going to be journalistically in the winter of 2018 when the Games are going to be in South Korea? And how are we all going to get there together?

Thanks so much for listening ...

РОЛЬ СМИ В УНИВЕРСИТЕТСКОМ И ОЛИМПИЙСКОМ СПОРТЕ

Алан АБРАХАМСОН

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Работать спортивным журналистом, а особенно на Олимпийских играх, – одно из самых больших удовольствий, которые только можно себе представить. Меня даже удивляет, что это называют «работой».

Вот, например, фотография: на ней мы с моим другом, Джо Батталья, находимся почти одни на Олимпийском стадионе ночью после соревнований по легкой атлетике. Именно такие моменты потрясают до глубины души... Я получил степень в области права в Калифорнийском университете. И меня с первой же попытки приняли в адвокатуру штата Калифорния. Я мог бы зарабатывать большие деньги, занимаясь адвокатской практикой или работая в крупной компании. Но находиться на олимпийском стадионе, на таком как этот – Игры в Лондоне стали для меня седьмыми по счету – вот настоящие впечатления, которые нельзя купить ни за какие деньги!

Вот еще пара фотографий:

- с Усэйном Болтом;
- с Майклом Фелпсом после его последнего заплыва в Лондоне.

После Игр в Пекине я работал с Майклом над написанием его автобиографии. И газета «Нью-Йорк Таймс» включила ее в свой список бестселлеров. Это стало сенсацией для нас обоих. В прошлом месяце он и я три вечера подряд (в городе Таузенд-Оукс, штат Калифорния, в городе Пасадена и в городе Редондо-Бич) выступали перед переполненными залами, рассказывая о том, как он сумел взобраться на самый верх олимпийского пьедестала и стать величайшим олимпийцем всех времен.

Мне выпала честь вести программу подготовки магистров в области спортивной журналистики в Университете Южной Калифорнии, и именно об этом – о том, как я работал с выдающимися спортсменами, или о том, каково это – стоять на пустом легкоатлетическом стадионе в два часа ночи – я и рассказываю молодежи.

Вернемся в более далекое прошлое: в 70-х годах, во время учебы в средней школе в маленьком городке штата Огайо, в центральной части Соединенных Штатов, в часы, отведенные для самостоятельной работы и выполнения домашнего задания, я, бывало, смотрел в окно и представлял, как уеду отсюда и увижу весь мир. Из окна я видел коров и кукурузные поля, а сам мечтал об Олимпийских играх, о том, что когда-нибудь стану журналистом на Играх. В 1972 году по телевизору я увидел Олимпийские игры в Мюнхене, и это определило мою судьбу.

Затем я поступил в колледж, что у вас равнозначно университету, и там, наконец, моя давнишняя мечта осуществилась. Но я никогда не воспринимал это как что-то само собой разумеющееся. Для меня это огромная честь.

Один из самых актуальных вопросов в сегодняшнем мире (по крайней мере, вам следует знать об актуальности этого вопроса) – как преуспеть в журналистике сегодня, в начале XXI века?

Я – спортивный журналист. Но эти вопросы касаются журналистики в целом. Скажу, наверное, банальную истину – журналистика имеет большое значение. Журналистика, как гласит пословица, это первый набросок Истории.

Сегодня журналистика абсолютно, совершенно, в корне отличается от той, в которую пришел я 33 года назад, когда, получив диплом, только начал работать.

За это время самые радикальные изменения произошли, наверное, в сфере журналистики и медицины.

Итак, я хотел бы поблагодарить вас за предоставленную мне возможность присутствовать здесь сегодня.

Аналогично тому, как спортсмены тратят время и силы, чтобы раз в четыре года попасть на Олимпийские игры, так и мы тратим свои силы и ресурсы на то, чтобы рассказать о захватывающих олимпийских соревнованиях.

Попасть на Олимпийские игры хотят все. Но чтобы суметь представить информацию со знанием дела и на профессиональном уровне, в промежутке между Играми нужно посещать Кубки и чемпионаты мира.

Как я постоянно повторяю своему шестнадцатилетнему сыну: хорошая подготовка помогает прийти к хорошему результату.

Но для этого нужно время и деньги.

Ещё одна трудность заключается в том, что журналистское дело находится на пересечении двух четко выраженных глобальных тенденций, имеющих серьезные последствия для Олимпийского движения – как для меня, поставщика информационных материалов, так и для вас, независимо от того, собираетесь ли вы присоединиться ко мне, создавая собственные материалы, или же, напротив, будете потребителем этой информации.

К чему приведут эти тенденции – нам неизвестно.

Но мы определенно знаем, что МОК в курсе происходящего, однако не спешит разобраться в этих тенденциях и дать им надлежащую оценку. Последствия могут быть печальными.

Позвольте мне объяснить вам, почему МОК медлит.

Сразу оговорюсь, что я безгранично уважаю своих коллег из пресс-служб МОК, которые являются моими настоящими друзьями. Мои замечания носят профессиональный, а не личный характер и являются исключительно конструктивными.

Если бы вы просто работали по аккредитации для прессы на самих Играх, вы бы никогда не узнали и даже не подумали о наличии какой-то сложности или даже проблемы. На Игры 2012 года в Лондоне МОК запланировал аккредитовать 5800 человек. В конечном итоге было аккредитовано 6313. Я работаю в комиссии МОК по прессе и привел данные, представленные на прошлогоднем заседании.

Но если взглянуть на эти цифры внимательнее, за ними можно разглядеть совершенно очевидную проблему.

Так, у 182 Национальных олимпийских комитетов (НОК) было на Играх как минимум по одному аккредитованному представителю прессы. Но из 204 участвующих НОК 58 комитетов, а это 28 процентов, получили аккредитацию лишь для одного представителя, а 22 НОК не аккредитовали ни одного журналиста. Это означает, что 80 из 204 НОК, примерно 40 процентов, отправили на Игры только одного журналиста или же вообще не отправили никого.

Кроме того, в настоящее время в МОК, как всем нам известно, преобладают интересы европейских стран. Штаб-квартира МОК находится в Швейцарии, и поступающая туда информация касается, в основном, Европы.

Из 6313 спортивных журналистов, аккредитованных на Лондонские игры 2012 г., 2786 человек были из Европы. Это составляет 44 процента - почти половину всех представителей средств массовой информации на Играх

Ситуация в европейской журналистике, в особенности в континентальной Европе, отличается от ситуации в остальном мире.

Наверное, именно поэтому МОК видит сложившуюся картину совсем в ином свете, нежели я.

И здесь мы подходим к первой тенденции.

В настоящее время газеты и даже журналы проходят через этап сокрушительной эволюции, можно сказать даже революции.

В США многие печатные издания закрываются или полностью меняют способ ведения бизнеса. Возможно, это происходит только у нас. А может быть, мы просто проходим через это первыми, а вслед за нами эта участь ждет и всех остальных.

Например, редакция новоорлеанской газеты «Таймс-Пикаюн», ранее выходившей ежедневно, в этом году приняла решение выпускать бумажную версию газеты, которую можно поддержать в руках, только три раза в неделю – по средам, пятницам и воскресеньям. И это всего через несколько лет после самого разрушительного урагана в истории Америки. Сейчас они осознали, что эта стратегия была ошибочной. Потеряв и читателей, и рекламодателей, они снова переходят на пятидневный выпуск.

Газета «Нью-Йорк Таймс» запустила платное интернет-издание. Десять статей можно прочесть бесплатно, за остальные нужно платить. Стоимость подписки на электронное издание составляет примерно 400 долларов США в год.

В январе полностью на цифровой формат перешел журнал «Ньюсуик».

Тем временем, некоторые издания возвращаются в газетные киоски: газета «Филадельфия Инквайерер» только что объявила, что снова будет продавать субботний выпуск – спустя почти два года после того, как редакция от него отказалась.

Никто не знает наверняка, что работает, а что – нет.

Но приходится пробовать.

Хотя я и преподаю в Университете Южной Калифорнии, который развивается быстрыми темпами, лучшей школой журналистики в США, а, соответственно, и в мире, принято считать ту, которую я окончил – Северо-Западный университет, расположенный к северу от Чикаго. После окончания университета в 1980 году моей целью было стать штатным сотрудником крупной центральной газеты. И я достиг ее – 17 лет проработал репортером в газете «Лос-Анджелес Таймс», в том числе, и в качестве олимпийского журналиста газеты. Как я уже говорил, моя мечта сбылась.

Но в конечном счете стало очевидно, что экономическая модель, которую использовала газета в течение десятилетий, является неэффективной.

В 2006 году я ушел из «Таймс» и стал работать в «Эн-Би-Си». Четыре года я колесил по всей Америке, освещая матчи по американскому футболу и два Суперкубка для вебсайта NBCSports.com, и по всему миру, готовя материалы для UniversalSports.com и NBCOlympics.com.

Проблема состоит в том, что эта экономическая модель тоже не работает.

По крайней мере, пока. А, может быть, вообще никогда не заработает. Реклама в интернете, по крайней мере, в больших медиа-концернах, отличается от рекламы в газетах или на телевидении.

Итак, в 2010 году мы с «Эн-Би-Си» решили, что, хотя я и могу вернуться для освещения Игр, что я и сделал в Лондоне, для меня будет лучше попытаться работать самостоятельно.

Эта ситуация должна интересовать не только меня, но и вас.

Естественно, мне нужно содержать жену, семью.

Но ведь вы... вы заинтересованы в том, чтобы Олимпийское движение оставалось жизнеспособным и процветающим.

Для этого необходимы журналистский опыт и ресурсы.

В прошлом году было проведено исследование, результаты которого показали, что символ Олимпийских игр – пять колец – является вторым по стоимости брендом в мире, уступая лишь Apple.

И лучшая система «сдержек и противовесов» для этого бренда... - журналистский опыт.

Во-первых, бесконтрольная работа МОК таит в себе опасность еще одного коррупционного скандала, аналогичного тому, который разразился в конце 1990-х годов в Солт-Лейк-Сити. По сути, этот скандал произошел из-за недостаточной прозрачности и подотчетности.

Во-вторых, нам постоянно напоминают, что главными героями Олимпиады являются спортсмены. А кто о них рассказывает? Журналисты. Сумасшедший рост популярности футбола – американского и европейского – сделал еще более важными инвестиции в другие средства массовой информации помимо вещательных компаний-правообладателей, самостоятельно освещающих все 17 дней Игр. Последние, конечно же, играют важную роль, но они не могут быть единственным источником материалов об Олимпийских играх. В противном случае олимпийское движение постепенно сойдет на нет.

В-третьих, вот еще одна причина того, что МОК жизненно необходимы журналисты, профессионально освещающие все, что происходит в период между Играми: несколько месяцев назад исполнительный комитет МОК заявил организаторам Олимпиады в Бразилии, что «отсчет времени начат» и что они должны бросить на проект «все силы».

Я являюсь активным приверженцем «беспроигрышной» журналистики. Уважаемые слушатели, поймите, что в ситуации подобного рода МОК нами манипулирует – просто берет и манипулирует. Мы же позволяем собой манипулировать. Им нужно что-то рассказывать, а мы получаем превосходные истории.

В течение ближайших четырех лет МОК будет использовать нас таким же образом – точно так, как они использовали нас перед Играми в Афинах. За два с половиной года перед Играми 2004 года я побывал в Греции восемь раз. Предполагаю, что график моих поездок в Рио будет еще более плотным.

И это подводит нас к тенденции номер два, которая определит, как мы будем освещать Игры в Рио-де-Жанейро, Игры 2018 года в южнокорейском городе Пхенчхане и даже соревнования здесь, в Казани.

В тот момент, когда газеты и журналы претерпевают фундаментальные изменения, мобильные устройства и планшеты полностью меняют способы представления, создания и использования информационных материалов. И это не какая-то призрачная перспектива, едва появившаяся на горизонте. Это происходит уже сейчас.

Посмотрим на следующие цифры ...

Они говорят сами за себя, но я поясню.

- Количество просмотров мобильного видео: 301 000 в Пекине... 2 миллиона в Ванкувере... более 23 миллионов в Лондоне. Увеличение составило 1164 процента, и, как видно внизу, в Лондоне количество просмотров мобильного видео превысило показатель Ванкувера всего лишь за один день.
- 66 процентов пользователей на Играх 2012 г. в Лондоне составили люди в возрасте от 35 до 49 лет или старше 50 лет. Это поразительно, поскольку эти данные выходят за рамки предпочтительной возрастной группы от 18 до 34 лет.

- Пик активности в использовании электронных устройств приходится на время после полудня. Это позволяет предположить, что люди используют свои устройства на работе, не так ли?
- На этом слайде показано, что, независимо от возраста, люди все чаще предпочитают планшеты персональным компьютерам.
- А то, что вы видите на следующем слайде, вам уже и так прекрасно известно. Когда у человека появляется планшет, он использует его намного интенсивнее, чем телефон.

Для нас, репортеров, это означает, что нужно писать для людей, потребляющих информацию в битах и байтах. А для самих организаторов Олимпийских игр это значит, что они должны предоставить нам, журналистам, постоянный Wi-Fi доступ в Интернет, поскольку нам придется непрерывно загружать материалы - скажем, в автобусе по дороге от места проведения соревнований в пресс-центр. А так хорошо нам знакомый огромный пресс-центр на Олимпийских играх постепенно уйдет в прошлое.

Это также означает неугасимую жажду историй об Олимпиаде - «пищи» для планшетов и телефонов - даже после окончания игр. Кто-то должен писать статьи, создавать весь этот контент.

Последний слайд: мы были здесь прошлым летом. Еще одно из моих любимых ночных, а точнее, ранних утренних воспоминаний.

Перенесемся на пять лет вперед. Это не такой уж и большой срок. Где мы будем, как журналисты, зимой 2018 года, когда Олимпиада будет проходить в Южной Корее? И какими все мы придем к этим Играм?

Большое спасибо за внимание.

THE HERITAGE OF UNIVERSIADES AND OLYMPIC GAMES – THE POSSIBILITY FOR INVESTMENT AND DEVELOPMENT

Marat BARIEV

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For Russia to host the Olympic Games and the Universiade is an important factor for attraction of investments in the city infrastructure development, formation of their Legacy, the possibility to strengthen the political and national status, competitiveness of Russia, this is a powerful factor for civil and patriotic education, a motivation of population, especially young people, to do sports.

Though there are obvious distinctions between the Universiades and the Olympic Games, it is arguable that the Games' model is single.

In the context of democratic and innovative development of our country, University and Olympic sports movement is an effective tool in creation and development of a state, formation of healthy young generation.

Two main directions should be highlighted: material and non-material Legacy.

Material Legacy is the possibility to influence the economy, infrastructure development, investment attraction, the possibility to concentrate all the resources as a result of which the material heritage is created. The Legacy consists of infrastructure venues (an airport, a railway, an underground, roads and road junctions, transport), the venues of medical, food, accommodation and security services, remodeling of cultural and historical sites, improvement of parks and public gardens.

Non-material Legacy of the Olympic Games and Universiades is equally important. It gives the possibilities to improve the image of country and cities hosting sport competitions, make them more attractive for tourists. This heritage creates conditions for a quantum jump in volunteer movement development, increase of number of people engaged in sports activities, higher level of Russian picked team's performances, sport management.

НАСЛЕДИЕ УНИВЕРСИАД И ОЛИМПИЙСКИХ ИГР – ВОЗМОЖНОСТЬ ДЛЯ ИНВЕСТИЦИЙ И РАЗВИТИЯ

БАРИЕВ Марат Мансурович

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Для России проведение Олимпийских Игр и Универсиады – важный фактор привлечения инвестиций в развитие инфраструктуры городов, в формирование их Наследия, возможность укрепления политического и национального статуса, спортивной конкурентоспособности России, мощный фактор воспитания гражданственности и патриотизма, мотивации к занятиям спортом населения, особенно молодежи.

При очевидных различиях Универсиад и Олимпийских Игр можно утверждать, что единая модель проведения этих Игр.

В условиях демократического и инновационного развития нашей страны олимпийское и спортивное студенческое движение – тот действенный инструмент, направленный на созидание и развитие государства, формирование жизнеспособного молодого поколения.

Следует выделить два основных крупных направления: материальное и нематериальное Наследие.

Материальное – это возможность Игр влиять на экономику, развитие инфраструктуры, привлечение инвестиций, возможность концентрировать все ресурсы. В результате чего создается материальное Наследие – объекты

транспортной инфраструктуры (аэропорт, железная дорога, метро, дороги и развязки для них, транспортные средства), объекты медицинского обслуживания, питания, размещения, безопасности, реконструирование культурных и исторических объектов, благоустройство и озеленение скверов, парков.

Не менее важно **нематериальное** Наследие Олимпийских Игр и Универсиад, которое дает возможности для повышения имиджа в целом страны и городов-хозяев соревнований, их туристической привлекательности, для качественного скачка в развитии волонтерского движения, увеличения числа занимающихся спортом, повышения уровня выступлений сборных команд России, спортивного менеджмента.

TRADITIONAL AND INNOVATIVE TECHNOLOGIES IN UNIVERSITY AND OLYMPIC SPORT

Jean-Loup CHAPPELET

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Sport and technologies have the parallel history, which is worth of being retraced. These two spheres of human creativity are actually developed together. Emerging of new technologies permitted to develop already existing sports and even the creation of new sports.

The article describes the impact of these technologies on sport over the 20th century and shows the challenges sport faces in the beginning of the 21st century, particularly because of the transition of the technologies in digital and the significant development of the Internet.

The author carries out a review of impacts of telegraph, radio, television, Internet and social network services on sport and asserts that information technologies spread in all aspects of the sport competition organization process: results, and also accreditation, accommodation, transport and security.

ТРАДИЦИОННЫЕ И ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В УНИВЕРСИТЕТСКОМ И ОЛИМПИЙСКОМ СПОРТЕ

Жан-Лу ШАППЕЛЕ

Профессор Швейцарской высшей школы государственного управления при университете Лозанны, Швейцария

Стоит проследить параллельную историю спорта и технологий. Эти две сферы человеческой активности в действительности формировались вместе, создание новых технологий позволило развивать уже существующие или даже создавать новые виды спорта.

Данная статья описывает влияние инновационных технологий на спорт на протяжении всего 20-го века и показывает вызовы, брошенные спорту в начале 21-го века, особенно в связи с переходом технологий в цифровой формат и существенным развитием сети интернет.

Автор делает обзор влияние телеграфа, радио, телевидения, интернета и социальных сетей на спорт и утверждает, что информационные технологии распространяются на все аспекты организации спортивных соревнований: на результаты, на аккредитацию, размещение, транспорт и безопасность.

PIERRE DE COUBERTIN: GOING BACK TO THE ROOTS OF STUDENT SPORTS AND OLYMPISM

Jean DURRY

Writer, historian and analyst of sport, Historical adviser of FISU, Vice-President of the International Pierre de Coubertin Committee, Member of the Commission for Culture and Olympic Education, France

While the first modern Olympic Games were organised in the spring of 1896 in Athens, the "World Student Games" were only organised in 1923 in Paris and the Summer Universiade in 1959 in Turin.

Even though the Olympic spirit and university sports are relatively close to each other in their mutual pursuit of competition and a fraternal understanding between people, their histories and trajectories were very different.

But are we really aware that it was one and the same person who played the key role in the rise of both Student sports and the Olympic phenomenon in its present form? This man is none other than Pierre de Coubertin.

He is known worldwide as the founder of the Olympic movement but did you know that the starting point of it all was his introduction of sports into education and the importance it had to him throughout his life and his University work? Do we realise to what extent the Olympic Games of our era and Olympism have managed to reach such a wide audience because this visionary man situated them both from the onset as an essential educational tool?

Thus returning to the roots of Olympic sports and Student sports, regardless of their differences, we will undoubtedly be able to better pinpoint and understand why the flag with its five coloured circles and the flag with its big "U" and five stars can easily be hoisted alongside each other.

It is for this reason that the writer Jean Durry, analyst of sport and Olympism, international lecturer, member of the Commission for Culture and Education of the International Olympic Committee and historical consultant for FISU offers a "pilgrimage back to its origins" with Pierre de Coubertin.

ПЬЕР ДЕ КУБЕРТЕН У ИСТОКОВ СТУДЕНЧЕСКОГО СПОРТА И ОЛИМПИЙСКОГО ДВИЖЕНИЯ

Жан ДЮРРИ

Писатель, историк, спортивный аналитик, эксперт по истории ФИСУ, вице-президент Международного комитета Пьера де Кубертена, член комиссии по культуре и олимпийскому образованию, Франция

Первые современные Олимпийские игры состоялись весной 1896 года в Афинах, тогда как «Всемирные университетские игры» зародились в 1923 году в Париже, а в 1959 году в Турине было положено начало летним Универсиадам.

Олимпийское движение и студенческий спорт очень близки по духу – это дух состязательности и взаимопонимания, однако история и цели их существенно различаются.

Но осознаем ли мы в полной мере, что ключевая роль как в становлении студенческого спорта, так и в возрождении Олимпийских игр в том виде, в каком они существуют сейчас, принадлежит одному и тому же человеку? Этот человек – не кто иной, как Пьер де Кубертен.

Безусловно, он известен во всем мире как основатель олимпийского движения. Но знаем ли мы, что первым шагом Пьера де Кубертена на этом пути было введение спортивных дисциплин в образовательную программу? Знаем ли мы, какое значение он придавал этой идее на протяжении всей своей жизни и профессиональной деятельности? Осознаем ли мы, в какой мере Олимпийские игры нашего времени и олимпийское движение получили всемирное распространение лишь благодаря тому, что этот мечтатель изначально видел в них важнейшее средство воспитания молодежи?

Оценка роли де Кубертена позволяет нам, обратившись к истории олимпийского и студенческого спорта, понять, почему, несмотря на различия, флаги обоих спортивных движений – один – с пятью соединенными кольцами разных цветов и другой – пятизвездочный с большой буквой «U» – могут развешиваться вместе.

Совершить «путешествие к истокам» спортивного движения вместе с Пьером де Кубертенем нам поможет Жан Дюрри - писатель, спортивный обозреватель и эксперт по олимпийскому движению, участник международных конференций, член Комиссии по культуре и олимпийскому образованию Международного Олимпийского Комитета, советник по вопросам истории Международной федерации университетского спорта (FISU).

HISTORICAL TRADITIONS AND THE DEVELOPMENT OF UNIVERSITY SPORT AT KAZAN UNIVERSITY AT THE CURRENT STAGE

Ilshat GAFUROV

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Dear conference participants,

First of all, I would like to thank the management of the International University Sports Federation and all the organisers for the opportunity to address this representative forum. We understand and share its main idea – to unite sport and university spirit. As the Universiade originated from the atmosphere of university life, it maintains on a large scale the values, which are cultivated by university as an important link of modern society. These include mutual understanding between people, a high degree of trust and constructive cooperation in science, culture and sports. I believe that the experience of one of Russia's oldest universities – Kazan Federal University – which will be celebrating its 210th anniversary next year, is of interest in terms of understanding the historical and socio-cultural aspects of the sport movement and its relationship with the development of the university community.

Kazan University was established by the decree of Emperor Alexander the First during the liberal period of his rule, and the University's activity was characterized by the flexible combination of centralization and autonomy stipulated by the University Charter. On the one hand, this allowed the State, by investing significant funds, to set high educational standards. On the other hand, it made the new university attractive for scientists as a place for free creativity, and for inquisitive youth as a source of modern knowledge. Professionals from Berlin, Halle, Göttingen and other research centres gladly came here. Among the first of them were Carl Gauss's teacher, mathematician and physicist Johann Bartels, astronomer Joseph Littrow, orientalist Christian Frähn, doctor and natural scientist, the future rector of Kazan University Karl Fuchs and others. They became professors of the university, which reached the European level within a short period. What it had in common with other academic institutions of the West was not only the outstanding achievements of its academic schools and a decent education, but also the physical stamina of those who studied at this classical institution. The rules of educational classicism include physical fitness, which is based on the statement that a sound mind dwells in a healthy body. Hence, the curriculum included fencing, gymnastic exercises, horse riding and teaching refined manners, including dancing, which along with aesthetic sense develops physical skills.

The famous mathematician and thinker N.I. Lobachevsky held the post of Rector of Kazan University for nearly two decades: from the second half of the 20s up to the mid-40s of the 19th century. His pedagogical views were very important for the understanding of the role of physical education in shaping moral qualities and in the social adjustment of young people. On 5 July, it was 185th anniversary of his commencement speech "On the most important subjects of education". N.I. Lobachevsky believed that, since academic education does not encompass all aspects of the development of the individual, it should be combined into «one coherent whole» with the culture of health and physical development, which is a prerequisite for nurturing diligence and resilience along with a sense of honour and internal dignity.

N.I. Lobachevsky's ideas had a considerable influence on the pedagogical concept of the outstanding biologist and anatomist P.F. Lesgaft, who was the department head at Kazan University from 1868 to 1886. The system of physical education that he created was based on the principle of unity of a person's physical and spiritual development. «It is necessary,» he wrote, «that mental and physical education go in parallel, otherwise we will disrupt the correct course of development in those parts of the body which do not get trained.» When opening courses for gymnastics and fencing instructors for the army and higher education institutions, P.F. Lesgaft had in mind the example of N.I. Lobachevsky, who had tried to put into action his pedagogical theory. According to the recollections of contemporaries, N.I. Lobachevsky encouraged the physical development of students during leisure time, and for that purpose sports grounds were set up on the University premises. At that time, lapta was quite popular, which is an ethnic Russian ball and bat game, and more often than not the Rector joined the game as well. During his rectorship, the University set up bathing places on the shore of Lake Kaban – this is where the Rowing Centre, which you are familiar with, is located. A few decades later, the students started practising skiing, and after the opening of the first mass skating rink on «Black Lake», a small reservoir near the university complex, they mastered skating as well.

At the beginning of the 20th century, against the backdrop of economic recovery and flourishing of the «silver age» of culture, there was an increased interest among young people in physical activities and long outdoor walks – the antecedent of the future hiking. Students engaged in French wrestling, cycling, short- and long-distance running. There was a small room in the university library where weightlifting enthusiasts worked with weights and lifted massive

dumbbells, which they called «bulldogs». The turn of the 19th and 20th centuries is characterized by a rapid development of modern sport and its organizational forms on both sides of the Ocean with the emergence of university sports clubs, unions and associations. As a result, by the middle of the second decade of the 20th century, 35 Russian higher education institutions out of 105 (including 12 universities) had student sport organizations. Most of them were located in Moscow and St. Petersburg, but provinces were also represented – Kharkov, Voronezh, Riga, Tomsk, Novorossiysk and other cities. A sport club was also set up at Kazan University, where one could do wrestling, fencing, rowing and skiing, whilst football and track-and-field athletics were especially popular – these were the sports that formed the core of the international sport movement in the 20th century.

This trend did not develop further owing to the change of the political system in the country in 1917. After the revolutionary events, the physical training of students of educational institutions initially had a variety of forms: pre-conscription military and physical training, passing the tests of the 'Ready for Labour and Defence' programme, physical culture courses etc. This continued until the early 30s when the country's leadership took a decision that the subject "Physical Culture" should be included in the curricula. To this end, universities started setting up physical training departments, which turned into organizational and methodological centres of universities' sports life.

Kazan University established such a department in 1935, and its first head was a graduate of the Main Officers' Fencing and Gymnastics School in St. Petersburg V.A. Bekasov. He was a versatile athlete who was awarded the honorary title "Merited Master of Sport" in 1942, which was a very rare occasion at the time. V.A. Bekasov did a lot to establish the system of physical fitness and sports activities. In 1936, the University's students became winners in skiing, speed skating and free-style wrestling at the All-Union Universities' Trade Unions Competitions in Leningrad. In the last peaceful year of 1940, the department staff organized and conducted an inter-faculty Spartakiade, which became a significant event in the University's sports life. The lecturers-athletes made their own contribution to the physical and moral support of students for the forthcoming war. In 1941, many lecturers of the department volunteered to go to the front. We remember this fact, and we are grateful to them.

In the post-war period, university sport entered a new phase, and that was facilitated by the introduction, in 1947, of optional courses for sports excellence as well as of the annual All-Union University Spartakiade – its programme included gymnastics, swimming, athletics and basketball. A few athletes from our university took part in the first of these Spartakiades as part of the RSFSR Ministry of Education national team in 1951.

Kazan University experienced a real Renaissance of sports life in connection with the activities of M.T. Nuzhin – a prominent mathematician and the caring mentor of young people – who headed the University for almost a quarter of a century, from 1954 to 1979. He had a special sense of everything new, and he had a vision for urgent tasks. It is not by chance that, alongside the expression «the era of Lobachevsky», another expression – «the era of Nuzhin» – established in the history of the University. The initial period of his rectorship coincided with the democratisation of public life, which was accompanied by the increase in the initiatives of youth, including in sports life. That is why the Rector set a course for the support and organisation of the mass sport movement. It was mainly thanks to him that the spring athletics relay that was first held at students' initiative in April 1953 turned into one of the most vibrant traditions. In subsequent years, it was participated by the athletes who achieved outstanding results: Vera Smelova, 1981 USSR champion in 4x400m Relay; marathon runner Ravil Kashapov, two-time European Cup holder, two-time world running champion in 100 km, participant in the 1988 Olympic Games in Seoul; Irina Vostrikova, bronze medallist of the 1996 European Athletics Championship, participant in the World Championship in Athens and in the World Universiade in Japan; and many others. At the present time, more than 2,500 people take part in the Relay each year, and they compete for awards in four events: women's and men's team race, mixed race and a multi-discipline event. This year's Relay was dedicated to the world students' forum in Kazan.

The University administration paid particular attention to the development of its sports facilities. In 1958, the construction of the annex to the main building was completed, and a sports hall was opened in it on 14 November. Another sports hall was opened the same day in Baumana Street, not far from the University. Around the same time, a water sports and skiing base was built on the bank of the Kazanka River that runs through the city. 30 kilometres from the city, on the beautiful bank of the Volga River, the University also inaugurated the sports and fitness camp «Kordon». In addition, a university sports club was established which became a vibrant core of youth sport. A decade later, the physical education department opened a sport psychophysiology laboratory which laid the foundation for sports science at the University. At some point, the laboratory staff was part of the research team which was preparing the country's national diving team.

The enhancement of the facilities, the development of sports science plus mass engagement in physical activities finally yielded strong sports results. This formula was clearly visible in the 60s–80s when the University's teams were very successful in various sports, particularly in basketball, athletics, rowing and skiing. And not only in those sports: a

good example of that are the achievements of fencer Olga Voshchakina – world champion, repeat European champion, two-time silver medallist of the Summer Universiade 1985, participant in the Olympic Games in Seoul and Barcelona.

Physical culture and sport were given a new impetus at the University in the late 80s: that was the time when the six-storey sports and cultural complex «UNICS» was put into operation. In terms of equipment, it was the best university in the country at the time: it had ten sports halls with a total area of 3,000 square metres, including two large halls with telescopic seating systems for team sports, four fitness halls and another four gymnastics halls, as well as a jogging track, a rock-climbing wall, a billiard room and others. At this sports complex, the basketball traditions of the 60–70s were brought back to life when the University team, which mainly consisted of the Law Faculty students, won repeatedly at the Russian Championship among the Burevestnik Society teams, several times they became silver medallists at the Russian Championships, they took part in international tournaments in Poland, Hungary, Afghanistan and other countries. In the early 90s, the President of the University Sports Club A.G. Shcherbakov initiated the creation of the men's university basketball team «UNICS». They competed at the second league of the USSR Championship, and in 1997 they gained the right to play at the Russian Basketball Super League and FIBA EuroCups. In the 90s, which was not an easy time both for our country and its higher education, Yu.G. Konoplyov – Rector of Kazan State University and a basketball player himself – played an important role in the development of the sports.

The contemporary stage of the university sport movement is closely connected with the establishment of a federal-level university in Kazan as the authorities of Russia and Tatarstan agreed from the start to transfer to it a significant part of the residential buildings and a number of sports venues of the forthcoming Universiade. The incorporation in the Kazan Federal University (KFU) campus of 20 buildings with a total area of more than 212,000 square metres, big enough to accommodate 6,000 people, which is about 70% of the residential buildings of the Universiade Village, gave the 100% resolution to the problem of providing accommodation for students from outside Kazan and abroad. The Universiade Village accommodates students from about 30 different countries, and it is establishing the standards of a healthy lifestyle and encouraging interest in sports. It is noteworthy that, over the last two years, more than 140 sports and recreational activities have been held here.

The transfer of the Bustan Sports Complex (which has the same name as the swimming pool) as well as of the multi-functional facility «Moscow» to the University significantly revitalised our sports base. This allowed us to raise both our physical education classes and mass sports activities to a new level. In the sports halls of our three sports complexes, over 200,000 students receive training in accordance with our sports curriculum each year. At the same time, over 50,000 students, about 35,000 residents of the city and about 5,000 pupils of children's and youth sports schools attend sports courses and fitness halls, and 30% of the students are using these facilities free of charge. Moreover, in the course of the year, 25–30 competitions of various levels are held here.

Another important factor in the consolidation of our physical culture and sports base was the concentration of sports venues at the Federal University, which ensures a more effective logistics scheme for the organisation of sports activities. Today's sports infrastructure of KFU includes 27 sports halls, two swimming pools, a «dry swimming» hall, eight game halls and eight fitness halls, five aerobics halls, two wrestling halls, a gymnastics hall, a physiotherapy hall, four sports and fitness camps, and others. Using this base, we first of all solve our main task – the development of mass sports. With this purpose over 50 courses in 30 sports were put in place, whilst over 10,000 people annually take part in about 50 sports and fitness events. Our sporting events calendar is pretty full: the University Spartakiade in 13 sports, the Spartakiade among hostels, the Students' Games among Kazan universities, the Russian Ski Track and the Cross-Country Race of the Nations, the Summer Spartakiade in sports and fitness camps, the mass outing for students – and that is more than 3,000 people each year – to the skiing base («Health Train») and many others.

Since 2011, we have been organising the Spartakiade for first-year students in four sports (volleyball, basketball, mini-football and swimming), which is an additional factor in forming the single corporate culture of the Federal University's large team of over 50,000 students and members of staff. Among the new forms of mass sports activities was the First Festival of University Sport for Federal Universities which we conducted at KFU in the autumn of 2011. More than 300 people from all universities of the federal level participated in it competing in five sports: athletics, swimming, table tennis, arm-wrestling and women volleyball. The KFU team's victory in this sports forum was a confirmation that we were on the right track. During the sports festival, the All-Russian Workshop Conference "On the Enhancement of the Role of Physical Culture in the Personal Development of Students" was held which had serious significance for understanding the issues of the improvement of the spot movement. It brought together more than 300 leading scholars from more than 60 cities of the country, from Arkhangelsk and Yakutsk to Krasnodar and Kislovodsk, and from Chita and Ulan-Ude to St. Petersburg and Kaliningrad.

I would like to mention separately the important role in the organisation and scientific study of university sport as well as in the extension of best practices, which is played by the Russian Students Sports Union (RSSU) and its President

O.V. Matytsin, with whom we have established a strong business relationship. This is reflected in the successful implementation of the cooperation agreement in the field of university sport, sport of the highest achievements and sports education which was signed by KFU and RSSU in November 2011. It is particularly important for us that RSSU solves the tasks of the development of the mass sport movement and of sport of the highest achievements in their close interrelation, as sport of highest achievements enhances the image of the University by making it attractive to young people in Russia and other countries.

The fact that the brand of Kazan Federal University is really working and is getting more and more recognisable around the world can be also credited to our outstanding athletes, including: PhD student of the Law Faculty Andrei Demanov – gold medal at the Summer Universiade in Shenzhen, gold medal at the European Weightlifting Championship in 2011, 4th place at the London Olympic Games; PhD student of the Law Faculty Elena Migunova – 4x400m Relay silver medallist at the Olympics in Beijing, first place at the European Athletics Championship in Paris in 2011; student of the Institute of Physical Education, Sport and Restorative Medicine Yuliya Zaripova – gold medal in the 3,000 m steeplechase at the London Olympic Games; student of the Institute of Physical Education, Sport and Restorative Medicine Alexei Obmochayev – gold medal in volleyball at the London Olympic Games, and others.

When meeting with members of the Association of Students Sports Clubs in January earlier this year, President of the Russian Federation V.V. Putin emphasised that one of the important ways of attracting young people to sport was making our own sports heroes – outstanding, interesting people – who could serve as an example to follow. This approach is fully in line with the strategy for the development of sports at our University. In order to engage talented young people in sports, to train athletes of the highest qualification and to provide scientific and methodical guidance for this training, we established the Institute of Physical Education, Sport and Restorative Medicine. It trains students at the BA and MA levels in nine areas. The number of full-time students is about 450, including eight Masters of Sport of International Class, forty-odd Masters of Sport and twice as many Candidate Masters of Sport. Building on the achievements of the Faculty of Physical Education and Sport of the largest pedagogical higher education institution of Tatarstan that has been incorporated into Federal University, the scientists of the Institute are working on the issues of cardiac activity regulation under the conditions of different motion regimes, the theory and methodology of physical education and sports training, and other problems of sports and medical science.

We link the prospects for the development of sports science and for the increase in its efficiency to the establishment of the educational and sports cluster at KFU. The scientists of the KFU Institute of Fundamental Medicine and Biology have already joined in the work on finding solutions to the science-based issues of sports. The staff of our Institute of Management and Territorial Development, in collaboration with representatives of sports science, is designing a programme for the development of physical culture and sports at the level of an individual region. The sports subject is also part of our interdisciplinary project for IT and the creation of mathematical models of relevant objects.

There is no doubt that a powerful incentive for further development of university sport is the Universiade legacy that our students have already been actively exploring. In the Universiade Village, which is the biggest university campus in Russia, we are establishing new life standards for young people. We make the most of our new sports complexes to promote physical culture and sports among young people and the general public of our city. We have joined in the enhancement of the educational and sports cluster in Kazan, thus opening new opportunities for KFU athletes to actively participate in Russian and international competitions.

The Universiade allowed us to make progress in the development of the volunteer movement, which plays an invaluable role in fostering the development of a perceived civic position among young people, in changing their outlook and in introducing them to the ideas of solidarity and mutual assistance. Among our 4,000 sports volunteers of this Universiade, and that is every fifth volunteer at this sports forum, there are many of those who have done volunteer work at the First Youth Olympic Games 2010 in Singapore, at the Universiades in Belgrade, Erzurum and Shenzhen. There are also those who have excelled during the conduct of the International Sports Games “Children of Asia” in Yakutsk, the APEC summit in Vladivostok and other major events. And just as importantly, most of the volunteers are students who regularly engage in sports.

Dear colleagues! Looking at the two-century-long sports life at our University as the unified tradition – which is an integral part of the development of international university sport – is an important factor in the continuity of the sport movement, and in understanding by its participants that they are part of University and Olympic sport. From this historical prospective, there seems to be a deep symbolic meaning in the coincidence of the dates that mark the Universiade 2013 in our city: the 90th anniversary of the 1st World Student Games held in Paris, and the 40th anniversary of the 7th Summer Universiade in Moscow.

Thank you for your attention.

ИСТОРИЧЕСКИЕ ТРАДИЦИИ И РАЗВИТИЕ СТУДЕНЧЕСКОГО СПОРТА В КАЗАНСКОМ УНИВЕРСИТЕТЕ НА СОВРЕМЕННОМ ЭТАПЕ

ГАФУРОВ Ильшат Рафкатович

Доктор экономических наук, профессор, заслуженный экономист РТ, Ректор Казанского (Приволжского) федерального университета, депутат Государственного Совета Республики Татарстан, Россия

Уважаемые участники конференции!

Прежде всего, хочу поблагодарить руководство Международной федерации студенческого спорта и всех организаторов за возможность выступить на этом представительном форуме. Нам близка и понятна его основная идея – объединение спорта и университетского духа. Поскольку Универсиада выросла из атмосферы университетской жизни, она – в широких масштабах – утверждает ценности, которые культивирует университет как важное звено современного общества. Среди них – взаимопонимание между людьми, высокая степень доверия и конструктивное сотрудничество в науке, культуре и спорте. Полагаю, что опыт Казанского университета, одного из старейших в России, 210-летие которого мы будем отмечать в следующем году, представляет интерес для осмысления исторических и социально-культурных сторон спортивного движения, его взаимосвязи с развитием университетского сообщества.

Деятельность Казанского университета, образованного по указу императора Александра Первого в либеральный период его правления, была отмечена гибким сочетанием централизации и автономии, предусмотренной университетским Уставом. С одной стороны, это позволяло государству, вкладывая значительные средства, задавать высокие образовательные стандарты. С другой, – сделало новый университет привлекательным для учёных местом свободного творчества, а для пылливой молодёжи – источником современного знания. Сюда охотно ехали специалисты из Берлина, Галле, Гёттингена, других научных центров. В числе первых – учитель Карла Гаусса, математик и физик Иоганн Бартельс, астроном Йозеф Литтров, востоковед Христиан Френ, медик и естествоиспытатель, будущий ректор Казанского университета Карл Фукс и другие. Они стали профессорами университета, который за короткие сроки достиг европейского уровня. Его сближало с научно-образовательными центрами Запада не только выдающиеся достижения научных школ и достойное образование, но и физическая закалка воспитанников этого классического заведения. Правила образовательного классицизма включают физическую подтянутость, которая опирается на заповедь о здоровом теле как залоге здорового духа. Поэтому в учебную программу входили фехтование, гимнастические упражнения, верховая езда и обучение «изящным манерам», включая танцы, которые развивают наряду с эстетическим чувством и физические навыки.

Для осознания роли физического воспитания в формировании моральных качеств и социальной адаптации молодёжи большое значение имели педагогические взгляды знаменитого математика и мыслителя Н.И. Лобачевского, который без малого два десятилетия – со второй половины двадцатых до середины сороковых годов 19 века – занимал пост ректора Казанского университета. Не далее как 5 июля минуло 185 лет со дня его Актонской лекции «О важнейших предметах воспитания». Поскольку научное образование не охватывает всех сторон становления личности, полагал Н.И. Лобачевский, его надлежит соединить в «одно стройное целое» с культурой здоровья и физическим развитием, что является непременным условием обретения трудолюбия и жизнестойкости, а равно – чувства чести и внутреннего достоинства.

Идеи Н.И. Лобачевского оказали заметное влияние на педагогическую концепцию выдающегося биолога и анатома П.Ф. Лесгафта, который с 1868 по 1886 год занимал кафедру в Казанском университете. В основе созданной им системы физического воспитания лежит учение о единстве физического и духовного развития личности. «Необходимо, – писал он, – чтобы умственное и физическое воспитание шли параллельно, иначе мы нарушим правильный ход развития в тех органах, которые останутся без упражнения». Открывая курсы преподавателей гимнастики и фехтования для армии, высшей школы, П.Ф. Лесгафт также ориентировался на Н.И. Лобачевского, который стремился претворить в жизнь свою педагогическую теорию. По воспоминаниям современников, Н.И. Лобачевский поощрял физическое развитие студентов во внеучебное время, для чего в университетском дворе были разбиты спортивные площадки. Весьма охотно тогда играли в лапту – русскую народную игру с мячом и битой, и нередко ректор сам присоединялся к играющим. При нём университет обзавёлся купальнями на берегу озера Кабан, там сейчас находится известный вам Центр гребных видов спорта. Несколько десятилетий спустя студенты встали на лыжи, а после открытия первого массового катка на «Чёрном озере» – небольшом водоёме вблизи университетского ансамбля – освоили коньки.

В начале XX века на фоне экономического подъёма и расцвета «серебряного века» культуры наблюдается повышенный интерес молодёжи к физическим упражнениям и длительным прогулкам на природе – прообразу

будущего туризма. Студенты увлекались французской борьбой, велосипедом, бегом на короткие и длинные дистанции. В небольшой комнате здания университетской библиотеки любители тяжести работали с гирями и поднимали массивные гантели – «бульдоги». Рубеж XIX–XX веков характеризуется бурным развитием современного спорта и его организационных форм по обе стороны Океана, повсеместно возникают студенческие спортивные клубы, союзы и ассоциации. В итоге в середине второго десятилетия XX века в 35 российских вузах из имевшихся 105 (из них – 12 университетов) действовали студенческие спортивные организации. Большинство из них находилось в Москве и Санкт-Петербурге, но представлена и периферия – Харьков, Воронеж, Рига, Томск, Новороссийск, другие города. Спортивный клуб был организован также в Казанском университете, где занимались борьбой, фехтованием, греблей, лыжами, а наибольшей популярностью пользовались футбол и лёгкая атлетика – виды спорта, которые в XX веке составили ядро мирового спортивного движения.

Эта тенденция не получила развития, поскольку в 1917 году в стране произошло изменение политического строя. После революционных событий физическая подготовка учащихся учебных заведений поначалу проходила в самых разных формах: допризывная военно-физкультурная подготовка, сдача норм комплекса «Готов к труду и обороне», кружки физической культуры и т.д. Так продолжалось до начала 30-х годов, когда на уровне руководства страны были приняты решения о включении в учебные программы предмета «Физическая культура». С этой целью создавались кафедры физической подготовки, которые отныне становились организационными и методическими центрами спортивной жизни вузов.

В Казанском университете такая кафедра была образована в 1935 году, а её первым руководителем стал выпускник Главной офицерской гимнастическо-фехтовальной школы в Санкт-Петербурге В.А. Бекасов. Разносторонний спортсмен, удостоенный в 1942 году редкого тогда почётного звания «Заслуженный мастер спорта», он многое сделал для становления системы массово-оздоровительной и спортивной работы. Уже в 1936 году на Всесоюзных соревнованиях профсоюзов высшей школы в Ленинграде студенты университета завоевали первенство в лыжных гонках, забегах на коньках и вольной борьбе. Заметным событием в вузовской спортивной жизни стало проведение в 1940, последнем мирном году, межфакультетской спартакиады, организованной сотрудниками кафедры. Педагоги-спортсмены внесли свой вклад в физическую и моральную подготовку студентов к предстоящей войне. В 1941 году многие преподаватели кафедры добровольцами ушли на фронт. Мы храним об этом благодарную память.

В послевоенный период студенческий спорт выходит на новый уровень, чему способствовали введение с 1947 года факультативных курсов спортивного мастерства, а также ежегодная Всесоюзная студенческая спартакиада, в программу которой входили гимнастика, плавание, легкая атлетика и баскетбол. Несколько легкоатлетов из нашего университета в составе сборной Министерства просвещения РСФСР приняли участие в первой такой спартакиаде, проходившей в 1951 году.

Настоящий ренессанс спортивной жизни в Казанском университете связан с деятельностью М.Т. Нужи́на – видного математика и заботливого наставника молодёжи, который возглавлял университет почти четверть века, с 1954 по 1979 год. Его отличало чувство нового и понимание назревших задач. Неслучайно по аналогии с выражением «эпоха Лобачевского» в истории университета утвердилось понятие «эпоха Нужи́на». Начальный период его ректорства пришёлся на демократизацию общественной жизни, которая сопровождалась ростом самостоятельности молодёжи, в том числе – в спортивной жизни. Поэтому ректор взял курс на поддержку и организацию массового спортивного движения. Во многом благодаря ему превратилась в одну из ярких традиций весенняя легкоатлетическая эстафета, впервые проведённая по инициативе самих студентов в апреле 1953. В последующие годы среди её участников были спортсмены, достигшие высоких результатов: Вера Смелова, чемпион СССР 1981 года в эстафетном беге 4 x 400, марафонец Равиль Кашапов, двукратный обладатель кубка Европы, двукратный чемпион мира в беге на сто километров, участник Олимпийских игр в Сеуле 1988 года, Ирина Вострикова, бронзовый призёр чемпионата Европы по лёгкой атлетике 1996 года, участница чемпионата мира в Афинах, Всемирной Универсиады в Японии, многие другие. В настоящее время в эстафете, которая ежегодно собирает свыше двух с половиной тысяч человек, разыгрываются четыре переходящих приза: в забеге женских и мужских команд, смешанном забеге и комплексном зачёте. Эстафета этого года была посвящена Всемирному спортивному форуму студентов в Казани.

Предметом особой заботы руководства университета являлось развитие материальной базы спорта. В 1958 году было закончено строительство пристроя к главному зданию и 14 ноября в нём состоялось открытие спортивного зала. И в этот же день – ещё одного зала на улице Баумана, недалеко от университета. Примерно в это же время на берегу протекающей по городу реки Казанки возводится воднолыжная база, в 30 километрах от города на живописном берегу Волги принял студентов спортивно-оздоровительный лагерь «Кордон», а также создан студенческий спортивный клуб, ставший живым очагом молодёжного спорта. Десятилетие спустя при кафедре физического воспитания открывается лаборатория психофизиологии спорта, которая заложила

основы спортивной науки в университете. Её сотрудники входили в своё время в состав научной группы, которая готовила сборную команду страны по прыжкам в воду.

Расширение материальной базы, развитие науки о спорте плюс массовое увлечение физической подготовкой дают в итоге высокие спортивные результаты. Эта формула нашла наглядное подтверждение в 60 – 80 годы, когда сборные команды университета добивались больших успехов в различных видах спорта, особенно в баскетболе, лёгкой атлетике, гребле и лыжах. И не только, примером чего могут служить достижения фехтовальщицы Ольги Вожакиной – чемпионки мира, неоднократная чемпионка Европы, двукратный серебряный призёр Всемирной летней Универсиады – 85, участница Олимпийских игр в Сеуле и Барселоне.

Новый импульс физическая культура и спорт в университете получили в конце 80-х годов, тогда был введён в строй шестиэтажный культурно-спортивный комплекс «УНИКС». По своей оснащённости он являлся для своего времени лучшим среди вузов страны: десять спортивных залов общей площадью три тысячи квадратных метров, из них – два больших зала с выдвижными трибунами для игровых видов спорта, четыре тренажёрных и столько же гимнастических залов, а также беговая дорожка, скалодром, бильярдный зал и другое. На базе этого спортивного комплекса произошло возрождение баскетбольных традиций 60 – 70 годов, когда команда, составленная – в основном – из студентов юридического факультета, неоднократно выигрывала чемпионат страны среди команд общества «Буревестник», несколько раз становилась серебряным призёром первенства России, принимала участие в международных турнирах, проходивших в Польше, Венгрии, Афганистане, других странах. В начале 90-х годов тогда председатель спортивного клуба университета А.Г. Щербаков выступил организатором мужской студенческой баскетбольной команды УНИКС. Она стартовала во второй лиге первенства СССР, а в 1997 году добилась права играть в баскетбольной суперлиге Российской Федерации и еврокубках под эгидой ФИБА. Большую роль в развитии спортивного дела в 90-е годы – весьма непростое для нашей страны и её высшей школы время – сыграл ректор Казанского государственного университета, сам спортсмен-баскетболист, Ю.Г. Коноплёв.

Современный этап студенческого спортивного движения тесно связан с созданием в Казани вуза федерального значения, поскольку руководство России и Татарстана изначально приняли согласованное решение передать ему значительную часть жилых и ряд спортивных объектов предстоящей Универсиады. Вхождение в кампус КФУ 20 корпусов общей площадью свыше 212 тысяч квадратных метров на шесть тысяч человек, что составляет порядка 70% жилых помещений Деревни Универсиады, позволило на 100% решить вопрос с общежитиями для иногородних и иностранных студентов. В Деревне Универсиады, где проживают студенты из трёх десятков стран, утверждаются нормы здорового образа жизни и стимулируется интерес к спортивным занятиям. Достаточно сказать, что за минувшие два года здесь было проведено свыше 140 спортивных и культурно-массовых мероприятий.

Передача университету спортивного комплекса «Бустан», одноимённого центра с плавательным бассейном, а также многопрофильного объекта «Москва» заметно обновила нашу спортивную базу. Это позволило поднять на новый уровень как учебные занятия по физической культуре, так и массовую спортивную работу. Через залы трёх комплексов ежегодно проходят свыше двухсот тысяч студентов, которые осваивают учебную программу. Одновременно свыше 50 тысяч студентов, около 35 тысяч жителей города и порядка пяти тысяч учащихся детско-юношеских спортивных школ посещают спортивные секции и тренажёрные залы, причём около 30% студентов – на безвозмездной основе. Сверх того, в течение года здесь проводятся 25 – 30 соревнований различного уровня.

Другим существенным фактором укрепления физкультурно-спортивной базы явилась концентрация спортивных объектов в федеральном университете, что позволяет использовать более эффективную логистическую схему организации спортивных занятий. Спортивная инфраструктура КФУ включает сегодня 27 спортивных залов, два бассейна, зал «сухого плавания», восемь игровых и восемь тренажёрных залов, пять залов аэробики, два борцовских зала и зал гимнастики, зал лечебной физкультуры, четыре спортивно-оздоровительных лагеря и другое. Опираясь на эту базу, мы в первую очередь решаем нашу главную задачу – развитие массового спорта. С этой целью организовано свыше 50 секций по 30 видам спорта, а свыше 10 тысяч человек ежегодно принимают участие в полусотне оздоровительных и спортивных мероприятий. Календарь спортивных событий весьма насыщен: университетская спартакиада по 13 видам спорта, спартакиада среди общежитий, студенческие игры вузов Казани, Лыжня России и Кросс наций, летняя спартакиада в оздоровительно-спортивных лагерях, массовый выезд студентов – это более трёх тысяч человек ежегодно – на лыжную базу («Поезд здоровья») и многое другое.

С 2011 года мы стали проводить спартакиаду студентов первого курса по четырём видам спорта (волейбол, баскетбол, мини-футбол, плавание), что является дополнительным фактором формирования единой корпоративной культуры большого коллектива федерального университета, численность которого составляет свыше 50 тысяч студентов и сотрудников. Среди новых форм массовой спортивной работы нужно выделить

проведение осенью 2011 года на базе КФУ Первого фестиваля студенческого спорта среди федеральных университетов. В нём приняли участие свыше трёхсот человек из всех вузов федерального значения, которые соревновались по пяти видам спорта: женский волейбол, лёгкая атлетика, плавание, настольный теннис и армреслинг. Победа команды КФУ на этом спортивном форуме явилась для нас ещё одним подтверждением того, что мы находимся на правильном пути. Серьёзное значение для осмысления вопросов совершенствования спортивного движения имела проведённая в дни спортивного фестиваля Всероссийская научно-практическая конференция «О повышении роли физической культуры в развитии личности студентов». На неё съехались свыше трёхсот ведущих учёных из более шести десятков городов страны: от Архангельска и Якутска до Краснодара и Кисловодска, – от Читы и Улан-Удэ до Санкт-Петербурга и Калининграда.

Хочу особо отметить большую роль в организации студенческого спорта и его научного изучения, распространении передового опыта, которую играет Российский студенческий спортивный союз и его президент О.В. Матыцин, с которым у нас сложились прочные деловые отношения. Свидетельством тому – успешная реализация заключённого в ноябре 2011 года между КФУ и РССС соглашения о сотрудничестве в области студенческого спорта, спорта высших достижений и спортивного образования. Для нас особенно важно, что РССС в тесной взаимосвязи решает задачи развития массового спортивного движения и спорта высших достижений, который способствует поддержанию имиджа университета, делает его привлекательным для молодых людей в России и других странах.

В том, что всерьёз заработал бренд Казанского федерального университета, который становится всё более узнаваемым в мире, есть заслуга и наших выдающихся спортсменов. Среди них: аспирант юридического факультета Андрей Деманов – золотая медаль на Летней Универсиаде в Шэньчжэне, золотая медаль на чемпионате Европы по тяжёлой атлетике (2011), 4 место на Олимпийских играх в Лондоне, аспирантка юридического факультета Елена Мигунова – серебряный призёр в эстафете четыре по четыреста на Олимпиаде в Пекине, первое место на чемпионате Европы по лёгкой атлетике в Париже (2011), студентка Института физической культуры, спорта и восстановительной медицины Юлия Зарипова – золотая медаль в беге на три тысячи метров с препятствиями на Олимпийских играх в Лондоне, студент этого же института Алексей Обмочаев – золотая медаль по волейболу на Олимпийских играх в Лондоне, и другие.

Встречаясь в январе этого года с членами ассоциации студенческих спортивных клубов, Президент России В.В. Путин подчеркнул, что один из важных путей привлечения молодёжи к спорту – это делать своих спортивных героев, ярких, интересных людей, которые могли бы служить примером для подражания. Такой подход в полной мере соответствует стратегии развития спорта в нашем университете. С целью привлечения к занятиям спортом талантливой молодёжи, подготовки спортсменов высшей квалификации и её научно-методического сопровождения мы создали Институт физической культуры, спорта и восстановительной медицины. Он готовит бакалавров и магистров по девяти направлениям. На дневном отделении учатся около 450 студентов, в числе которых – восемь мастеров спорта международного класса, сорок с лишним мастеров спорта и вдвое больше кандидатов в мастера. Опираясь на достижения факультета физической культуры и спорта крупнейшего педагогического вуза Татарстана, вошедшего в состав федерального университета, учёные института разрабатывают вопросы регуляции сердечной деятельности в условиях различных двигательных режимов, теории и методики физического воспитания и спортивной тренировки, другие проблемы спортивно-медицинской науки.

Перспективы развития науки о спорте и повышения её отдачи мы связываем с формированием в КФУ научно-образовательного спортивного кластера. Уже сейчас к решению наукоёмких вопросов сопровождения спорта подключились учёные Института фундаментальной медицины и биологии КФУ. Сотрудники нашего Института управления и территориального управления совместно с представителями спортивной науки разрабатывают программу развития физической культуры и спорта на уровне отдельного региона. Спортивное дело также входит в наш междисциплинарный проект информатизации и создания математических моделей актуальных объектов.

Несомненно, что мощным стимулом дальнейшего развития студенческого спорта является наследие Универсиады, которое наш вуз уже активно осваивает. В Деревне Универсиады – самом крупном в России студенческом кампусе мы утверждаем новые стандарты жизни у молодёжи. Максимально используем новые спортивные комплексы для популяризации физической культуры и спорта среди молодёжи и населения города. Включились в формирование образовательно-спортивного кластера в Казани, открывая тем самым новые возможности для спортсменов КФУ активно участвовать в российских и международных соревнованиях.

Универсиада позволила нам продвинуться в развитии волонёрского движения, которое играет неоценимую роль в формировании зрелой гражданской позиции молодёжи, изменении её мироощущения, приобщении к идеям солидарности и взаимопомощи. Среди четырёх тысяч спортивных волонёров нашей Универсиады – а это

каждый пятый добровольный помощник на этом спортивном форуме – немало тех, кто стажировался на Первых юношеских Олимпийских играх 2010 года в Сингапуре, на универсиадах в Белграде, Эрзеруме, Шеньжене. Кто отличился при проведении международных спортивных игр «Дети Азии» в Якутске, саммита АТЭС во Владивостоке, других крупных мероприятий. И что не менее важно, основная масса волонтеров состоит из студентов, которые регулярно занимаются спортом.

Уважаемые коллеги! Осмысление спортивной жизни в нашем университете за два с лишним века его деятельности как единой традиции, которая вписывается в развитие международного студенческого спорта, является важным фактором преемственности спортивного движения, осознания его участниками причастности к университетскому и олимпийскому спорту. С этой исторической точки зрения проясняется глубокий символический смысл схождения дат, которым отмечена Универсиада 2013 года в нашем городе: 90-летие со времени проведения первых Всемирных игр студентов в Париже и 40-летие со времени проведения VII летней Универсиады в Москве.

Спасибо за внимание.

UNIVERSITY SPORT THE AIM IS THE JOURNEY

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An objective?

The Modern Olympics, founded in 1894 by Pierre de Coubertin, is built around the concept of competition exemplified by the exhortation of Fr. Henri Didon: *Citius – Altius – Fortius* (Faster, Higher, Stronger). This formula encourages the athlete to give of his or her best when training and participating in competitive sport.

Set up in 1922 by the International Confederation of Students under the direction of Jean Petitjean, International University Sport, utilised a similar motto: “Excellence in Mind and Body”, while asserting that such sport was: *By the Students – For the Students*. It invited participants to simultaneously strive to achieve levels of personal excellence in sporting and academic prowess.

The Modern Olympics and International University Sport are therefore both similar and very complementary, as exemplified by their respective logos:

- the five interlocking rings of different colours on a white background which became a major symbol of the International Olympic Committee between 1912 and 1920;
- the five stars in different colours linked with a capital “U” on a white background, symbolising the International Federation of University Sport (FISU), used from 1959, and based on an idea of Primo Nebiolo.

The five interlocking rings representing the five continents unified by the Olympic ideal, the six colours (blue, yellow, black, green, red and white) were those found on the flags of all the nations of the world at the beginning of the 20th century. The objective is international: “bringing together the youth of the whole world”. The five stars symbolise excellence, the goal of all the students assembled around the “U” of university sport; each of the five stars corresponds to a particular continent, characterised by a specific colour, with the white background the symbol of academic integrity. The objective is inter-national but also inter-university: “bringing together the young students of the whole world”.

Two models?

If we are here discussing two models, we should also admit that they evoke a beautiful sense of community, expressed in the famous phrase: “The important thing is taking part”, stated by Ethelbert Talbot, and reiterated by Pierre de Coubertin in 1908 and by Jean Petitjean in 1923. The convergence between these models is also made very clear from the outset as:

- an essentially multi-sport **sporting project**, capable of bringing together a large number of youth and/or students from around the world under its umbrella, and to create a synergy between mind and body, allowing athletes to go beyond simple animal-like efficiency in order to attain the summit of human development.
- an **educational project**, seeking to bring together youth within a context of fun and relaxation, while also promoting the emancipation of the individual and person-to-person contact;
- an **ethical project**, utilising shared values of play and of risk, of exemplary behaviour and the free and consensual respect of the rules.
- a **project for a healthy lifestyle and public health**, with the aim of developing the good health and welfare of the individual, while at the same time stressing the sense of society and national identity. The project regards sport as able to be utilised as a preventative, or even therapeutic, tool and in any event as a factor to sublimate the limitations of biology.
- a **societal project**, finding its source in the humanism of the Enlightenment and in the summit of progressive philosophy as proclaimed by Francis Bacon and René Descartes at the dawn of the 17th century. The success of the Olympic ideal – and in a certain sense also that of the international university sporting movement – was that this project was immediately perceived as a marvellous allegory of modernity, aspiring more than just towards human accomplishment, but indeed, to the very transcendence of humanity.

The complementarity and convergence of these models is easily explained by the fact that university sport has always

considered Olympic sport as a reference, and one which has greatly inspired it.

Up to the beginning of the 1970's, it seemed that even in spite of many excesses and distractions, sporting culture knew how to preserve the essence of its Olympic heritage. Sport also updated and deepened its appeal, allowing it to remain a universal reference point that was relatively clear and one-dimensional.

However, since the close of the century, the Olympic message has found itself becoming blurred. Simultaneously both an active and passive partner in the post-modern process of moral relativisation and globalisation, the sporting movement has taken the brunt of the pressure coming from new technical, media, economic, financial, procedural and ideological demands. The place of sport in society, attitudes towards sport, sports' politics, its governance and organisation, in fact, everything which can be placed under the banner of the spirit of sport, are all deeply affected by this phenomenon. From this point on, the classic "Coubertin model" has been competing on the one hand with alternative sporting practices which are much less institutionalised and on the other, with "pro-lympic" sports which prioritise the spectacle, performance, media and profit. We talk less now of "sport for all" than of "money for all", with betting on sporting events, match-fixing, doping and hyper-medicalisation, politics, ideology, criminal networks and corruption encroaching into the dressing rooms and the stadiums.

In this context, where contradictions between the basic values of sport and the clashes generated by its practice are increasingly asserted, the International Olympic Committee (IOC) needs to manage these paradoxical challenges as best it can, to look for a new balance between respect for the historic aims of the Olympic model, taking into account a globalisation which is virtually complete, the emergence of new sporting practices and the competition from pro-lympic sport. Here, the Olympic movement has been brought to a point – with variable fortunes – where it has had to split up and diversify its objectives as well as to conceive multiple models whose application is delegated to diverse partners and organisations and which are inter-connected in a complex fashion.

The turmoil affecting the Olympic model does not inoculate the model for University Sport. The latter is though less affected in the sense that its strong specificity (appealing uniquely to student sport) makes it less vulnerable to the disturbances generated by pro-lympism. The sheer difference in scale in comparison with the Olympic movement provides University Sport with a greater flexibility to escape these excesses (being "small", less in thrall to the media and less dependent on sponsors and economic partners is not always a disadvantage).

Nevertheless, the University Sport model must develop a pro-active approach and evolve to take into account great changes which are swiftly transforming its immediate environment:

- economic realities;
- increasing educational expectations in emerging countries;
- greater independence of universities;
- increased movement of young people with more and more "multinational" student populations in universities;
- accelerated development of "virtual universities" and e-learning.

While youth education is probably the principal challenge of the 21st century for a materialistic and hi-tech society, the international university sports movement – FISU – has chosen to deal with these new challenges by a return to the basics, stressing the role of sport on the campuses and as a part of university projects, as an educational vector placing a set of regulatory principles for the good of progress, and humanity:

- **Inter-activity:** The campus as part of society with society contributing to campus life;
- **Multi-sports:** Competitive, recreational, individual and team sports, classical and innovative forms;
- **Trans-cultural:** Meaning more than just "multi-cultural" but fruitful exchanges, mutual enrichment and an innovative fusion of cultures;
- **Trans-disciplinary:** Meaning more than just "multi-disciplinary", but fruitful exchanges, mutual enrichment and the innovative fusion of sport with other areas of university activity in teaching and research;
- **Trans-national:** Meaning more than just "multinational", the response to geographical displacement, to greater student mobility and "fluidity", the choice of profile and identity linked as much to the university as to geographical or national origin, being reflected by the development of international and inter-university interchange.

What? How? and Why? questions in relation to the models and the objectives

Generally, we spend a lot of time asking ourselves “What?” and “How?” when the most important question is probably “Why?”.

When we raise the question of Pro-lympic Sport, the answers have the merit of being simple:

What? – Make money and generate profit through sport.

How? – By developing parallel or connected secondary markets, directly and/or indirectly linked to competitive sports’ organisations, with high media coverage.

Why? – And why not? In this specific case, the right question would be: How much?

Answers to questions regarding Olympic Sport are complex, and it is evident that we must evolve from the historic model in order to develop the political and economic status of the institution, while preserving the delicate balance between the realities of globalisation and reference to values which are essential for the deeper philosophy of the IOC – and also for the brand image which provides its unique place in the sports market!

Why? – To maintain IOC leadership over the principal international sports organisations. To remain the major reference and the leading decision-maker for everything connected with sport (educational and humanitarian, health, and economic values);

How? – By organising the Olympic Games (summer, winter, YOG, WSG) and other international events. By implementing essential assistance programmes for the development of national and international sports organisations in places which are economically disadvantaged. By creating links between sport, education and culture.

Why? – Marked by the philosophy of the Enlightenment, the Olympic ideal is universally perceived as one of the most beautiful symbols of the spirit of progress, which gives it added value as much on the general level of the sporting model as on the material and realistic side in the marketing of the organisation.

It is relatively easy for the FISU president to give detailed answers to the same questions as they relate to University Sport, at least on the strategic level, even if putting these principles into practice is less simple.

What? – By students - for students – for the university, for society. To create a platform of global and citizen-based education, bringing together sport, studies and culture. To open new perspectives for students who will be tomorrow’s leaders (humanitarian values, health, economics, sustainable development). To be the starting point for a new impetus among youth and for a desire to build their own era instead of passively accepting the given.

How? – By creating and implementing a global, continental and national level of major events organised for the long-term, in areas of sport, education and culture (inter-national / inter-university / inter-campus / inter-city). These events should be conceived by FISU and run jointly by technical people from sports organisations, teachers and students, in close cooperation and/or in partnership with the Olympic movement and the national and international sports federations. By a mutual use of human, technical and economic resources at the global, continental and national level, and with the support through participation of the least advantaged of student sports organisations. By establishing real cooperation with the management of universities in order to promote the integration of sport in teaching and research programmes in Higher Education, on a trans-disciplinary basis.

Why? – Education for citizenship is without doubt the main challenge our society has to face in order to combat a period of dehumanisation where financial and economic players are behind physical, intellectual and cultural misery. University Sport can play a major role in promoting values of citizenship among students.

University Sport in the third millennium should refuse any identification with a “pro-lympism” and its derivatives which could import negative elements, and show that it is possible to achieve, in cooperation with Olympic Sport, a reasonable balance in this “management of paradoxes” between different issues:

- the educational and humanitarian values of sport which form the basis of legitimacy for its action;
- the values of health which are closely linked with the image of sport, and which contribute to the social credibility of its action;
- the economic and media-related sporting values forming the basis of its means of action.

So then, two models – a single objective? Many issues in common, much convergence, much complementarity, many

possibilities for cooperation between University Sport and Olympic Sport...

... At any rate, a conviction: For University Sport, the journey is the reward!

УНИВЕРСИТЕТСКИЙ СПОРТ: ЦЕЛЬ – ЭТО ПУТЬ

ГАЛЛЬЕН Клод-Луи

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Цель?

Современный Олимпизм, основанный в 1894 году Пьером де Кубертенем, основывается на идее соревнования, хорошо выраженной в девизе монаха, проповедника Анри Дидона «Citius – Altius – Fortius» (Быстрее, выше, сильнее). Эта фраза призывает спортсмена максимально прилагать свои усилия на спортивных соревнованиях и во время подготовки к ним.

Международный Университетский Спорт, основанный в 1922 году Международной конфедерацией студентов под руководством Жана Петитжана, имеет схожий лозунг: «Совершенство тела и духа», однако, с очень важным уточнением: Студентами - для Студентов, и призывает участников к личностному совершенствованию одновременно в спорте и в образовании.

Современный Олимпизм и Международный Университетский Спорт являются, в действительности, очень близкими и взаимодополняющими понятиями. Об этом свидетельствуют их эмблемы:

- пять переплетенных колец разных цветов на белом фоне, которые стали главным символом Международного Олимпийского Комитета (МОК) в период с 1912 по 1920 годы;
- пять звезд разных цветов и заглавная буква «U» на белом фоне, которые символизируют Международную Федерацию Студенческого Sports (ФИСУ), начиная с 1959 года, по инициативе Примо Небиоло.

Пять переплетенных колец символизируют пять континентов, объединенных духом Олимпизма, шесть цветов (синий, желтый, черный, зеленый, красный и белый) можно увидеть на всех национальных флагах мира (на начало 20 века). Цель интернациональная: «объединить молодежь всего мира». Пять звезд символизируют совершенство, к которому стремятся все университеты, объединенные вокруг «U» Университетского Sports; каждая звезда соответствует определенному континенту, соответствующего цвета, белый фон является символом академического единства. Цель интернациональная и интеруниверситетская: «объединить юных студентов всего мира».

Две модели?

Ввиду того, что мы здесь обсуждаем две модели, необходимо признать, что они выражают то прекрасное чувство общности, смысл которого хорошо выражен в знаменитом лозунге епископа Этельберта Талбота «Главное – не победа, а участие», подхваченным Пьером де Кубертенем в 1908 году и Жаном Петитжаном в 1923 году. Взаимосвязь между моделями очевидна также ввиду того, что они с самого начала функционируют в рамках:

- мультиспортивного проекта, способного объединить огромное количество молодежи и/или студентов со всего мира в одном проекте в неповторимой атмосферой единства тела и духа, позволяющем спортсменам преодолеть границы своих физических возможностей и достичь человеческого развития во всей его полноте;
- образовательного проекта, направленного на объединение молодых людей в контексте игры или отдыха, который также содействует личностному раскрепощению и социализации;
- этического проекта, базирующегося на ценностях игры и риска, образцового поведения и добровольного

соблюдения правил;

- проекта здорового образа жизни и поддержания общественного здоровья, направленного на укрепление физического состояния и благополучия личности, подчеркивая, при этом, значение общества и чувства национального единства. Проекта, предполагающего, что спорт может быть тем самым превентивным, лечебным инструментом и во многих случаях способов преодоления границ биологических возможностей;
- социального проекта, который черпает свои ресурсы в гуманистических идеях мыслителей Эпохи Просвещения и теориях прогрессивных философов конца 17 века Франсиса Бэкона и Рене Декарта. Успех Олимпизма – и в определенной степени международного движения студенческого Спорта – объясняется тем, что проект изначально воспринимался как явление современности, которое в невероятной аллегорической форме, направлено продвигать идеи не только человеческих достижений, но и трансцендентности всего человечества.

В действительности взаимодополняемость и близость обеих моделей легко объясняется тем фактом, что с самого начала Олимпийский спорт считался основой, и во многом образцом и источником вдохновения для студенческого спорта.

Несмотря на большое количество сложностей и противоречий, можно говорить о том, что спортивной культуре удалось сохранить, до начала 1970-х, сущность Олимпийского наследия. Спорт претерпевал внешние изменения, оставаясь при этом универсальной точкой отсчета в одномерном пространстве.

Однако, в конце 20 века, Олимпийское послание немного теряет свою ясность. Будучи пассивным и активным участником постмодернистских процессов глобализации и релятивизации, спортивное движение в полной мере испытало на себе давление со стороны новых технических, медийных, экономических, финансовых, производственных и идеологических требований. Место спорта в обществе, отношение к спорту, спортивная политика, процессы управления и организация спорта, то есть все то, что призвано продвигать спортивный дух, оказалось под воздействием этого феномена. С этого момента классическая «модель Кубертена» вступила в противоречие, с одной стороны, с недостаточно развитыми альтернативными спортивными практиками, а с другой, с, так называемым, «про-олимпийским» спортом, ставящим зрелище, шоу, медийное освещение и прибыль на первое место. Мы все меньше говорим о «спорте для всех» и все больше говорим о «деньгах для всех», а доказательством тому являются спортивные пари на фиктивных матчах, допинг, избыточная медикализация, политика, идеологии, преступные сети и коррупция заполнили спортивные раздевалки и стадионы.

В условиях, где противоречия между основополагающими ценностями спорта и теми целями и задачами, которые порождает современная спортивная практика, становятся все более явными, Международный Олимпийский Комитет (МОК) обладает возможностью разрешить ситуацию к лучшему, ответить на парадоксальные вопросы; добиться равновесия между соответствием историческим целям Олимпийской модели, в условиях глобализации, острой необходимостью новых спортивных практик и конкуренцией «про-олимпийского» спорта. Таким образом, Олимпийское движение пришло к тому моменту, когда было необходимо разделить и разграничить свои цели, а также проработать множество моделей для последующего использования партнерами и организациями схожей сферы деятельности.

Волнения, затронувшие Олимпийское сообщество, не обошли стороной и Университетский спорт. Однако подобное влияние на Университетский спорт менее выражено ввиду того, что его специфика (а именно, ориентированность на молодежь) делает его менее уязвимым к угрозам, которые представляет собой про-олимпийский спорт. Масштабы студенческого спорта, по сравнению с Олимпийским, обеспечивают ему более гибкую позицию и позволяют избежать излишеств (меньшие масштабы, меньшее количество медалей меньшая зависимость от спонсоров и финансовых партнеров не является здесь недостатком – все это в данном контексте является преимуществами).

Тем не менее модель Университетского спорта должна разрабатывать упреждающий подход и развиваться с учетом стремительно меняющейся обстановки и следующих факторов:

- экономическая среда;
- возросший уровень образования в странах с развивающейся экономикой;
- автономность университетов;
- возросшая мобильность молодежи и растущий многонациональный состав студентов в университетах;

- стремительное развитие «виртуальных университетов» и дистанционного обучения.

Между тем, как образование молодежи является, вероятно, главным вызовом XXI века материалистичному и высокотехнологичному обществу, международное движение студенческого спорта – ФИСУ – решило дать свой ответ путем возвращения к основам и укрепления позиций спорта в университетских проектах, как образовательного инструмента, который задает верные направления на службу прогрессу и человечеству:

- взаимодействие: университетский кампус как часть общества, и общественный вклад в жизнь студентов;
- мультиспортивность: соревновательный и досуговый спорт, индивидуальный и командный, классические и новые формы;
- межкультурный: не просто «мультикультурный», но способствующий плодотворному взаимодействию, взаимообогащению и культурному диалогу;
- междисциплинарный: не просто «мультипредметный», но способствующий плодотворному взаимодействию, взаимообогащению и слиянию спорта с другими сферами университетских активностей;
- межнациональный: не просто «мультинациональный», с широкой географией и возможностями перемещения по миру, а также содействующий выбору профессии или самоопределению.

Что? Как? Зачем? Модели и цели...вопрос!

Мы тратим огромное количество времени, задавая себе вопросы «Что?» и «Как?», в то время как самым важным остается вопрос «Зачем?».

Когда мы задаем эти вопросы про-олимпийскому спорту, ответы могут быть сформулированы очень просто:

Что? – Делать деньги и получать прибыль за счет спорта.

Как? – Развивая вспомогательные или параллельные вторичные рынки, прямо и/или косвенно связанные с организацией спортивных соревнований с большой освещенностью СМИ.

Зачем? – А почему бы и нет? Или же в данном случае лучше спросить так: Сколько?

Ответы на вопросы про Олимпийский спорт достаточно сложные, мы прекрасно понимаем, что нужно отойти от исторической модели для укрепления политического и экономического статуса этого социального института, сохраняя при этом равновесие между сложившимися условиями глобализации и основными ценностями, которые являются главными для МОК – (а также для имиджа, который обеспечивает ему то самое уникальное место на рынке спорта!).

Что? – Обеспечивать сохранение лидирующих позиций МОК среди основных международных спортивных организаций. Остаться неизменным лидером и ответственным органом в спортивной среде (также охватывая образовательные и человеческие ценности, здоровье, экономические ценности);

Как? – Через проведение Олимпийских Игр (лето, зима, Юношеские Олимпийские Игры, Мировые Игры) и других международных мероприятий, через создание базовых программ помощи и поддержки международных и национальных спортивных организаций, находящихся в менее выгодном финансовом положении, через создание и укрепление связей между спортом, образованием и культурой.

Зачем? – Основываясь на постулатах философии эпохи Просвещения, Олимпизм повсеместно воспринимается как один из самых неоспоримых символов развития прогрессивного духа, как в форме глобальной спортивной модели, так и в других аспектах (финансовых, маркетинговых и т.д.)

Президенту ФИСУ достаточно легко давать развернутые ответы на те же вопросы в рамках студенческого спорта, по меньшей мере на стратегическом уровне, даже если реализация этих принципов является на практике не такой простой.

Что? - Студентами – для студентов – для университета, для общества. Для создания платформы для глобального,

которое призвано формировать твердую гражданскую позицию, объединять спорт, учебу и культуру. Для формирования новых перспектив для студентов, будущих лидеров (с акцентом на гуманитарные ценности, здравоохранение, экономику, устойчивое развитие). Чтобы создать ту самую позитивную волну среди молодежи с желанием активно строить свою эпоху, вместо того, чтобы пассивно принимать существующие условия.

Как? – Путем разработки и проведения основных мероприятий на глобальном, континентальном и национальном уровне, ориентированных на долгосрочную перспективу в области спорта, образования и культуры (межнациональные / межвузовские / межкампусовские/межгородские). Эти мероприятия должны планироваться ФИСУ и проводиться совместно с экспертами спортивных организаций, преподавателями и студентами, в тесном сотрудничестве с Олимпийским движением и национальными и международными спортивными федерациями. При совместном использовании человеческих, технических и экономических ресурсов на глобальном, континентальном и национальном уровне и при поддержке через участие наименее благополучных студенческих спортивных организаций. Через налаживание контактов и сотрудничества с руководством университетов в целях содействия включения спорта в программы обучения и поддержка исследований в сфере высшего образования, на междисциплинарной основе.

Почему? - Воспитание гражданской позиции, без сомнения, является главной проблемой, с которой сталкивается наше общество в целях борьбы со сложившейся дегуманизацией, когда финансовые и экономические игроки оказываются причастными к физической, интеллектуальной и культурной нищете. Студенческий спорт может играть важную роль в поддержке и продвижении главных общественных ценностей среди студентов.

Студенческий спорт в третьем тысячелетии должен отказаться от любой идентификации с термином “пролимпизма” и смежных и производных понятий, которые могут оказать негативное влияние, студенческий спорт должен показать, что в сотрудничестве с Олимпийским спортом можно достигнуть разумного баланса в решении парадоксальных вопросов между следующими аспектами:

- образовательные и гуманитарные ценности спорта, которые формируют основу легитимности действий;
- ценности здравоохранения, тесно связанные с образом спорта, которые влияют на его социальный авторитет;
- экономические и медийные спортивные ценности, основополагающие методы его деятельности.

Так что в таком случае, две модели - одна цель? Множество общих вопросов, много взаимодействия, много взаимодополняемости, много возможностей для сотрудничества между студенческим и Олимпийским спортом...

... В одном мы убеждены: для студенческого спорта цель – это путь!

CENTER OF ELITE SPORTS AND EDUCATION (CTO'S) IN THE NETHERLANDS

Ingrid van GELDER

Consultant, Project Manager of the Dutch Olympic Committee-Dutch Sports Federation

In a time where fulltime training program's increase worldwide to compete on international World Class level, some issues related to the Dutch infrastructure cause the drop out of talents. Examples are the combination of Elite Sports and Education, lack of available high quality trainings facilities, and increase in travelling time. (Masterplan Talent Development 2006-2012, NOC*NSF)

Based on these findings the National Olympic Committee*National Sports Federation (NOC*NSF) has worked together with cities and other local parties to improve the national elite sports infrastructure for the last three years. The result is the current Elite Sports Infrastructure consisting of 4 multiple sport Center of Elite Sports and Education and 4 National Elite Sports Centers.

In this centers more than 900 athletes from age 16-35 work on both their sports- and personal career. Training, study/work and living is all in one place. The centers provide services to the athletes from nutrition, mental, medical services to housing, elite sports lifestyle coaching, to study advice and career planning.

In these great circumstances it is still an every-day challenge for the athletes to combine a fulltime trainingsprogram with a study. From a "Talent Central" perspective the sports- and educational sector work together to combine a dual career.

NOC*NSF recently started a project with Higher Education based on dual career. Together the two sectors work on three main goals, free choice of study, flexible education and to make it financially possible for athletes to study and sport at the same time. In combination with the recent announced changes in laws and regulations on social loaning it makes it even more urgent to make this project a success together!

ЦЕНТР ЭЛИТАРНЫХ ВИДОВ СПОРТА И ОБРАЗОВАНИЯ (СТО'S) В НИДЕРЛАНДАХ

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В то время, как для поддержания конкурентоспособности на международных соревнованиях мирового класса число программ непрерывных спортивных тренировок во всем мире растет, некоторые проблемы, связанные с голландской инфраструктурой, становятся причиной исчезновения талантов. Примерами могут послужить объединение элитарного спорта и образования, отсутствие доступных качественных условий для тренировок и увеличение продолжительности поездок. (План комплексного развития талантов - 2006-2012", NOC*NSF).

На основании этих выводов Национальный олимпийский комитет* Федерация Национального Спорта (NOC*NSF) в течение последних трех лет работал вместе с городскими и другими местными органами в целях улучшения национальной инфраструктуры элитарного спорта. Результатом этой работы является существующая в настоящее время инфраструктура элитарного спорта, включающая в себя 4 многопрофильных центра элитарного спорта и образования и 4 национальных центра элитарного спорта.

В этих центрах более 900 спортсменов в возрасте от 16 до 35 лет работают над своей спортивной и, одновременно, личной карьерой. Спортсмены тренируются, работают/учатся и живут в одном и том же месте. Центры предоставляют спортсменам различные услуги: проживание, питание, психологическая помощь, медицинское обслуживание, тренинги по вопросам элитарного спорта, а также советы в вопросах образования и планирования карьеры.

В этих прекрасных условиях в жизни спортсменов имеют место быть ежедневные испытания, связанные с необходимостью совмещать программы непрерывных спортивных тренировок и учебную деятельность. С точки зрения «Talent Central», спорт и образование объединяются во имя одной общей цели – двойной карьеры.

Недавно NOC*NSF совместно с Департаментом высшего образования инициировал проект в рамках направления двойной карьеры. Главная совместная задача заключается в достижении трех целей: свободный выбор программы обучения, гибкая система образования и финансовая возможность совмещения тренировок и учебы. В связи с последними поправками в законодательных и нормативных актах законов социального кредитования успешная реализация этого проекта становится еще более актуальной!

ROLE OF SPORTS IN THE EDUCATIONAL SYSTEM: THE EXTRINSIC VALUE AND ADVANTAGE

Yang HUA

Professor, President of Beijing Sport University, P.R. China

Dear experts and the Conference guests:

Good morning!

I am very pleased that I have the opportunity to have a speech at this International University Sports Federation Conference. I believe that our special event of science and the exchange of ideas will play a significant role in promoting the international university sports and will support to redefine it. The topic of my presentation is mostly devoted to the place and role of sport in the education system, and, what would be very interesting to young students from various Universities, to the exchange of experience between experts and scientists - representatives of sports and pedagogical science.

A century ago Pierre de Coubertin, the «father» of the modern Olympic movement described in his «Ode to sport» in a very vivid manner its particular value and charm. Sport is such a form of cultural activity for which there are no barriers such as nationality, distance or social classes. It plays an important role in the cause of peace, increasing the prestige of states due to merits of their athletes, is particularly valuable in terms of sustainable human development; its importance is recognized in all countries of the world, and it has already become an important component of the strategic development in all countries.

1. Irreplaceable role of sports in physical, intellectual and moral development of an individual

Sport is an important part of the educational system, and it is considered historically as a starting point in education. In the modern educational system, the sport plays a crucial role, leading to the ideals of harmoniously developed individual: morally, intellectually and physically. Due to sport, a personality becomes educated, fully and harmoniously developed, he plays a valuable and indispensable role in the promotion of students' health, their moving into adulthood and socialization.

Sport is an important method of upbringing and education, and since its inception, the sport has always accompanied them. As in «six classic arts» of the Western Zhou era and «seven knightly virtues» of medieval Europe, the sport was considered as an integral part of training. Over time, with the society development, the sport was everywhere recognized as a special form of socio-cultural education and, along with morals, intelligence and aesthetics benefited in modelling the main frontiers of the modern education system.

Morality is a teacher of the mentality, the mentality is the repository for morality, but the body is the boat for morality and mentality. Mao Zedong in his paper «Study of sport» wrote: "Sport is a cart of knowledge and the repository of morality", "The sport way is a combination of morality and intelligence, morality and intelligence are enclosed in sports, neither of them will exist without sports", thus explaining the relationship between sport, mentality and moral upbringing. The ancient Greek philosopher Aristotle noticed long ago "Sport, moral and intellectual education are interrelated; moral and intellectual health depend on the health of the body". In other words, sports education should precede the intellectual and moral one. Thus, sport is an engine for the harmonious development of an individual.

1) Sport is a latent force training the character (sport and moral education)

The father of the Olympic movement Pierre de Coubertin, in his «Ode to sport» exclaimed: «O SPORT! YOU ARE A CHALLENGE! You ask for a fight. All the power of our muscles is concentrated in one word similar to explosion, and this word is sport». The sport essence is not only in the incredible efforts required for achieving top scores, but also in feeling the tension and rigor of competition, experiencing a triumph and bitterness of defeats, feeling the spirit of competition and irresistible competitiveness, seeing a fair fight and fair judging, feeling the spirit of mutualism and patriotic upsurge, putting themselves through severe test of will and hardening the temper – this is exactly how the Olympic values "excellence, friendship, respect" and spiritual coordinates "faster, higher, stronger" can be described.

The essence of the sport spirit is competition and cooperation. Young people, who have competition experience and teamwork experience, are gradually forming sense of responsibility for themselves, staff

and society, harmonized relationship between the individual and the team, between emotion and reason. Rivalry and cooperation in sport is a cultural phenomenon, showing people their place in the competition, the influence on morality and moral-spiritual education is an innate sport quality, has a unique effect that cannot be achieved in other disciplines, something that cannot be explained by scientific training methods.

2) Sport is a driving force for the development of intellectual abilities (sport and intelligence)

The famous Russian teacher Ushinsky stated: «If the teacher quite aware that mechanical base memory is rooted in the nervous system, he or she will also quite understand all the importance of a healthy, normal state of nerves for a healthy, normal memory status. He will understand then, why, for example, gymnastics, walking outdoors and everything that strengthens nerves, preventing as hyposphenic and irritable condition, are of greater importance for the memory health than all possible mnemonic methods».

By participating in physical activity, a person develops a variety of intellectual skills, e.g. observation, concentration, tenacious memory, is getting luxuriant imagination and mental alertness. Tactical thinking, acquired during participation in competitions is based on the development of logic and openness of mind, and these two abilities are key elements of the intelligence.

3) Sport is an external way of the world beauty interpretation (sport and aesthetics)

Beauty is a reflection of the life force. French philosopher Michel Foucault believed that “the aesthetics of life” is a kind of “taking care of one’s body”, a process of life aestheticization. A key element in the concept of “life beauty” is “the care of one’s body”, when the attention is paid to an individual, his relationships with other people and experiment with his own body.

Sports plays an extremely important and explicit role in the beauty of human life. The sports beauty is not only in the external beauty of athletes’ bodies as if modeled by a sculptor, but mostly in raising of the life internal beauty. The sport, demonstrating the beauty of artistic images, expressed in various postures and gestures of human bodies in different kinds of sports, plays a hidden role in the promoting a sense of perception and evaluation of beauty to young people, modelling beautiful bodies, raising the soul beauty and propping up a strong spirit.

The sport is an education carrier; it is integral with moral, intellectual and aesthetic education. Mao Zedong in his paper «Sports study» noted: “The effectiveness of sports is a strength of muscles and bones, due to sport the intelligence is raised, senses are regulated, and the will becomes stronger”. The sport, using existing methods and rich contents, plays an important role in strengthening muscles, heart, intelligence, allows acquiring new friends. It is difficult to overestimate the sports value in all-round development of young people.

2. Confluence of sport and education give them a new life and a new filling

Sport and education are two strategic areas of social progress and development, integration and interaction of sport and education mutually enrich their inner content, extend the functionality, and keep the values. That’s why the Olympic movement has achieved such a widespread attention and involvement; its attraction lies not only in the long glorious history, but also in the ability to bind sport with culture and education, resulting in the spirit of the Olympic movement to be inherited, disseminated and propagated. Consequently, the goal of the Olympic movement: «to contribute to building a peaceful and better world by educating youth people through sport practised in accordance with Olympism and its values» is expressed.

Sports in the University is an integral part of education, is the product of the synthesis of sports and education, has a contemporary character and universalism, includes the functions of a body and intelligence development and mood improvement. Sports develop the desire to set high standards in life, promotes social development and cultural progress.

Confluence of sports and education derives and shows the functions of either of them, stimulates the harmonious development of an individual.

The all-round development of a person is the basic concept of Marxism. Sports is not only a physical activity, but also an educational tool. Sports education in the University is one of the effective ways of complex education of humanity, because of its unique forms and rich content the sports makes a beautiful body and strengthens the spirit, improves intellectual abilities, helps to feel the team-playing joy. It plays a special role in the formation of

life philosophy, value system, life style of a healthy and cultured person, following the scientific view of the world, contributing to overall harmonious development. Sports is an effective way of establishing and improvement of interpersonal relations, at sports competitions a stranger becomes a friend, and it is easy to pass from the “cap” acquaintance to a close friendship. Participating in the distribution of responsibilities and cooperation, facing the need to coordinate actions and interact with other people, a student learns to build relationships within the team. Facing the competition and cooperation, responsibility and tolerance, he learns to transmit his strength to the team.

Confluence of sports and education enriches and extends the cultural functions of sports, stimulates the social and harmonious progress. Sports at the University is top-level embodiment of education and sports, playing an irreplaceable role in the mixing and interaction of cultures. Banquets, held during the interuniversity sports events on a global level, have already turned into a good way of establishing contacts and cultural exchange between students, when bridges of interaction and cultural exchange among nations, regions and countries are built. The fact that sports helps to build a friendship, stimulates a team spirit, smoothes contradictions and leads to prosperity, has already received the international recognition.

Confluence of sports and education shows and emphasizes the innovative spirit of sports, generates a new driving force for social development. The creation of novelty is one of the peculiarities of the social development. Without innovativeness, with only the possibility of imitation, humankind could not move forward. Updating and development of knowledge results in youth growing up, relies not only upon the transfer knowledge, but mainly on the upbringing and development of students’ innovative abilities. Sports in itself embodies the spirit of all that is new, this is the reason of multi-millennial sports existence and development. People consistently reveal their sports potential, set new records, and bravely meet new challenges. Any new technical breakthrough, a new record, improvement of rules confirm innovativeness and human capacity. The innovative spirit of these competitions will make a huge contribution to the social development.

3. New youth, new sports: a “new poem”

The international sports events held in universities are important channels of promotion of global interuniversity sports and cultural exchange, are the driving force of innovative development of all the world’s universities and their students. At interuniversity conferences being aware of our mission and responsibility we should carefully consider the future development of University sports, open jointly a new page in this important issue.

For this purpose we should continue to improve the system of University sports education, giving the possibility to sports education within the University to play a role in forming sports habits and love of sport for life, having put the solid platform under this. It is necessary to conduct a broad promotion and advertising of the universal sports ideology, to strengthen the sports in the University education system, creating favorable conditions for the development of sport within Universities. It is necessary to be guided with a principle “health should be on the first place”, to set a goal “to play sports all the life”, continuously promote new ideas, support the development of sports in universities.

Gorky wrote: «The ideal person is that one who combines the moral qualities, health, and abilities”. The essence of sports is the all-round development via training and strengthening the body. “There is nothing more important for a young people, no more valuable gift than health and happiness. The sports activity, well-planned sports and games, serve as the basis for physical and psychological health, strengthen the body and spirit, and promote harmonious socialization.

When a child is happy doing sports, the whole world wins”.

РОЛЬ СПОРТА В СИСТЕМЕ ОБРАЗОВАНИЯ: ОСОБАЯ ЦЕННОСТЬ И ОЧАРОВАНИЕ

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Уважаемые специалисты и гости конференции:

Добрый день!

Я очень рад, что мне предоставлена возможность выступить на данной конференции Международной федерации студенческого спорта. Я уверен, что наш праздник науки и обмена идеями сыграет значительную роль в деле

популяризации международного студенческого спорта и поможет вывести его на новый уровень. Тема моего сегодняшнего выступления в основном посвящена месту и роли спорта в системе образования, а также, что будет интересно молодым студентам различных ВУЗов, обмену опытом между специалистами и учёными – представителями спортивных и педагогических кругов.

100 лет назад «отец» современного олимпийского движения Пьер де Кубертен в своей «Оде спорту» в очень яркой манере описал его особую ценность и очарование. Спорт – это такой вид культурной деятельности, для которого не существует преград в виде национальностей, расстояний или социальных классов. Он играет большую роль в деле мира, повышении престижа государств благодаря заслугам их спортсменов, особо ценен с точки зрения всестороннего развития человека, его значимость признают во всех странах мира, и он уже давно стал важной составляющей стратегического развития всех стран.

1. Незаменимая роль спорта в деле физического, интеллектуального и нравственного развития личности

Спорт – это важная составная часть образовательной системы, исторически его рассматривали в качестве отправной точки в обучении. В современной системе образования спорт играет решающую роль, ведя к идеалам гармонично развитого человека: нравственно, интеллектуально и физически. Благодаря спорту воспитывается всесторонне и гармонично развитая личность, он играет ценнейшую и незаменимую роль в деле укрепления здоровья студентов, их взросления и становления.

Спорт является важным методом воспитания и образования, и с момента своего появления всегда ему сопутствовал. Как в «шести классических искусствах» эпохи Западного Чжоу, так и в «семи рыцарских добродетелях» средневековой Европы, спорт рассматривался в качестве неотъемлемой части обучения. С течением времени, с ходом развития общества, спорт был повсеместно признан в качестве особой формы социокультурного воспитания и, наряду с моралью, интеллектом и эстетикой помог сформировать основные границы современной системы образования.

Мораль – это учитель разума, разум – это вместилище морали, а тело – это лодка морали и разума. Мао Цзэдун в своем труде «Исследование спорта» писал: «Спорт – это телега знаний и вместилище морали», «Путь спорта – это сочетание морали и интеллекта, мораль и интеллект заключены в спорте, без спорта не будет ни того, ни другого», тем самым объяснив связь между спортом, разумом и нравственным воспитанием. Древнегреческий философ Аристотель давно заметил: «Спорт, моральное и интеллектуальное воспитание взаимосвязаны; моральное и интеллектуальное здоровье зависят от здоровья тела». Иными словами, спортивное воспитание должно предшествовать интеллектуальному и нравственному. Таким образом, спорт является двигателем гармоничного развития человека.

1) Спорт – это скрытая сила, закаляющая характер (спорт и нравственное воспитание)

Отец олимпийского движения Пьер де Кубертен в своей «Оде спорту» восклицал: «О СПОРТ! Ты – ВЫЗОВ! Ты требуешь борьбы. Вся сила наших мускулов сосредоточена в одном на взрыв похожем слове – спорт». Суть спорта заключена не в том, чтобы невероятными усилиями добиться высоких результатов, а почувствовать накал и безжалостность борьбы, испытать на себе радость побед и горечь поражений, прочувствовать дух соревнований и неумолимое стремление вперед, увидеть честную борьбу и справедливое судейство, ощутить дух взаимопомощи и патриотический подъём, подвергнуть себя серьезному испытанию воли и закалить характер, именно так можно описать олимпийские ценности «совершенство, дружба, уважение», а также духовные координаты «быстрее, выше, сильнее».

Суть духа спорта – в конкуренции и сотрудничестве. У молодых людей, получивших соревновательный опыт и опыт работы в команде, постепенно формируется чувство ответственности за себя, коллектив и общество, гармонизируются отношения между личностью и коллективом, между эмоциями и разумом. Соперничество и сотрудничество в спорте – это культурный феномен, показывающий людям их место в конкурентной борьбе, Соперничество и сотрудничество в спорте – это культурный феномен, показывающий людям их место в конкурентной борьбе, влияние на мораль и моральное-нравственное воспитание является врожденным качеством спорта, имеет уникальный эффект, который нельзя достичь в других дисциплинах, то есть то, что невозможно объяснить научными методами обучения.

2) Спорт – это движущая сила развития интеллектуальных способностей (спорт и интеллект)

Известный русский педагог Ушинский отмечал: «Если педагог сознал вполне, что механическая основа памяти коренится в нервной системе, то поймет также вполне всё значение здорового,

нормального состояния нервов для здорового, нормального состояния памяти. Он поймет тогда, почему, например, гимнастика, прогулки на свежем воздухе и вообще всё, что укрепляет нервы, предотвращая в них как вялое, так и раздраженное состояние, имеют большее значение для здоровья памяти, чем все возможные мнемонические подставки».

Председатель Испанской федерации спортивной медицины Абрас в свое время говорил: «Если до 14 лет не заниматься систематическим закаливанием и не выбрать подходящий вид спорта, это помешает нормальному росту организма. 14 лет – это период формирования и развития организма и правильного образа мышления; упустив этот этап, потом будет слишком поздно. Если в это время уделять внимание только развитию интеллекта и не заниматься спортом, потенциал подростка получится раскрыть не более чем на 50%».

Участвуя в физической активности, человек развивает различные интеллектуальные способности, например наблюдательность, концентрацию внимания, цепкую память, получает богатое воображение и живость ума. Тактическое мышление, приобретаемое благодаря участию в соревнованиях, основывается на развитии логики и открытости мышления, а ведь именно эти две способности и являются ключевыми элементами интеллекта.

3) Спорт – это внешний путь интерпретации красоты мира (спорт и эстетика)

Красота – это отражение жизненной силы. Французский философ Мишель Фуко полагал, что «эстетика существования» является видом «заботы о собственном теле», процессом эстетизации существования. Ключевым элементом в понятии «красоты жизни» выступает «забота о собственном теле», когда внимание уделяется себе, отношениям с другими людьми и экспериментам с собственным телом.

Спорт играет чрезвычайно большую и явную роль в красоте человеческой жизни. Красота спорта заключена не только во внешней красоте как будто бы вылепленных скульптором тел атлетов, но, в большей мере, в воспитании красоты внутреннего существования. Спорт, демонстрируя красоты художественных образов, выраженных в различных позах и жестах человеческих тел в самых различных видах спорта, играет подспудную роль в прививании молодежи чувства восприятия и оценки прекрасного, вылепляя красивые тела, воспитывая красоту душ и поддерживая крепкий дух.

Спорт – это носитель образования, он неотделим от морально-нравственного, интеллектуального и эстетического воспитания. Мао Цзэдун в своей работе «Исследования спорта» отмечал: «Эффективность спорта – это сила мышц и костей, благодаря спорту улучшается интеллект, регулируются чувства, становится более сильной воля». Спорт, используя имеющиеся способы и богатое содержание, играет важную роль в укреплении мышц, сердца, интеллекта, позволяет завести новых друзей. Ценность спорта во всестороннем развитии молодежи трудно переоценить.

2. Слияние спорта и образования дают им новую жизнь и новое наполнение

Спорт и образование – это две стратегические сферы социального прогресса и развития, интеграция и взаимодействие спорта и образования обоюдно обогащает их внутреннее содержание, расширяет функциональность, воплощает ценности. Именно поэтому олимпийское движение добилось такого широкого внимания и вовлеченности, его привлекательность заключена не только в долгой славной истории, а скорее в том, что оно сумело тесно сплести спорт с культурой и образованием, в результате чего дух олимпийского движения получил возможность наследования, распространения и пропаганды. Таким образом выражается цель олимпийского движения: «способствовать построению мирного и лучшего мира путем воспитания молодежи в процессе занятий спортом, без какой-либо дискриминации и в олимпийском духе, основанном на взаимопонимании, дружбе, солидарности и честной игре».

Спорт в ВУЗе является важной составной частью образования, является продуктом синтеза спорта и обучения, обладает современным характером и универсальностью, включает в себя функции развития тела, интеллекта и улучшения настроения. Спорт формирует у студентов стремление ставить высокую планку в жизни, способствует гармоничному социальному развитию и культурному прогрессу.

Слияние спорта и образования извлекает и проявляет функции того и другого, стимулирует гармоничное развитие человека.

Всесторонне развитие человека – это основная концепция марксизма. Спорт является не только физической деятельностью, но и является воспитательным средством. Спортивное образование в ВУЗе является одним

из эффективных путей комплексного воспитания человечества, благодаря уникальным формам и богатому содержанию спорт делает красивым тело и укрепляет дух, улучшает интеллектуальные способности, помогает ощутить радость игры в команде. Он играет особую роль в формировании философии жизни, системы ценностей, стиля жизни здорового и культурного человека, придерживающегося научного взгляда на мир, способствуя всестороннему гармоничному развитию. Спорт является эффективным способом налаживания и совершенствования межличностных взаимоотношений, на спортивных соревнованиях незнакомец становится приятелем, а от шапочного знакомства легко перейти к тесной дружбе. Участвуя в распределении обязанностей и сотрудничестве, сталкиваясь с необходимостью координации действий и взаимодействии с другими людьми, студент учится строить отношения в коллективе. Сталкиваясь с конкуренцией и сотрудничеством, ответственностью и толерантностью, он учится передавать свои силы коллективу и команде.

Слияние спорта и образования обогащает и расширяет культурные функции спорта, стимулирует социальный и гармоничный прогресс. Спорт в ВУЗе является высокоуровневым воплощением образования и спорта, играя незаменимую роль в перемешивании и взаимодействии культуры. Банкеты, которые устраиваются в рамках Спортивных межвузовских мероприятия мирового уровня, уже превратились в удачный способ налаживания контактов и культурного обмена между студентами, когда строятся мосты взаимодействия и культурного обмена между нациями, регионами и целыми государствами. Тот факт, что спорт помогает наладить дружбу, стимулирует коллективизм, сглаживает противоречия и ведет к процветанию, уже получил международное признание.

Слияние спорта и образования демонстрирует и акцентирует инновационный дух спорта, формирует новую движущую силу социального развития. Создание нового – это одна из особенностей социального развития. Не будь инновационности, имея только возможность подражания, человечество не могло бы двигаться вперед. Обновление и развитие знаний ведет к тому, что взросление молодежи опирается не только на передачу знаний, а в большей степени на воспитание и развитие инновационных способностей студентов. Сам по себе спорт является воплощением духа всего нового, в этом заключены глубокие корни многотысячелетнего существования и развития спорта. Человек неуклонно раскрывает свой спортивный потенциал, бьет новые рекорды, смело идет навстречу новым вызовам. Любой новый технический прорыв, новый рекорд, совершенствование правил, подтверждают инновационность и возможности человека. Инновационный дух этих соревнований внесёт огромный вклад в дело общественного развития.

3. Новая молодежь, новый спорт: «новая поэма»

Спортивные соревнования мирового уровня, проводимые в университетах, являются важными каналами продвижения мирового межвузовского спортивного и культурного обмена, выступают в роли движущей силы инновационного развития всех мировых университетов и их студентов. На межвузовских конференциях мы должны, осознавая нашу миссию и ответственность, тщательно обдумать будущее развитие университетского спорта, совместными усилиями открыть новую страницу в этом важном деле.

Для этого, мы должны продолжать совершенствовать систему университетского спортивного образования, давая возможность спортивному образованию в рамках ВУЗа сыграть свою роль в привитии привычки к занятиям спортом и любви к спорту на всю жизнь, заложив под это прочную платформу. Необходимо вести широкую пропаганду и рекламу универсальной спортивной идеологии, упрочнять место спорта в системе университетского образования, создавая благоприятные условия для развития спорта в рамках ВУЗов. Необходимо вооружиться принципом «здоровье должно быть на первом месте», поставить цель «заниматься спортом всю жизнь», непрерывно продвигать новые идеи, содействовать развитию спорта в университетах.

Горький в свое время писал: «Идеальный человек – тот тот, в ком сочетаются моральные качества, здоровье, способности». Сущность спорта – во всестороннем развитии путём тренировок и закалки тела. «Нет ничего более важного для молодого человека, никакого более ценного подарка, более ценного, чем здоровье и счастье. А спортивная деятельность, тщательно продуманные занятия спортом и игры, служат основанием для физического и психологического здоровья, укрепляют тело и дух, способствуют гармоничной социализации. Когда ребёнок с радостью занимается спортом, в выигрыше оказывается весь мир».

LEADING A HEALTHY LIFESTYLE, HOW CAN UNIVERSITY SPORT AND OLYMPIC SPORT CONTRIBUTE?

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Introduction

Leading a healthy lifestyle and taking health prevention in focus is one of the essential goals in society worldwide. The World Health Organization (WHO) underlines the function of Sport and physical activities for health prevention: 'Regular exercise such as walking, cycling, or dancing not only makes you feel good, it has significant benefits for health. It reduces the risk of cardiovascular disease, diabetes and some cancers, helps control weight, and contributes to mental well-being. Taking part in physical activity also increases opportunities for making friends and feeling part of the community' (WHO 2013).

A lot of worldwide studies and researches stress out that physical activities are a core component for gaining and leading a healthy life style. These studies are reporting a strong relation between life accompanying sport or physical activities and

- Longer life expectancy,
- psychological well-being
- Dementia prevention,
- Cancer prevention,
- Depression prevention,
- Diabetic mellitus prevention,
- High blood pressure prevention,
- etc.

The question is not any more "Does sport or physical activities play a key role in leading healthy a lifestyle?"

The key questions are:

- How to motivate for long term physical activity?
- How to implement activity programs for in-active people?
- What is the contribution of sport for healthy lifestyle?

The Olympic Sport with the Olympic Games has an enormous awareness worldwide through the media. 4, 8 Billion people were following the games via TV during London games 2012. Sponsors are using the games to advertise and to place their products. At the same time the Games could be used as a platform and the Olympic competitors as ambassadors for health issues and to promote a healthy lifestyle.

Students as potential leaders of society are suffering more and more under stress relevant problems. At the same time they are orientating to Olympic icons, if it comes to values like success, competing, endurance and body culture. Unfortunately, they are also looking to the negative sides of the career development, like doping and drug abuse.

If leading a healthy lifestyle and taking health prevention in focus is an important issue of society, universities and University Sport on one side and Olympic Sport on the other side should reflect which contribution they can give to this important education field.

The authors, based in Germany, are showing the meaning of Olympic Sport and University Sport for healthy lifestyle and the possibilities and examples of health prevention in Europe and in Germany. They are giving an overview of European

and national health programmes, examples and models and looking for the relevance for Universities and University Sport. Health Networks and health program at Universities in Germany are developing good practice models and evaluating the effects of the University Sport health programs. The Germany University Federation (adh) is underlining the importance of these programs for University Sport and coordinating the improvement of health programs through an exchange of good practice models among its members.

Health prevention in Europe

The European Union (EU) realizes that health and health prevention are very important issues in European society. The prevalence of overweight and obesity has increased sharply during the last two decades in European Union. In the majority of Member States more than 50% of the adult population is overweight or obese. Furthermore, it is estimated that more than 22 million children are overweight in the EU with this figure growing by 400,000 each year. Europe has a serious health problem.

What are the European Commission's actions concerning the EU health problems? The European commission launched a 'Green Paper' on promoting healthy diets and physical activity. The **objectives of the Green Paper are to** invite contributions from interested parties on a wide range of topics relating to nutrition and physical activity. The aim is to gather information with a view to giving a European dimension to the battle against obesity, in terms of support for and coordination of the existing national measures.

'Through this Green paper on promoting healthy diets and physical activity, the Commission intends to trigger debate on initiatives geared towards preventing obesity. The primary objective is to create conditions under which the best practices can be adopted throughout Europe' (EU Green Paper).

University Sport gave a European wide contribution to this paper by European Network of Academic Sport Services (ENAS).

A 'White Paper' on Nutrition of European commission proposes EU-wide efforts to tackle the obesity epidemic. Stressing the benefit of physical activity and encouraging Europeans to exercise more is another area to develop. The need for EU action in the area of nutrition and physical activity stems from the fact that poor diets and low levels of physical activity in Europe account for six of the seven leading risk factors for health in Europe.

As stated in the European Commission's 2007 'White Paper on Sport', there is great potential for enhancing public health through physical activity. The second action proposed in the 'Pierre de Coubertin' Action Plan accompanying the White Paper is that 'the Commission will support an EU Health-Enhancing Physical Activity (HEPA) network'.

The EU HEPA network should strengthen and support efforts and actions to increase physical activity levels and to improve the conditions favourable to a healthy lifestyle across Europe. It should also provide a European platform for sharing the development and implementation of evidence-based policies, strategies and programmes.

One important strategy on leading a healthy lifestyle is the promotion of sport and physical activity and the awareness of the positive health effects of sport. The chances for this goal are good, because statistics show that 60% of the Europeans are regularly taking part in physical activity. The majority of them are casual participants in sport. Sport is a very positive tool to communicate the importance of health care and to educate people to a self-responsible healthy life style showing the positive effects of being physically active.

In October 2008 'EU Physical Activity Guidelines' with recommended policy actions in support of Health-Enhancing Physical Activity were setup for the European Union. These EU Guidelines follow up on the White Paper on Sport by proposing more concrete and policy-related 'Guidelines for Action'. They were confirmed by the EU Member State Sport Ministers, asking their national health ministers for taking action in the field of health prevention.

The policy paper included a cross-sectorial approach, reported about the benefits of physical activity, showing guidelines for the public health sector and stress out the importance of education, especially through physical activity promotion.

All contexts of physical activity, i.e. leisure-time physical activity (including most sport activities and dancing), occupational physical activity, and physical activity at or near the home were seen as relevant benefits for health (EU Guidelines).

Current student's health situation and student's health behaviour

Students feel more and more under pressure during their study period. Katharine Hibbert reports in "The Guardian" on the rise of cognitive-enhancing drugs - and doctors' fears over their long-term safety, that student using study related stimulants in the UK is an increasing problem. Study stress and more effective drugs are leading to an unhealthy lifestyle. Students want "to feel sharper, work for longer, the drugs available are more effective than they once were - and less likely to make them feel awful afterwards. No wonder then that the abuse of pills such as Ritalin and modafinil is becoming a major problem".

In Germany 25 percent of the study beginners and 17 percent of second and third year students are taking performance-enhancing pills. They are the most popular among sport science students (25%), economics students (21%), medicine students (20%) and psychology and engineer students (17%). (Frankfurter Allgemeine Zeitung 2011)

At the same time students are looking more and more in a narcissistic way on their body and their body performance. To be in a good "body shape" and to get the perfect body design students are taking anabolic drugs. The question is who are their idols?

Survey about the Health Situation among Students in North-Rhine-Westphalia, Germany

In 2007 a health care survey among the students' population (N = 3307) was done in Germany's federal state North-Rhine-Westphalia (Meier, Milz, Krämer; 2007). Students' self-assessment showed that 87% of students are reviewing their health status as 'good' or 'excellent' (Meier, Milz, Krämer; 2007). However, 10 – 40% of them indicated that they have real health problems. These are:

- difficulties to concentrate,
- nervousness and anxiety,
- back pain,
- Tobacco and alcohol consumption
- Nightmares, phobias etc.

The results of the survey showed beside the health problems a prevalence of negative health behavior among the students like tobacco and alcohol consumption ('binge drinking'), nutrition patterns and the use of medication indicates a high level of psychosocial stress (Meier, Milz, Krämer; 2007).

Even a large majority of students is regarding its health status as good or excellent there is an increasing number of health problems among this population, more behind the 'curtain', caused through studying and life circumstances which changed during the last 10 years along the so called 'Bologna Process' (Isserstedt, Middendorff, Kandulla, Borchert, Leszczensky 2009). In the survey it was shown that the setting university is indicating a lot of health risks (Meier, Milz, Krämer; 2007).

Promotion of a healthy lifestyle at German Universities

The German Network of Health Promoting Universities exists since 1995. The network is open to all universities and universities of applied sciences. The major working aspects of this network act along the following questions:

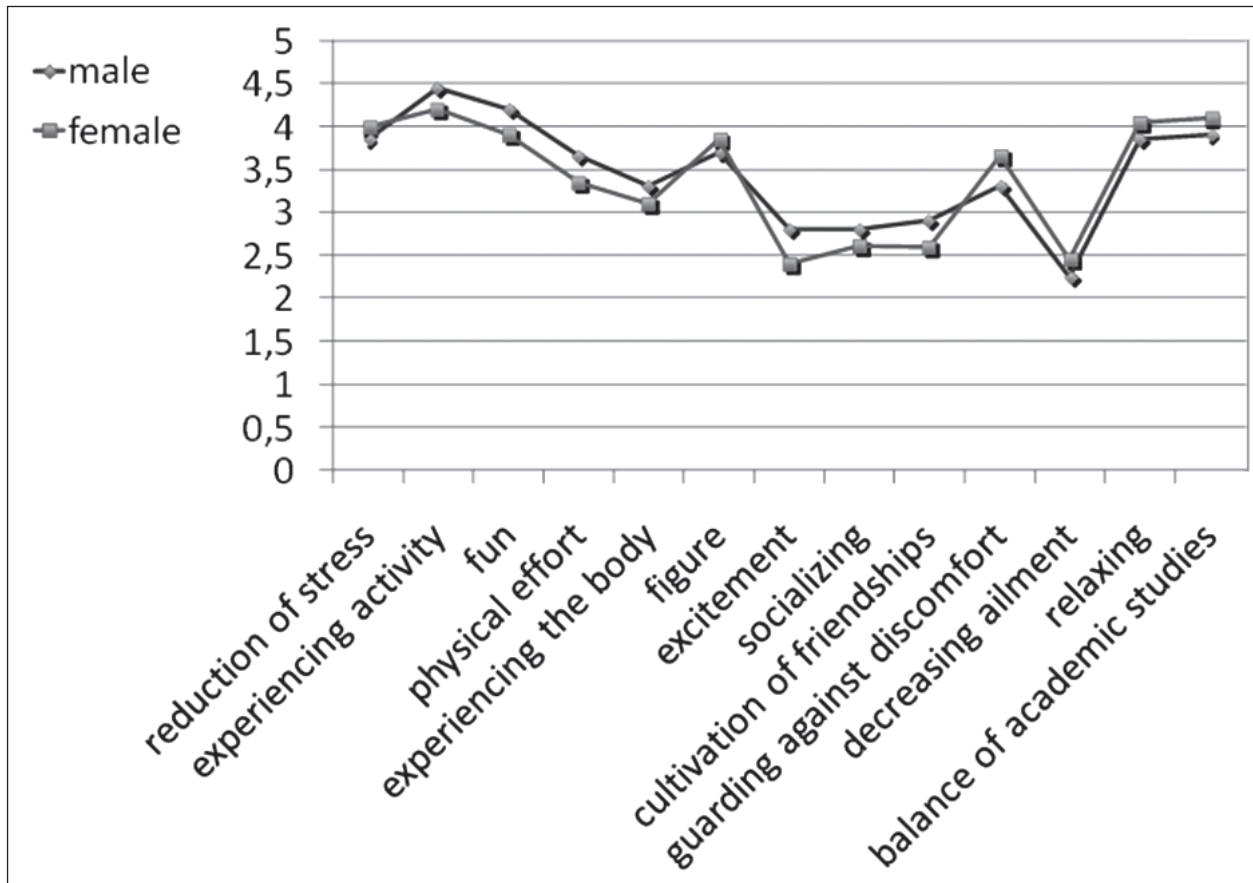
- 'Which are the conditions that are relevant to health in the university?'
- 'How is health "produced and maintained" in the setting university?'

Some of the University Sport Departments in Germany are involved in this network on a local base. The cooperation between University Sport Departments and the Health Promotion Network is more accidentally and is just leaving the starting point. Both sides are interested to increase the cooperation and to work together on a local and national level. The relevance of University Sport in the network is permanently increasing.

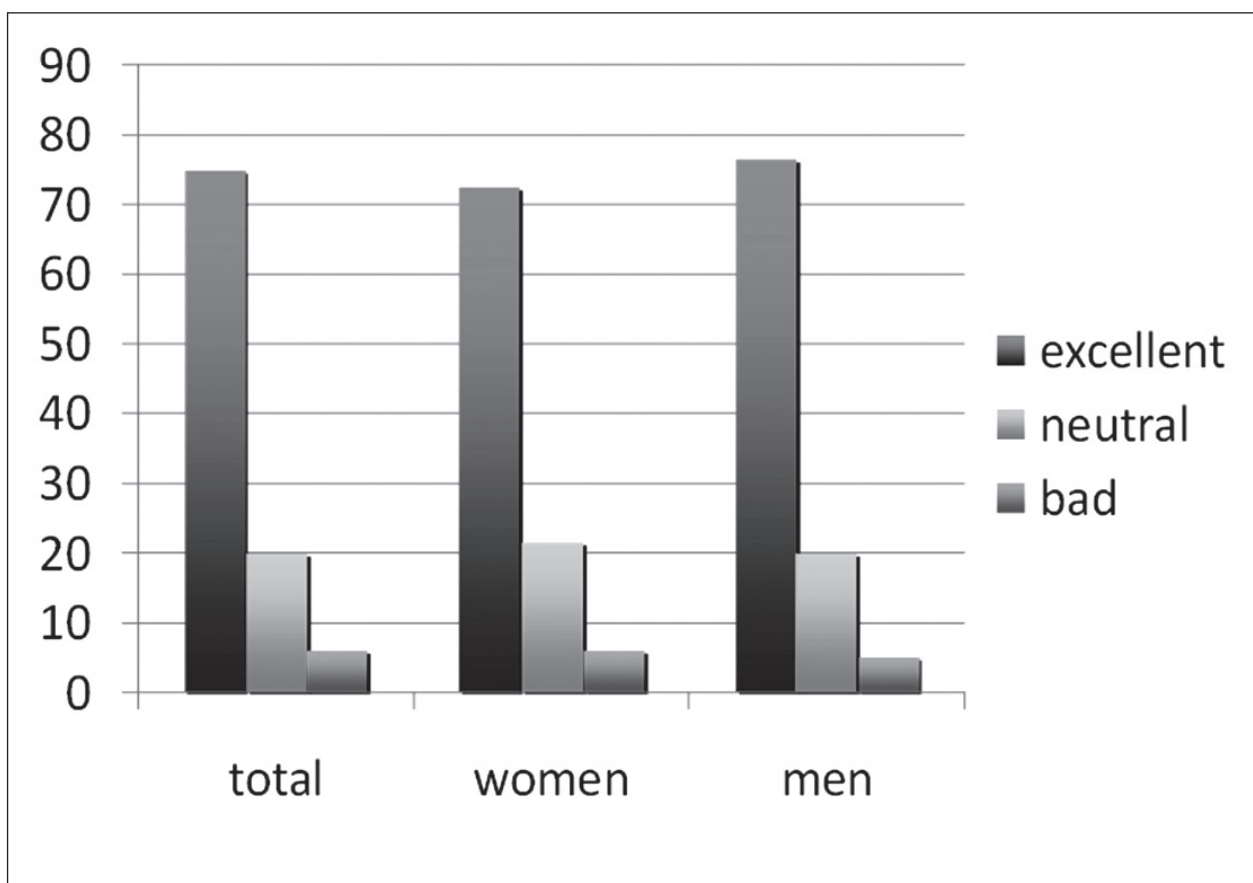
Health as an important issue in University Sport finds its realization in health-oriented courses since early 80s.

Examples of Sport and Healthy lifestyle education at German Universities

How does University Sport in Germany look like? It is always non-obligatory sport, mostly mass and recreational sport, and also competitive sport, but not on a high level.



Survey on students' situation, 2009 (N=7060) Motivation (Göring, 2010).



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An average of 66% of students is active in sport per week and 38, 3% of those sport active students participate weekly in University Sport. At many universities almost 100% of the students know University Sport (Göring, 2010). University Sport centers are predominantly professionally organized and have comprehensive management structures. National health programs for all Universities could reach target group of approximately 2.1 million students and more than 400.000 employees.

Looking at the role of University Sport in education programs for health lifestyle management means to look at the values and the goals of University Sport. The values and goals to be achieved in University Sport could be:

- enjoying physical activity as life pleasure
- practicing sport as long-life attitude or behavior
- leading a healthy lifestyle as a benefit of life
- sport and healthy life style as life quality
- society benefit through sport socialization

Sport in general and in particular University Sport can help to ensure a better level of health in students can have a positive effect on health through various fitness and relaxation programmes. Health care through healthy campus initiatives and developments are a University Sport's contribution for a healthier life style in Europe

University's main goal as a 'third level' education institution is education and researches. University Sport, as a part of the academic world, should also deal with education for a healthy lifestyle. University sport at a higher education institution can make students and staff aware about the effects of physical activities and to educate their clients to a long life commitment for physical activity. It is important to show them their own responsibility for a healthy life and to show the long term negative effects of drug abuse.

Sharing good practice through adh- health networks "Health Prevention" and 'Pausenexpress'

The adh- health networks "Health Prevention" and 'Pausenexpress' are having a sustainable effect for the German University Sport Federation (adh) and its members.

The adh health network with the exchange of experience in health related programs and sharing the good practice models is the communication platform for the promotion of a healthy lifestyle at German universities. One of the main purpose was the collection of principals of good practice models in the health related programs. These are the following:

- Individual programmes and less impacts
- More physical activities than 'sport' ('sport image' often implies a too high and not reachable impact)
- Small groups and individual care
- Enjoyable experiences from the first moment ("What is my immediate benefit?")
- Social well-being
- Activities close to the study and working place
- Background information about physical activities and healthy lifestyle (including relaxation, nutrition)

The 'Pausenexpress' program, a 15 minutes low level physical activity program at the working place, was developed with quality standards and a quality assurance system to be used by all adh members. A central professional education programme is organized for all instructors of the 'Pausenexpress'.

Meanwhile several thousand University employees are joining this program at Universities.

Summary

Olympic Sport and the Olympic Sportsmen could be excellent promoter and ambassadors for a healthy lifestyle in society, while using the enormous media effect worldwide, especially for students. University Sport with its huge target group of future society's leader can be a fantastic communication platform for a healthy life style education. The Olympic Idea and the potential of University Sport should be used for a common strategy to promote a healthy lifestyle and to inform about the positive personal and society effects.

КАК МОЖЕТ СТУДЕНЧЕСКИЙ И ОЛИМПИЙСКИЙ СПОРТ СПОСОБСТВОВАТЬ ЗДОРОВОМУ ОБРАЗУ ЖИЗНИ?

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Ключевые слова: здоровый образ жизни, физические тренировки, профилактика здоровья, модель для подражания, управление стрессовыми ситуациями, формирование тела, ценности студенческого спорта, олимпийские ценности, политика здравоохранения ЕС, сеть здравоохранения

Введение

Пропаганда здорового образа жизни и профилактики здоровья - одна из важнейших задач мирового сообщества. Всемирная организация здравоохранения (ВОЗ) подчеркивает значение спорта и физической культуры для профилактики здоровья: «Регулярная нагрузка, такая как прогулки пешком, езда на велосипеде или танцы, не только способствует хорошему самочувствию, но и приносит значительную пользу для здоровья. Она сокращает риск сердечно-сосудистых заболеваний, диабета и некоторых раковых заболеваний, помогает контролировать вес и способствует психическому здоровью. Физическая активность также предоставляет прекрасную возможность социализироваться и наладить дружеские отношения» (ВОЗ, 2013)

Исследования по всему миру подтверждают, что физическая активность является основным компонентом здорового образа жизни. Эти исследования доказывают, что присутствие в жизни физической активности приводит к следующим положительным эффектам:

- увеличение продолжительности жизни;
- психологическое здоровье;
- предупреждение слабоумия;
- предупреждение раковых заболеваний;
- предупреждение депрессии;
- предупреждение сахарного диабета;
- предупреждение гипертонии;
- и т.д.

(Пункты библиографии 8, 9, 10, 11)

На сегодняшний день вопрос «играют ли спорт и физическая активность ключевую роль в поддержании здорового образа жизни?» больше не является темой для обсуждения.

Основные вопросы на сегодняшний день:

- Как мотивировать людей на долгосрочную физическую активность?
- Как привлечь к программам физической активности неактивных людей?
- Каково значение спорта для здорового образа жизни?

Благодаря средствам массовой информации, олимпийский спорт и Олимпийские игры известны во всем мире. За летними Олимпийскими играми 2012 года в Лондоне следили 4, 8 млрд. телезрителей. Спонсоры используют Игры для размещения своих брендов и рекламы своей продукции. В то же время, Игры могут быть использованы как площадка для популяризации здравоохранения и здорового образа жизни, а участники Олимпиады могут выступать в качестве ее посллов.

Студенты как потенциальные лидеры общества испытывают все больше проблем, связанных со стрессом. В то же время, они ориентируются на Олимпийских кумиров, если дело касается таких ценностей как успех, конкуренция, выносливость и культура внешнего вида. К сожалению, они видят также и негативные стороны

спортивной карьеры, такие как употребление допинга и наркомания.

Поскольку продвижение здорового образа жизни и профилактики здоровья является важнейшей задачей общества, университеты и студенческий спорт с одной стороны и Олимпийский спорт, с другой стороны должны подумать, какой вклад они могут внести в эту сферу образования.

Немецкие ученые говорят о значении Олимпийского и студенческого спорта для популяризации здорового образа жизни, о возможностях профилактики заболеваний и приводят примеры использования этих возможностей в Европе и Германии. Они дают обзор Европейских и национальных программ в области здравоохранения, приводят примеры, разрабатывают модели и определяют их актуальность для вузов и студенческого спорта. Учреждения здравоохранения и программа здоровья в университетах Германии разрабатывают модели успешной практики и оценивают эффект студенческих спортивных программ в области здравоохранения. Федерация Университетов Германии подчеркивает важность этих программ для студенческого спорта и координирует улучшение программ в области здравоохранения путем обмена моделями передового опыта среди своих членов.

Профилактика здоровья в Европе.

Европейский Союз (ЕС) понимает, что здоровье и профилактика здоровья являются очень важными для Европейского сообщества вопросами. За последние два десятилетия в ЕС резко возросла частота случаев избыточного веса и ожирения. В большинстве государств-членов избыточный вес ожирение наблюдается более чем у 50% взрослого населения. Кроме того, подсчитано, что более 22 миллионов детей в ЕС имеют избыточный вес, и этот показатель растет на 400 000 чел. каждый год. Это говорит о серьезных проблемах со здоровьем в Европе.

Каковы действия Европейской комиссии в отношении проблем со здоровьем в ЕС? Европейская комиссия приступила к выполнению «Зеленого документа» по продвижению здорового питания и физической активности. Задача «Зеленого документа» - призвать все заинтересованные стороны внести вклад в популяризацию правильного питания и физической активности. Целью является сбор информации, которая позволит вывести борьбу с ожирением на общеевропейский уровень, с точки зрения поддержки и координации существующих национальных мер.

«Посредством «Зеленого документа» по пропаганде здорового питания и физической активности, комиссия намерена инициировать дебаты по инициативам, направленным на профилактику ожирения. Основной задачей является создание условий, при которых передовой опыт может быть использован по всей Европе» (EC Green Paper). Студенческий спорт внес общеевропейский вклад в создание этого документа посредством Европейской Сети Академических Спортивных Услуг (ENAS).

«Белый документ» Европейской комиссии о питании предлагает Евросоюзу объединить усилия в борьбе с эпидемией ожирения. Еще одно направление для развития - подчеркнуть преимущества физической активности и дать европейцам стимул чаще заниматься спортом. Необходимость вмешательства ЕС в вопросы питания и физической активности связана с тем, что плохое питание и низкий уровень физической активности приводят к шести из семи ведущих факторов риска для здоровья в Европе.

Согласно «Белому документу о Спорте» Еврокомиссии 2007 г., существует огромный потенциал для улучшения здравоохранения посредством физической активности. Второе действие, предложенное Планом действий «Пьер де Кубертен», дополняющим Белый документ, состоит в том, что «Комиссия будет поддерживать Европейскую сеть содействия оздоровительной физической активности (NEPA)».

Европейская сеть содействия оздоровительной физической активности должна укреплять и поддерживать меры повышения уровня физической активности и улучшения условий жизни, необходимых для здорового образа жизни по всей Европе. Она также должна обеспечить европейскую платформу для совместной разработки и реализации научно обоснованных политик, стратегий и программ.

Одной из важных стратегий продвижения здорового образа жизни является развитие спорта и физической активности и информирование населения о положительном влиянии спорта на здоровье. Шансы достижения этой цели велики, поскольку, как показывает статистика, 60% европейцев регулярно принимают участие в физической активности. Большинство из них занимаются спортом нерегулярно. Спорт – это надежный инструмент, позволяющий объяснить людям важность заботы о здоровье и научить их вести здоровый образ жизни самостоятельно, показывая положительный эффект физической активности.

В октябре 2008 года ЕС выпустила «Руководство ЕС о Физической Активности» с рекомендуемыми мерами по поддержке оздоровительной физической активности. Это руководство регулировало исполнение «Белого документа о Спорте», предложив более конкретное и связанное с политикой «Руководство к действию». Оно

было подтверждено министрами Спорта государств-членов ЕС, запросивших своих национальных министров здравоохранения о принятии мер в области медицинской профилактики.

Этот программный документ основан на кросс-секторальном подходе, он сообщает о пользе физической активности, дает рекомендации для сектора здравоохранения и подчеркивает важность образования, особенно путем поощрения физической активности.

Любая физическая активность, включая физические упражнения в свободное время (включая спорт и танцы), физические упражнения, связанные с профессиональной деятельностью, и физическую активность дома или возле дома, рассматриваются в документе как полезная для здоровья (Руководство ЕС).

В своей статье в журнале «Гардиан» на тему участвовавшего применения когнитивно-стимулирующих лекарств и опасения врачей по поводу последствий их применения в долгосрочной перспективе Кэтрин Хибберт писала, применение студентами стимуляторов для учебы является серьезной проблемой в Великобритании. Стресс, связанный с учебой и появление все более эффективных препаратов ведут к нездоровому образу жизни. Студенты хотят быть умнее и работать дольше, в то время как препараты становятся более эффективными и доступными чем когда-либо, а последствия их применения не так ужасны. Неудивительно, что злоупотребление такими препаратами как Риталин и Модафинил становится серьезной проблемой.

В Германии 25% первокурсников и 17% студентов второго и третьего курсов принимают препараты, повышающие производительность. Они наиболее популярны среди студентов изучающих спортивную науку (25%), студентов экономических специальностей (21%), студентов медицинских вузов (20%) студентов, изучающих психологию, и студентов инженеров (17%). (Frankfurter Allgemeine Zeitung, 2011).

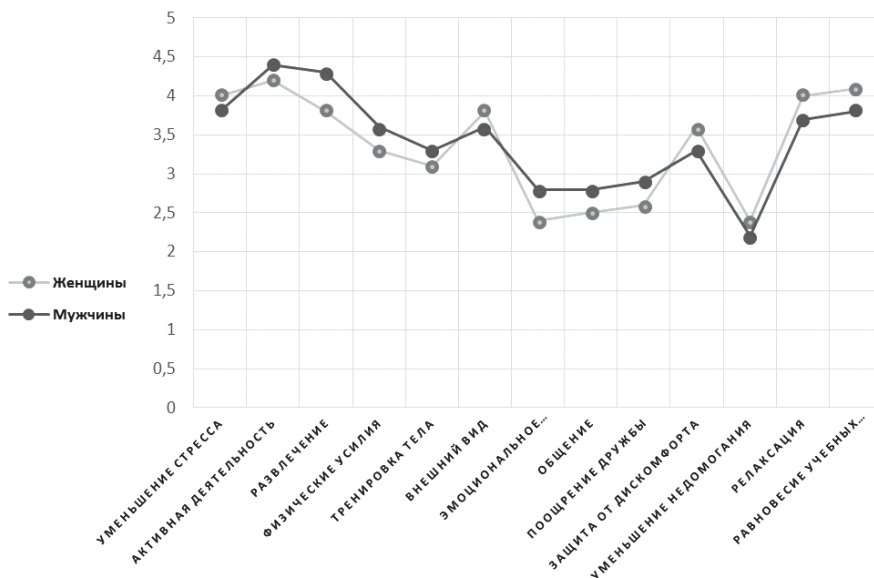
В то же время, студенты всё более самовлюбленно относятся к своему внешнему виду и к эффекту от тренировок. Студенты принимают анаболические препараты для того, чтобы быть в отличной спортивной форме и иметь идеальное телосложение. Возникает вопрос: Кто их Кумиры?

Исследование на тему состояния здоровья студентов, проведенное в Северной Рейн-Вестфалии, Германия.

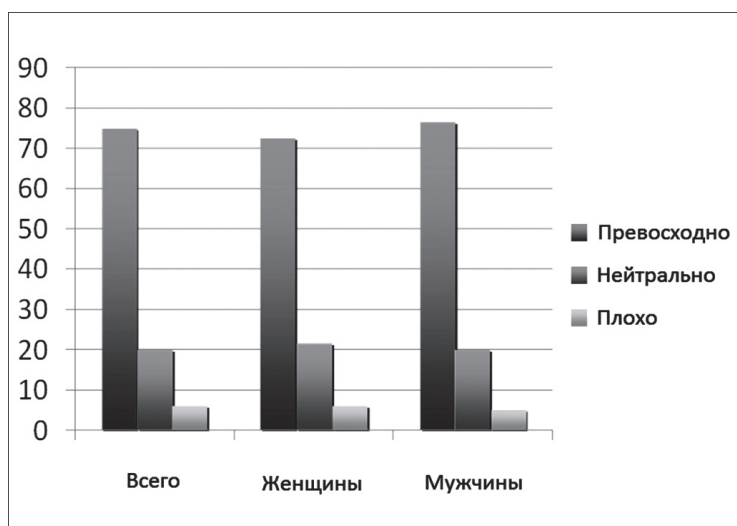
В 2007 году в федеральной земле Северная Рейн-Вестфалия в Германии (Майер, Милц, Крамер; 2007) среди студенческого населения был проведен медицинский опрос (N = 3307).

Результаты опроса студентов показали, что 87% учащихся рассматривают состояние своего здоровья как «хорошее» или «отличное» (Майер, Милц, Крамер; 2007). Однако, 10 - 40% студентов отметили, что у них есть реальные проблемы со здоровьем, а именно:

- трудности с концентрацией;
- нервозность и беспокойство;
- боль в спине;
- употребление табака и алкоголя;
- кошмары, фобии, и т.д.



Исследование состояния студентов, 2009 г. (N=7060) Мотивация (Göring, 2010).



Исследование состояния студентов, 2009 (N=7060). Оценка здоровья отдельных студентов (Göring, 2010)

Пропаганда здорового образа жизни в университетах Германии

Сеть университетов Германии, поддерживающих здоровый образ жизни, существует с 1995 года. Сеть объединяет все ВУЗы и институты прикладных наук страны. Основные аспекты работы этой сети:

- Какие факторы оказывают воздействие на здоровье студентов?
- Как студенты укрепляют и поддерживают здоровье в отдельно взятом университете?

Некоторые спортивные факультеты университетов в регионах Германии вовлечены в работу этой сети. Сотрудничество между спортивными факультетами университетов и Сетью университетов Германии, поддерживающих здоровый образ жизни, как правило, случайное и находится в стадии зарождения. Обе стороны заинтересованы в укреплении сотрудничества и в совместной работе на региональном и национальном уровне. Необходимость объединения студенческого спорта в единую сеть постоянно растет.

С начала 80-х годов поддержка здоровья, как важного вопроса в студенческом спорте, находит свое воплощение в курсах ориентированных на здоровье.

Примеры пропаганды спортивного и здорового образа жизни в немецких университетах

Как обстоят дела со студенческим спортом в Германии? Он, как правило, необязательный, непрофессиональный, в основном массовый и развлекательный, популярны игровые виды спорта.

В среднем 66% студентов еженедельно занимаются спортом и 38,3% из них (активные в спорте студенты). Во многих университетах почти 100% учащихся знают «что такое университетский спорт?» (Göring, 2010). Центры студенческого спорта организованы преимущественно профессионально и имеют комплексную структуру управления. Национальные программы здравоохранения в университетах смогли добиться организации целевой группы состоящей примерно из 2,1 млн. студентов и более 400 000 сотрудников.

Рассмотрение роли студенческого спорта в образовательных программах для управления здоровым образом жизни, означает изучение приоритетов и целей студенческого спорта. Цели, которые необходимо достигнуть в студенческом спорте:

- наслаждаться физической активностью;
- больше физических упражнений, чем спорта (спорт часто ассоциируется со слишком высокими задачами или поведением);
- вести здоровый образ жизни – это благо;
- спорт и здоровый образ жизни напрямую связаны с качеством жизни;
- социализация в спорте, как общественное благо.

Студенческий спорт в целом, и в частности, может обеспечить более высокий уровень здравоохранения, студенты смогут ощутить положительный эффект физической активности на своем здоровье, тренируясь и посещая релаксационные программы.

Здравоохранение в рамках инициатив, связанных с развитием здорового кампуса, являются вкладом студенческого спорта в программу пропаганды здорового образа жизни в Европе.

Главные цели университета, как образовательного учреждения «третьего уровня» - образование и исследования. Студенческий спорт, как часть научного мира, должен заниматься образованием для здорового образа жизни. Институты студенческого спорта в высшем учебном заведении информируют студентов и сотрудников о влиянии физической активности. Важно доказать учащимся, что они лично несут ответственность за свой здоровый образ жизни, указать на долгосрочные негативные последствия злоупотребления препаратами.

Обмен опытом через сети сохранения здоровья «Health Prevention» и «Pausenexpress» Федерации студенческого спорта Германии

Сети здравоохранения «Health Prevention» и «Pausenexpress» оказывают устойчивое влияние на Федерацию студенческого спорта Германии.

Сети здравоохранения и Федерация студенческого спорта обмениваются опытом в области соответствующих программ по здравоохранению, а так же являются коммуникационной платформой для продвижения здорового образа жизни в немецких университетах. Главной целью исследования был сбор основных моделей передового опыта в программах, связанных со здоровьем. Выделим следующие моменты:

- индивидуальные программы;
- больше ежедневных физических упражнений, чем профессионального спорта (спорт часто ассоциируется со слишком высокими задачами или поведением);
- маленькие группы и индивидуальный подход;
- приятные впечатления уже с первых занятий (“Будет ли эффект сразу?”);
- ощущение благополучия;
- занятия спортом проходят рядом с домом, с работой;
- справочная информация о физической активности и здоровом образе жизни (в том числе отдых, питание).

Программа «Pausenexpress», 15-минутная программа с низким уровнем физической активности на рабочем месте, была разработана по стандартам качества и может быть использована всеми членами немецкой федерации студенческого спорта. Основная программа профессионального образования предназначена для всех инструкторов «Pausenexpress».

В то же время, в университетах к этой программе присоединились несколько тысяч сотрудников.

Выводы

Олимпийский спорт и спортсмены-олимпийцы могли бы стать отличными промоутерами и послами здорового образа жизни в обществе, используя в то же время фактор влияния СМИ на студентов. Студенческий спорт с огромной целевой группой - будущих лидеров общества, может стать великолепной коммуникативной площадкой для обучения здоровому образу жизни. Олимпийская идея и потенциал студенческого спорта должны быть использованы в совершенствовании общей стратегии по пропаганде здорового образа жизни и информирования студентов о позитивном влиянии спорта на личность и общество.

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WOMEN IN UNIVERSITY AND OLYMPIC SPORT

Etsuko Ogasawara

Professor and Chair of Department of Sport Management, Juntendo University, Tokyo, Japan Former Co-Chair of the IWG to organize the 4th World Conference on Women and Sport in Kumamoto, Japan in 2006

The 4th World Conference on Women and Sport was held in Kumamoto, Japan from 11- 14 May 2006. The theme of the conference was "Participating in Change." The conference drew over 700 delegates from 100 different countries and regions. The legacy of this World Conference was the Kumamoto Commitment to Collaboration.

In order to realize gender equality in and through sport, we commit to building a network for close collaboration with relevant agencies and individuals. For the following four years (2006-2010), we further developed the vision of active participation in change born at the Kumamoto Conference. Have we been moving forward to build a collaborative international network to advance women and sport movement after the conference?

This paper will review international movement as an example to examine the collaborative network as the former Co-chair of the IWG for the 2006 Kumamoto Conference.

World Conference on Women and Sport – Brighton Conference

The First World Conference on Women and Sport that was held in Brighton, England in 1994 with 280 delegates from 82 countries participated at the conference. The conference generated three important results: first, the historic Brighton Declaration; second, an International Strategy on Women and Sport to provide a common set of objectives for the women and sport movement, particularly by decision makers and influencers; and finally the International Working Group on Women and Sport (IWG: www.iwg-gti.org). The IWG is a fine example of what can happen when people come together in the spirit of cooperation — determined to make a difference. The aim of the Brighton Declaration — and hence the aim of the IWG — is to develop a sporting culture that enables and values the full involvement of women in every aspect of sport. The Declaration calls on governments, non-governmental organizations, and all institutions involved in sport in the aspects of ten principles of Brighton Declaration. The Brighton Declaration is an extremely valuable tool for entering into discussions with key political leaders for the first time. It has been promoted all over the world including at IOC and IPC. However, simply endorsing the Declaration is not enough. Equally important is the progress that has been made since the Brighton Conference in implementing the Declaration's 10 principles.

Recently, on behalf of the Qatar Olympic Committee, the Qatar Women's Sports Committee (QWSC) has endorsed the Brighton Declaration on Women and Sport at the 2013 IWG Annual Meeting in Doha, Qatar in April 3-5, 2013. The declaration was signed by QWSC President Ahlam Salem Al-Mana and IWG Co-Chair Raija Mattila at the declaration exercising ceremony presented by HE Sheikh Saoud Abdulrahman Al-Thani, Qatar Olympic Committee General Secretary and CEO.

I believe that this historical moment was brought by people who have believed the Qatari women's future development since the beginning of the developing stage.

The 2nd Asian Conference on Women and Sport

The 2nd Asian Conference on Women and Sport was successfully organized in Doha, Qatar in 2003 under the direction of Dr. Aneesa Al-Hitmi, president of Qatar Women's Sports Committee. One female representative from each Asia country and region was invited to the conference with participants from thirty-eight countries and regions out of 45 in Asia. We appreciated Qatari's contribution that enabled us to gather in one place over three days to advance the Asian women and sport network. Most of the preparation work was conducted by Mr. Yacine Kabbage, the AWG and IWG secretary general (2002-2006) with members from Qatar Women's sport committee and Qatar Olympic Committee including the Secretary General of the QWSC, Ms. Ahlam Salem Al-Mana, (current President of the QWSC). Additionally, fruitful speakers were invited from all over the world and they contributed to the excellent conclusion of the conference, which was the Doha Conference Recommendation. A historical occurrence of the conference was that the 1st Olympic Council of Asia (OCA) women and sport committee meeting was also organized in conjunction with this conference. As this stage, we believed Asian women and sport network could work together to advance the status of women in sport in Asia.

After the 2006 World Conference on Women and Sport in Kumamoto

As mentioned at the beginning, the 4th World Conference on Women and Sport was held in Kumamoto, Japan in 2006. After the Kumamoto Conference, Ms. Natalya Sipovich, Kazafstan Olympic Committee was reelected as a chair

of the Women and Sport Committee at the OCA. In addition, Ms. Beng Choo Low, vice president of Olympic Council of Malaysia, and Secretary General of International Softball Federation was appointed as a member of IOC women and sport commission in 2008. This was one of the biggest advantages for Asian network on women and sport.

Success Stories from All Over the World

According to the report of the IWG secretariat, 340 signatories of the Brighton Declaration were conducted by April 2013. Some examples of success stories on women and sport movement will be introduced at the presentation.

One of the examples is Japan. After signing the Brighton Declaration by the Japanese Association for Women in Sport (JWS) and Japanese Olympic Committee (JOC), Japanese government, Ministry of Education, Culture, Sports, Science and Technology (MEXT) became a big supporter to promote female athletes. MEXT decided to start a new project "the Female Athletes Strategic Support" since 2011. As a result of the project, the strategic report was published in March 2013. The report is created based on the Sport Basic Act. The report proposed a course of action from the evidential support to solve the challenges in strengthening female athletes and aims to build a sustainable support system for female athletes to improve the international competitions and to gain more medals. While the details of the report will be introduced at the presentation, the report is composed of the three aspects such as physical-physiological, psycho-social, and organizational-environmental aspect by reviewing the existing data in the world and collecting data from Japanese elite female athletes, coaches and performance directors. A new database on women and sport was also developed in this project, so the actual database will be introduced at the presentation.

Twenty Years since Brighton Conference in 2014

2014 will mark twenty years since the issue of the Brighton Declaration, and over the next several years the IWG is undertaking a monitoring evaluation concerning the progress that has been made globally since its inauguration. The completion of this evaluation will coincide with 2014 World Conference on Women and Sport in Helsinki, Finland in June 12-15, 2014.

While signing the Brighton Declaration is an important step towards improving gender equality within the university sports movement, arguably the most important steps take place after it's signing. These concrete actions have empowered women and, in turn, advance the university sports movement.

According to the presentation of Ms. Raija Matilla, IWG Co-chair for the 2014 World Conference on Women and Sport, at the 10th FISU Forum in Taipei in 2012, "the university sports movement is in a unique position to be a real front runner with respect to changes in the gender equality status quo and women's empowerment." Then, she mentioned that universities have long been considered "hot spots" for radical thinking and the questioning the status quo these questions eventually percolate into research, which has the power to provide novel insights and define renewed paradigms. She also insisted that FISU member organizations and their associated universities represent some of the best and the brightest young talent and nothing was won when women were overlooked. Finally she celebrated the FISU's endorsement of the Brighton Declaration, and expressed her expectation for collaborative work for each other to find a place within the global movement for gender equality in sport and beyond.

Finally, my conclusion for women in university and Olympic sport will be presented at the conference.

ЖЕНЩИНЫ В УНИВЕРСИТЕТСКОМ И ОЛИМПИЙСКОМ СПОРТЕ

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Бывший сопредседатель Международной рабочей группы по организации 4-й Международной конференции на тему «Женщины и спорт» в г. Кумамото (Япония) в 2006 году*

4-я Международная конференция по положению женщин в спорте прошла в г. Кумамото (Япония) с 11 по 14 мая 2006 года. Тема конференции – «Участие в переменах». На мероприятии присутствовало 700 делегатов из 100 различных стран и регионов. Результатом Международной конференции стало Обязательство о Сотрудничестве Кумамото.

В целях достижения гендерного равенства в спорте, мы взяли на себя обязательство создать международную сеть для тесного сотрудничества с соответствующими учреждениями и отдельными лицами. В течение последующих четырех лет (2006-2010) нами была разработана концепция активного участия в переменах, начало которым было дано на Конференции в г. Кумамото.

Предпринимали ли мы какие-либо совместные действия для создания вышеупомянутой сети, способствующей прогрессу движения «женщины и спорт» после конференции?

В данной статье сопредседатель МРГ на Конференции 2006 года в г. Кумамото Этсуко Огасавара приведет обзор международного движения, дабы рассмотреть результаты работы сети сотрудничества.

Международная конференция на тему «женщины и спорт» – Брайтонская конференция

Первая Международная конференция на тему «Женщины и спорт» прошла в Брайтоне (Англия) в 1994 году. В ней приняли участие 280 делегатов из 82 стран мира. Конференция принесла три существенных результата: во-первых, историческая Брайтонская Декларация, во-вторых, Международная стратегия по положению женщин в спорте, устанавливающая ряд общих целей для достижения успеха движения о равенстве женщин в спорте, в первую очередь, при содействии авторитетных лиц, влияющих на принятие решений и, наконец, Международная рабочая группа по вопросу «Женщины и спорт» (МРГ: www.iwvg-gti.org). МРГ является прекрасным примером результата объединения людей, движимых единой идеей – изменить ситуацию к лучшему. Цель Брайтонской Декларации и, следовательно, цель МРГ – развитие спортивной культуры, позволяющей женщинам всецело участвовать во всех аспектах спорта и признающей ценность подобного участия. Декларация призывает правительства, неправительственные организации и учреждения, ответственные за спорт, соблюдать ее 10 принципов. Брайтонская Декларация – чрезвычайно ценный инструмент в процессе первичного обсуждения ситуации с ключевыми политическими фигурами. Теперь ее влияние ощущается глобально, включая МОК и МПК. Однако просто принять Декларацию недостаточно. Не менее важным является прогресс в реализации вышеупомянутых 10 принципов, который был сделан с момента проведения конференции в Брайтоне.

Недавно, по распоряжению Олимпийского комитета Катар, Женский спортивный комитет Катар (ЖСКК) одобрил Брайтонскую Декларацию «Женщины и спорт» на 2013 ежегодном совещании МРГ в г. Дохе (Катар), состоявшемся 3-5 апреля 2013 года. Декларация была подписана президентом ЖСКК Ахлам Салем Аль-Мана и сопредседателем МРГ Райя Маттила. Подписание состоялось на церемонии принятия Декларации, представленной Его превосходительством шейхом Саудом Абдульрахманом Аль-Тани, генеральным секретарем и исполнительным директором Олимпийского комитета Катар.

Я считаю, что этот исторический момент стал возможным благодаря людям, которые верили в лучшее спортивное будущее для женщин Катар с самого начала.

2-я Азиатская конференция на тему «Женщины и спорт»

2-я Азиатская конференция на тему «Женщины и спорт» была успешно организована в г. Дохе (Катар) в 2003 году под руководством доктора Аль-Анееса Хитми, президента Женского спортивного комитета Катар. Из каждой страны и региона Азии было приглашено по одной женщине-представителю. В итоге на конференции были представлены 38 стран и регионов Азии из 45. Мы высоко оценили вклад Катар, благодаря которому мы смогли собраться в одном месте и в течение трех дней усердно работали над улучшением положения азиатских женщин в спорте и развитием международной спортивной сети учреждений. Большая часть подготовительных работ была проведена господином Ясином Каббажем, генеральным секретарем СРГ и МРГ (2002-2006) в сотрудничестве с Женским спортивным комитетом Катар и Олимпийским комитетом Катар, в том числе генеральным секретарем ЖСКК, госпожой Ахлам Салем Аль Мана (ныне президент ЖСКК). Кроме того, были приглашены опытные спикеры, которые способствовали продуктивному завершению конференции, результатом которой стала Рекомендация Конференции в Дохе. Также, благодаря этой конференции, было организовано первое совещание Комитета по женскому спорту Олимпийского совета Азии (ОСА). На сегодняшний день мы уверены, что азиатские женщины могут сотрудничать с международной спортивной сетью для улучшения положения женщин в спорте в Азии.

После завершения Всемирной конференции на тему «Женщины и спорт» в Кумамото.

Как уже упоминалось ранее, 4-я Международная конференция на тему «Женщины и спорт» была проведена в г. Кумамото (Япония) в 2006 году. После конференции г-жа Наталья Сипович из Олимпийского комитета Казахстана

была переизбрана председателем Комитета ОСА по вопросам положения женщин в спорте. Кроме того, г-жа Бэнг Чу Лоу - вице-президент Олимпийского совета Малайзии и генеральный секретарь Международной федерации софтбола была назначена членом Комиссии по вопросам положения женщин в спорте при МОК в 2008 году. Это стало одним из самых больших достижений для азиатской сети в вопросе положения женщин в спорте.

Истории о победах со всего мира

Согласно докладу Секретариата Международной рабочей группы, к апрелю 2013 г. количество сторон, подписавших Брайтонскую Декларацию, составило 340. Некоторые примеры успехов движения «Женщины и спорт» будут представлены на презентации.

Одним из таких примеров является Япония. После подписания Брайтонской Декларации Японской ассоциацией женщин в спорте (ЯАЖС) и Олимпийским комитетом Японии (ОКЯ) японское правительство, министерство образования, культуры, спорта, науки и технологий (МEXT) организовали широкую поддержку женщин-спортсменок. МEXT решило запустить новый проект «Стратегическая поддержка женщин-спортсменок» с 2011 года. Как результат, в марте 2013 г. был опубликован стратегический доклад, который базируется на Основном Спортивном Акте. В докладе предлагаются меры оказания поддержки для усиления положения спортсменок во всех видах спорта и создания устойчивой системы поддержки спортсменок на международных соревнованиях для того, чтобы женщины-спортсменки могли завоевывать больше медалей. Несмотря на то, что детально доклад будет представлен на презентации, стоит упомянуть, что доклад состоит из трех аспектов: физиологического, психосоциального и организационно-экологического и получен путем анализа существующих данных в мире и данных, полученных от элитных японских спортсменок, тренеров и директоров по соревнованиям. Новая база данных по положению женщин в спорте также была разработана в рамках этого проекта, и она будет представлена на презентации.

Двадцать лет после Брайтонской Конференции в 2014 г.

В 2014 г. будет 20 лет с момента появления на свет Брайтонской Декларации, и в течение следующих нескольких лет МРГ будет проводить оценочный мониторинг прогресса и результатов, полученных с момента создания Декларации. Завершение оценочного мониторинга совпадает с периодом проведения Международной конференции на тему «Женщины и спорт», которая состоится в г. Хельсинки (Финляндия) с 12 по 15 июня 2014 года. Хотя само подписание Декларации является значительным шагом на пути к гендерному равенству в рамках движения студенческого спорта, пожалуй, самые важные шаги делаются только после подписания. Эти конкретные действия дали женщинам больше возможностей и, в свою очередь, способствовали движению студенческого спорта.

Согласно презентации г-жи Райа Матилла, сопредседателя МРГ на Международной конференции на тему «Женщины и спорт» в 2014 г., на 10-м форуме ФИСУ, состоявшемся в Тайбэе в 2012 году, движение студенческого спорта имеет уникальную возможность внести изменения в статус-кво в вопросе положения женщин в спорте и расширения их возможностей. Затем, она отметила, что университеты уже давно считаются «очагами» радикального мышления и, ставя под сомнение статус-кво, эти вопросы в конечном итоге перетекают в исследования, в результате которых появляются новые идеи и определяются новые парадигмы. Она также настаивала на том, что организации ФИСУ и связанные с ними университеты представляют одни из лучших и самых ярких молодых талантов, и что никто не оставался в выигрыше, когда на женщин не обращали внимания. Наконец, она с радостью отметила одобрение ФИСУ Брайтонской Декларации и выразила надежду на сотрудничество друг с другом с целью прийти к гендерному равенству в спорте и за его пределами в рамках глобального движения.

Наконец, мои выводы о положении женщин в университетских и олимпийских видах спорта будут представлены на конференции.

UNIVERSITY AND OLYMPIC SPORT: TWO MODELS - ONE GOAL?

Natalia Parshikova

D.Ed., Professor, State Secretary - Deputy Minister of Sport of the Russian Federation, Russia

University and Olympic Sport presents very close, analogous and complementary concepts, which are two global directions in sport achievement. Olympic and University Games are the most important and significant events in the world of Sport.

The Community of two models is traced in many aspects: since the history of their foundation till the main goals and ideology of Games - the development of the highest sport results, the strengthening of sport values, the supporting and protection of Sportsmen's interests and also encouragement of honest Games, persistence, effective competition and personal self-fulfillment.

At the present time Sport is a factor which influences the forming of International relations, communication and cooperation, the main method of new generation's education and therefore it influences the Society

The question how do this process is occurred in Russian Federation, which changes did the Games 2013 in Kazan provoke and also the question of the Heritage of Universiade 2013 are to be reproduced in the presentation of Natalia Parshikova, state Secretary - Deputy Minister of Sport of the Russian Federation

УНИВЕРСИТЕТСКИЙ И ОЛИМПИЙСКИЙ СПОРТ: ДВЕ МОДЕЛИ – ОДНА ЦЕЛЬ?

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Университетский и Олимпийский спорт являются очень близкими, схожими, взаимодополняющими понятиями, представляющими собой два глобальных направления спортивного движения, а Олимпийские и Университетские игры - наиболее важными и значимыми событиями в спортивном мире.

Общность двух моделей прослеживается во многих аспектах: начиная с истории возникновения и заканчивая их основными целями и идеологией - развитием высших спортивных достижений, укреплении спортивных ценностей, поддержке и защите интересов спортсменов, а также поощрением честной игры, настойчивости, здоровой конкуренции и личностного самосовершенствования.

В настоящее время спорт является фактором, влияющим на формирование международных связей, общения и сотрудничества, важнейшим средством воспитания нового поколения, а следовательно влияния на общество.

Каким образом происходит этот процесс в Российской Федерации, а также какие изменения произошли в Российском обществе в связи с проведением масштабных Студенческих Игр 2013 года в г.Казани и в преддверии Олимпийских игр 2014 года в г.Сочи расскажет статс-секретарь - заместитель Министра спорта Российской Федерации Паршикова Наталья Владимировна.

HOW CAN UNIVERSITY AND OLYMPIC SPORT CONTRIBUTE TO A HEALTHY LIFESTYLE?

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A look at the final medal tally at the XX Olympiad in London reveals that certain nations enjoy particular success on the running track and the marathon. Compelling examples are that of east African athletes from Kenya and Ethiopia, with their domination of middle- and long-distance running and that of athletes from Jamaica and the USA, with their domination of sprint events. The London results have undoubtedly enhanced the concept that certain ethnic groups possess some inherent genetic advantage predisposing them to superior athletic performance. However, there is no genetic evidence to suggest that this is the case, although research is ongoing and predominantly implicates environmental factors. It is widely acknowledged that secular trends in physical activity during the last 50 years in the developed world are primarily responsible for the obesity epidemic and for the general demise in physical fitness. This demise in physical fitness especially in young children and adolescents may provide a more plausible explanation for the dominance of athletes predominantly from rural areas in poor developing countries such as Kenya, Ethiopia and Jamaica where physical activity and health-related fitness remains largely unaffected. Currently, university and Olympic sports do not impact significantly in reversing the obesity epidemic and the general demise in physical fitness and sporting performance. With such a large body of the population at risk of developing adverse health behaviours, there is an urgent need for universities and sporting organisations to encourage healthier living in their student/athlete populations. A closer relationship between university and Olympic sports such as the Jamaican model in athletics where universities reach out to the neighboring and inner city communities to involve youth in organized recreational and competitive sports is required in order to positively influence current health and sport performance trends.

КАК СТУДЕНЧЕСКИЙ И ОЛИМПИЙСКИЙ СПОРТ МОГУТ СПОСОБСТВОВАТЬ ЗДОРОВОМУ ОБРАЗУ ЖИЗНИ?

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Обзор общего медального зачета XX Олимпийских Игр в Лондоне показывает, что определенные нации пользуются особым успехом в беговых видах легкой атлетики, включая марафонский бег. Убедительным примером являются восточноафриканские спортсмены из Кении и Эфиопии, превосходящие всех по показателям в беге на средние и длинные дистанции, и спортсмены из Ямайки и США, доминирующие в спринтерских состязаниях. Результаты, полученные в Лондоне, несомненно, укрепили идею о том, что определенные этнические группы обладают генетическим преимуществом, предопределяющим их превосходную спортивную подготовку. Тем не менее, нет никаких генетических оснований предполагать, что это так, хотя исследования в этой области продолжаются и касаются, в основном, факторов окружающей среды. Всеми признано, что тенденции в физическом воспитании в развитых странах мира в течение последних 50 лет являются основной причиной эпидемии ожирения и общего спада физической активности. Этот спад, в особенности среди маленьких детей и подростков, представляет собой более убедительное объяснение превосходства спортсменов из сельской местности бедных развивающихся стран, таких как Кения, Эфиопия и Ямайка, где степень физической нагрузки и спортивная подготовка остались практически без изменений. В настоящее время университетский и олимпийский спорт не оказывают существенного влияния на борьбу с эпидемией ожирения и общим спадом физической активности и интенсивность спортивных занятий. Учитывая тот факт, что значительная часть населения более склонна к ведению нездорового образа жизни, существует острая необходимость поощрения в университетах и спортивных организациях здорового образа жизни студентов/спортсменов. Для положительного влияния на существующие тенденции в области спорта и здоровья необходимо более тесное взаимодействие между университетским и олимпийским спортом. Хорошим примером этому служит ямайская модель, в которой университеты сотрудничают с общинами своего города и соседних городов для вовлечения молодежи в организованные оздоровительные и спортивные мероприятия.

BUSINESS EDUCATION IN RUSSIAN SPORT

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In the upcoming decade, Russia will become the host of multiple sports events of global significance: Kazan is conducting the World University Games, Sochi will welcome the Olympic Torch in 2014, and in 2018 Russia will hold the most long-awaited event for Russian fans – the FIFA World Cup. Russia has already been organising international competitions and world championships on a regular basis. Is Russia interested in holding events of this magnitude? Does Russian sport have the human resources to hold such events? Most importantly – how are the professional human resources trained for conducting the sports events which play such a vital role in Russia's international integration?

Today's Russia is strengthening its positions in the world community in various fields – economic liberalisation, active participation in international political processes, membership in international organisations, organisation of the international events which shape the image of the new Russia and create Russia's reputation as an active member of the global community.

A country's international image is quite a relative concept and is often linked to the development of cognitive and emotional processes in the perception of the global community. That is the reason why sport, which requires maximum involvement of all contact audiences, becomes an effective tool in shaping a country's image, a process involving countries and peoples.

The Olympic Games, world championships and tournaments have always been an arena where states assert their ambitions, while sport has probably been the most powerful form of national self-expression. Even during the "cold confrontation", the rivalry for medals between Soviet and American athletes was compared with the "battle of the giants," and the ranking of the countries' importance was decided based on the number of medals they won. Therefore, the participation of Russian athletes in international sports competitions as well as hosting such events acquire national importance, and the accomplishments in major sports events become a real indicator of the state's power and get a foreign policy connotation.

In this connection, Russia's integration into the global community should be viewed through the prism of the long-term strategy for the development of sport and sports infrastructure. At the same time, training athletes and holding sports competitions of the international level should be considered strategic tools of Russia's national policy.

Much is being done in modern Russia for the development of the national sports industry: the social importance of physical culture and sport is enhanced, and major sports projects are given first priority and declared to be the principal concern of national sports policy for the upcoming decades. In particular, these measures include the construction and renovation of sports venues (buildings and structures), the organisation of sports events, the creation of partnership relations with the businesses engaged in the development of the sports infrastructure, the revival of interest in the fans as active participants in the creation of sports products.

With the increase of the visual effect and, therefore, of the commercialisation of sports events, the participation of athletes in competitions and the conduct of competitions are accompanied by an active campaign based on economic, management and marketing mechanisms. Sports events are no longer limited to training athletes, and they include multifaceted activities on the part of all members of the sports community.

Today, global sports events are, first of all, long-term state business projects, for the implementation of which investors are involved, strategic business partnerships are formed, the infrastructure of professional and mass sport is created, the tourism development strategy is realised, and many other fields of the socio-economic development of the country are lined up.

The modern sports infrastructure includes not only the sports product (as the result of the athlete and coach's work) but also the market of sports goods and services, the market of television broadcasting rights, sponsorship, the work of sports agencies, the construction and operation of sports buildings and structures. Hence, the strategic success of an athlete or a team at competitions is the result of the efforts by a professional team of experts in various fields – coaches, doctors, heads of clubs and teams, sports agencies, competition organisers, the media, the governmental bodies supervising the country's sports infrastructure, and, finally, fans. Only a well-established system of interaction of all these elements can secure the success of an athlete, a team, and, ultimately, of the country.

It is obvious that the focus shifts from the immediate “sports product” towards the systemic sports infrastructure, which includes all elements of the preparation of the successful performance of athletes at international competitions. Practice has shown that though, in such a system, teams and coaches retain an important role, they become equivalent elements in a larger system which provides success in the world sports arena. This shows the need for a systematic approach to the development of concepts, methods and strategic approaches to administrative, organisational and management technologies in sport.

However, whereas the sports infrastructure in international practice is a fully established system which uses smooth mechanisms, in Russia it is only at the beginning of its formation and is characterised by underdevelopment (possibly, with the exception of Moscow, St. Petersburg and Kazan), inefficient management and marketing, the lack of economic and commercial planning in the development strategy, and the inability of sports organisations to earn money independently. This leads to the insufficient competitiveness of Russia’s athletes, teams and clubs in the world sports arena.

Therefore, Russia’s fully-fledged integration into the international sports community requires fundamentally new approaches to the strategic and administrative-organisational planning of sports organisations’ activity as well as to the development of human resources – the training of highly qualified specialists for the sports industry, including athletes and coaches, medical staff, club and team managers, administration and office management experts, sports venue managers, sports officials and other specialists in related fields who ensure the effectiveness of the system as a whole.

To ensure the fully-fledged development of the sports industry in Russia, it needs to be provided with qualified human resources, in other words, firstly, it is necessary to train professional management staff, and, secondly, to equip the management of sports organisations with effective industry-specific management technologies. And whether it is a club, a team, a federation or an individual athlete – all of them are the elements of a large socio-economic and administrative-management system, to whom the principles and methods of strategic management can be applied and where all known management functions – planning, organisation and control – work. As for marketing, it is not only a specific management function but also a fundamental strategic tool because it is thanks to the marketing that you get as close as possible to the market, that is, to the consumer – the supporter, the fan, the buyer of sports services – taking into consideration the particularly great emotional attachment of the latter to the sports product (to an athlete, a club, an event).

Sports education is not a new topic for Russia. For many years, even decades, our country has been promoting commitment to sports, healthy living, mass involvement in sports along with the government policy aimed at training athletes and coaches. History knows facts when Soviet leaders personally took part in the selection of coaches for training the team for the Olympic Games. The Soviet school for training athletes and coaches was among the best in the world, and it was famous for the thoroughness of specialist training. Among the legendary Soviet and Russian higher educational institutions are, in the first place, the Russian State University of Physical Education, Sport, Youth and Tourism (RSUPESY&T, Moscow) and the Lesgaft National State University of Physical Education, Sport and Health, St. Petersburg (Federal State Educational Institution of Higher Professional Education “NGU named after P.F. Lesgaft, St. Petersburg”), which have nurtured generations of specialists in the field of physical culture and sport.

We have inherited a five-year model of specialist training from the Soviet system. One of the main problems of the Soviet system of specialist training for the needs of the sports industry was the fact that sports universities always focused on training professionals with one specialty – coach-teacher – and they did not provide an opportunity to gain additional qualifications within that specialty. After graduating from one institute, a young specialist could enrol in another university and could receive specialization in another field – economic, legal etc. However, this approach had a significant limitation – the curricula of different universities were not interlinked; therefore, a young specialist had to combine the obtained knowledge and learn to use it in practice independently. Meanwhile, graduates of economic and management universities always faced tough competition from former athletes and coaches, who had no specialist management training but they knew the specifics of the industry and traditionally occupied decision-making positions in sports organisations and carried out management work. In the conditions of public funding of the sports industry, the issue of the development of business technologies and management did not arise, and that contributed to further focusing of universities on training athletes and coaches as the key link of the sports community.

However, today’s international system of athlete training is undergoing qualitative changes – the leading sports powers are making a shift towards the establishment of new technological foundations for the development of physical culture and sport based on the use of the latest achievements not only in the field of physical education, pedagogy and psychology but also economics, law, management and marketing in sports, as well as in the field of business process management.

Given the new demands of the sports industry, new educational standards for training specialists in the field of physical culture and sports have been developed in recent years. New training programmes emerged, among them "Sports industry foundations", "Olympic movement and international sports organisations", "Sports law", "Sports marketing", "Personnel management in sports organisations", "Organisation of work with sponsors", "Planning and organisation of competitions", "Financial provision of sports organisations' activity", "Advertising and PR in sports" and "Sports medicine and doping".

Moreover, since the signing of the Bologna Declaration in 2003, Russia has joined the process of the formation of the single European Higher Education Area. Further improvement of higher professional education in Russia is associated with the implementation of the ideas of this Declaration, so that the new educational standards ensure the international recognition of Russian education and the convertibility of the qualifications issued by Russian higher educational institutions.

In accordance with the new standards, the training of specialists for the sports industry, including sports managers, is now carried out on programmes of different levels – bachelor's, master's, MBA, professional retraining, further training courses of various duration.

Interestingly, with the rising demand for the new educational programmes, apart from the state sports universities, which are the traditional leaders in specialist sports training (at present, about one hundred Russian universities offer specialist training as well as bachelor's and master's programmes), non-industry (non-sports) universities and educational centres are now also engaged in training professional staff for the sports industry. They turned out to be more flexible in aggregating educational resources and entered the educational services market with numerous commercial further training and professional retraining programmes in "Sports management," "Sports administration" and related specialisations.

Experience shows that the most successful are additional sports business education programmes created by partnerships between strong state universities equipped with a solid educational and methodological base and teaching staff, on the one hand, and relevant commercial structures providing the practical aspects of the educational programme, on the other hand.

Such partnership facilitates and speeds up the development of specialised programmes for retraining athletes and coaches, as well as further training programmes for mid-level managers of sports organisations who have no sports education.

The Russian Management Academy (RMA) – an educational company based at the State University of Management and the Moscow University for Industry and Finance "Synergy" (MUIF "Synergy") – has been actively involved in the education process in the field of "Sports management and administration", and it has been enthusiastically developing management disciplines in the Sports Management Department. The Moscow State Institute (University) of International Relations of the Ministry of Foreign Affairs of Russia has opened a specialised MBA programme "International business and business administration in sports and tourism" and "Sports management» designed for professional retraining of top- and mid-level managers of sports organisations. The Plekhanov Russian University of Economics has established the Higher School of Sports Industry Department. Additionally, the Lomonosov Moscow State University is actively developing programmes of sports business education in collaboration with the Autonomous University of Madrid.

Special mention must be made of Russia's broadening international cooperation in the field of sports education, which paved the way for the emergence of international educational centres for training sports managers in Russia – the Russian International Olympic University (RIOU, Sochi) and the FISU International Education Centre (Kazan). The special feature of these centres is the high concentration of global educational resources with the aim of training top-level managers for the management of Olympic venues, the organisation of spectacular events of international level, as well as with the aim of training specialists in the field of management, marketing, logistics, law and international diplomacy for sports organisations. In 2013, the RIOU is launching its first MSA (Master of Sport Administration) international educational project.

As a rule, the above-mentioned higher educational institutions and educational centres offer additional professional education programmes and further training programmes which last from one and a half to two years, as well as short-term seminars and workshops. Well-known Russian and foreign experts are often involved in these programmes as business trainers.

Talking of the dilemma "sport for business" vs. "business for sport," it is important to make note of another characteristic feature – the creation of such educational programmes can be initiated by either business or university.

In the first case, commercial structures, i.e. business, initiate applied educational projects of the EMBA (Executive Master of Business Administration) level for the corporate training of their staff or for the development of future human resources on the basis of general educational programmes of higher educational institutions. In the second case, a higher educational institution independently creates a programme of additional business education of the MBA (Master of Business Administration) level and invites for training established specialists with working experience in the sports industry. General MBA courses offer training to sports officials where they can get fundamental knowledge of economics, law, management and marketing, which they require for the implementation of their organisations' development strategies.

It should be noted that medium-length programmes of up to one year are most popular with participants in additional education programmes as, during a short period of study, such programmes provide them with an opportunity to focus on the skills of strategic and operational management in sports organisations. An important advantage of such programmes is the flexible training mode which allows you to study without having to leave your job.

Considering the current goals and tasks of Russia's sports industry, which are, first of all, associated with the pressing need to quickly provide human resources for the current management of sports organisations and for holding sports events of global importance in the coming years, the additional professional education programmes are the most effective form of training managers for the sports industry. There are several reasons why such programs are relevant for the industry. Firstly, professional training in these programmes requires less time compared with the traditional bachelor's and master's programmes (i.e. 1.5 – 2 years of training). Secondly, normally there is no need to leave your job during the training period. Thirdly, the training is aimed at narrow specialisation since such programmes are designed for specialists with experience in the industry, and that allows applying special techniques and methods designed for a professional audience. And, finally, participants receive a fundamental business education (unlike seminars, workshops and further training courses) and business knowledge, necessary for carrying out strategic and operational management activity in their organisations.

Thus, the modern Russian educational system is being realized on a multi-level educational platform and enables the modelling of business education programmes in different fields, including specialised programmes for training and retraining for all management levels of sports organisations.

For top-level management of sports organisations, the Russian educational platform offers MBA and EMBA level programmes in "Sports management," "Sports administration" and related specialisations, which last 1.5–2 years.

For mid-level management of sports organisations, higher educational institutions offer bachelor's and master's degree programmes in "Sports management," which last 4 and 2 years respectively. There are also supplementary education and professional retraining programs for mid-level officials available in the market in "Sports management," "Sports marketing" and related specialisations, which last up to one year.

For functional area specialists of sports organisations, the educational platform offers professional training sessions on the most relevant issues of management in the sports industry, among which are "Sports marketing", "Sports club management", "Sports law", "Sports contracting", "Accounting and taxation in sports organisations' activity", "Sports agency", "Psychology in sports management" and other relevant topics.

With Russia's entry into the European process of educational standards integration, the sports industry received an opportunity to make use of many models of business education for effective training of specialists at different management levels. This approach is beneficial for the students, who receive a professional education in the field of their choice and practically form their own educational agenda; for the higher educational institutions, which, by effectively adjusting their educational resources to the demands of the sports industry, market a wide selection of multi-level specialist training programmes in the most sought-after specialisations; and also for the sports industry itself, whose organisations receive a comprehensive mechanism for the creation of high-quality human resources capable of accomplishing any strategic and operational business tasks.

Most importantly, despite the many difficulties associated with joining the European educational process, the new educational system has gained a key strength – the multi-level system of specialist training for the sports industry and the possibility to combine specialisations, which allows the integrating of educational programmes in accordance with the educational goals.

БИЗНЕС-ОБРАЗОВАНИЕ В РОССИЙСКОМ СПОРТЕ

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В ближайшее десятилетие Россия станет столицей сразу нескольких спортивных событий глобального значения: Казань проводит Всемирную Универсиаду, Сочи примет Олимпийскую эстафету в 2014 г., в 2018 г. в России пройдет самое долгожданное для российских болельщиков событие - чемпионат мира по футболу. Уже сейчас Россия регулярно принимает международные соревнования и мировые чемпионаты. Заинтересована ли Россия в проведении столь масштабных мероприятий? И обладает ли российский спорт кадровым потенциалом для организации таких мероприятий? А главное - как готовится профессиональный кадровый ресурс для проведения таких важных для международной интеграции России спортивных событий?

Современная Россия укрепляет свои позиции в мировом сообществе по разным направлениям – экономическая либерализация, активное участие в международных политических процессах, членство в международных организациях, организация международных событий и мероприятий, которые формируют имидж новой России и создают репутацию России как активного члена мирового сообщества.

Международный имидж страны - понятие весьма относительное и зачастую связано с развитием когнитивных и эмоциональных процессов в восприятии мировой общественности. Именно поэтому спорт, требующий максимальной вовлеченности со стороны всех контактных аудиторий, становится эффективным инструментом формирования имиджа страны, процессом, в который вовлекаются страны и народы.

Олимпийские игры, мировые чемпионаты и первенства всегда были ареной для утверждения государственных амбиций, а спорт - пожалуй, наиболее мощной формой национального самовыражения. Еще во времена «холодного противостояния» соперничество за медали между советскими и американскими атлетами сравнивали с «битвой гигантов», а рейтинг значимости стран выстраивался по количеству завоеванных медалей. А значит участие российских спортсменов в международных спортивных соревнованиях, равно как и их проведение, приобретают государственное значение, и достижения в крупных спортивных мероприятиях становятся реальным показателем силы государства, приобретают внешнеполитическую окраску.

В связи с этим интеграцию России в мировое сообщество необходимо рассматривать через призму долгосрочной стратегии развития спорта и спортивной инфраструктуры, а подготовку спортсменов и проведение соревнований мирового уровня – как стратегические инструменты государственной политики России.

В современной России делается многое для развития отечественной спортивной индустрии: усиливается социальная значимость физической культуры и спорта, масштабные спортивные проекты переходят в число первоочередных и провозглашаются главным приоритетом государственной политики в области спорта на ближайшие десятилетия. В том числе строятся и реставрируются спортивные объекты (здания и сооружения), проводятся спортивные мероприятия, создаются партнерские отношения с бизнесом, который развивает спортивную инфраструктуру, и наконец, возрождается интерес к болельщикам, как активным участникам создания спортивного продукта.

В условиях возрастающей зрелищности, а следовательно и коммерциализации спортивных мероприятий, участие спортсменов в соревнованиях и их проведение сопровождаются активной кампанией, в основе которой лежат экономические, управленческие и маркетинговые механизмы. Спортивные мероприятия уже не ограничиваются подготовкой спортсменов и включают разносторонние действия со стороны всех членов спортивного сообщества.

Сегодня глобальные спортивные события – это прежде всего государственные бизнес-проекты перспективного развития, к которым привлекаются инвесторы, формируются стратегические бизнес-партнёрства, создается инфраструктура профессионального и массового спорта, реализуется стратегия развития туризма, выстраиваются многие другие направления социально-экономического развития государства.

Современная спортивная инфраструктура включает не только спортивный продукт (как результат работы спортсмена и тренера), но и рынок спортивных товаров и услуг, рынок телевизионных прав на трансляции, спонсорство, работу спортивных агентств, строительство и эксплуатацию спортивных зданий и сооружений. А значит стратегический успех спортсмена или команды на соревнованиях является результатом работы

профессиональной команды специалистов самых разных направлений – тренеров, врачей, руководителей клубов и команд, спортивных агентств, организаторов соревнований, СМИ, государственных структур, курирующих спортивную инфраструктуру страны и, наконец, болельщиков. И только отлаженная система взаимодействия всех этих элементов способна обеспечить успех спортсмену, команде и государству в конечном итоге.

Очевидно, что от непосредственного «спортивного продукта» акценты смещаются в сторону системной инфраструктуры спорта, которая включает все элементы подготовки успешного выступления спортсменов на международных соревнованиях. И, как показывает практика, в такой системе команды и тренеры хотя и сохраняют важную роль, но становятся равнозначными элементами большой системы, обеспечивающей общий успех на мировой спортивной арене. А значит существует необходимость системного подхода к выработке концепций, приемов и стратегических подходов к административно-организационным и управленческим технологиям в спорте.

Однако если в международной практике спортивная инфраструктура является сложившейся системой и работает по отлаженным механизмам, то в России она только начинает формироваться и характеризуется неразвитостью (за исключением может быть Москвы, Санкт-Петербурга и Казани), малоэффективным менеджментом и маркетингом, отсутствием экономического и коммерческого планирования в стратегии развития и неумением спортивных организаций зарабатывать самостоятельно. И, как следствие, недостаточной конкурентоспособностью российских спортсменов, команд и клубов на мировой спортивной арене.

Следовательно, для полноценной интеграции России в международное спортивное сообщество требуются принципиально новые подходы к стратегическому и административно-организационному планированию деятельности спортивных организаций, а также к формированию кадрового ресурса - подготовке высококвалифицированных специалистов для спортивной отрасли, включая спортсменов и тренеров, медиков, менеджеров клубов и команд, специалистов административно-хозяйственных работ, эксплуатирующих спортивные здания и сооружения, спортивных чиновников и других специалистов смежных направлений, обеспечивающих эффективную работу всей системы.

Для полноценного развития спортивной индустрии в России необходимо обеспечить ее квалифицированными ресурсами, т.е., во-первых, подготовить профессиональные управленческие кадры и, во-вторых, вооружить руководство спортивных организаций эффективными управленческими технологиями, учитывающими специфику отрасли. И будь то клуб, команда, федерация или сам спортсмен - все они являются элементами в большой социально-экономической и административно-хозяйственной системе, в отношении которых могут применяться принципы и методы стратегического управления, и в которых действуют все известные функции менеджмента – планирование, организация, контроль. А маркетинг является не только специфической функцией управления, но и основополагающим стратегическим инструментом, поскольку именно маркетинг позволяет максимально приблизиться к рынку, т.е. к потребителю – болельщику, фанату, покупателю спортивных услуг, учитывая особенно большую эмоциональную привязанность последних к спортивному продукту (спортсмену, клубу, событию) .

Образование в спорте - тема для России не новая. Многие годы и даже десятилетия в нашей стране культивировались приверженность спорту, здоровый образ жизни, массовый спорт, а вместе с ними и государственная политика по подготовке спортсменов и тренеров. Истории известны факты, когда советские лидеры лично участвовали в формировании тренерского состава для подготовки команды к Олимпийским играм. Советская школа подготовки спортсменов и тренеров была одной из лучших в мире и славилась своей фундаментальностью в подготовке специалистов. К числу легендарных советских и российских вузов в первую очередь относятся Российский государственный университет физической культуры, спорта и туризма (РГУФКСИТ, Москва) и Национальный государственный университет физической культуры, спорта и здоровья имени П.Ф. Лесгафта, Санкт-Петербург (ФГОУ ВПО «НГУ им. П.Ф. Лесгафта, Санкт-Петербург»), воспитавшие не одно поколение профессионалов-специалистов в сфере физической культуры и спорта.

В наследство от советской системы нам досталась 5-летняя модель подготовки специалистов. Одна из главных проблем советской системы подготовки специалистов для спортивной отрасли состояла в том, что спортивные вузы всегда были ориентированы на подготовку специалистов одной специальности – тренер-педагог – и не давали возможности получить дополнительную квалификацию в рамках специальности. По окончании института молодой специалист мог поступить в другой вуз и продолжить обучение по другой специальности - экономической, юридической и т.д. Однако такой подход имел существенное ограничение - отсутствовали взаимосвязи между учебными программами вузов, и молодому специалисту приходилось самостоятельно соотносить полученные знания и учиться применять их на практике. А выпускникам экономических и управленческих вузов сильную

конкуренцию всегда составляли бывшие спортсмены и тренеры, которые, не имея специального управленческого образования, но зная специфику отрасли, традиционно занимали руководящие должности в спортивных организациях и осуществляли управление. А в условиях государственного финансирования спортивной отрасли не вставал вопрос развития бизнес-технологий и менеджмента, что еще в большей степени концентрировало вузы на подготовке спортсменов и тренеров как ключевого звена спортивного сообщества.

Однако сегодня в международной системе подготовки спортсменов происходят качественные изменения - ведущие спортивные державы переходят к формированию новой технологической базы развития физической культуры и спорта, основанной на использовании новейших достижений не только в области физического воспитания, педагогики или психологии, но и экономики, права, менеджмента и маркетинга в спорте, а также в области управления бизнес-процессами.

Учитывая новые запросы спортивной индустрии, в последние годы были разработаны новые образовательные стандарты по направлениям подготовки, связанным с физической культурой и спортом. Появились новые программы подготовки, такие как «Основы индустрии спорта», «Олимпийское движение и международные спортивные организации», «Спортивное право», «Спортивный маркетинг», «Управление персоналом в спортивной организации», «Организация работы со спонсорами», «Планирование и организация соревнований», «Финансовое обеспечение деятельности спортивной организации», «Реклама и PR в спорте», «Спортивная медицина и допинг».

Кроме того, после подписания в 2003 г. Болонской декларации Россия присоединилась к процессу формирования единого общеевропейского образовательного пространства. Дальнейшее совершенствование высшего профессионального образования в России связано с реализацией идей этой декларации, с тем чтобы новые образовательные стандарты обеспечили международное признание российского образования и конвертируемость дипломов российских вузов.

В соответствии с новыми стандартами подготовка специалистов для спортивной отрасли, в том числе и спортивных менеджеров, стала осуществляться по программам разного уровня - программы бакалавриата, магистерские программы, программы MBA, программы профессиональной переподготовки и программы повышения квалификации разной продолжительности.

Интересно отметить, что с появлением спроса на новые образовательные программы помимо государственных спортивных вузов, традиционно лидирующих в подготовке специалистов (в настоящее время около сотни российский вузов реализуют программы бакалавриата, подготовки специалистов и магистерской подготовки), подготовкой профессиональных кадров для спортивной индустрии начали заниматься также и непрофильные (неспортивные) вузы и образовательные центры, которые оказались более гибкими в агрегации образовательных ресурсов и предложили на рынке образовательных услуг многочисленные коммерческие программы повышения квалификации и профессиональной переподготовки по направлению «Спортивный менеджмент», «Администрирование в спорте» и смежным специальностям.

При этом, как показывает практика, наиболее успешными оказываются программы дополнительного бизнес-образования для спорта, которые создаются в партнерстве между сильными государственными вузами, обладающими солидной учебно-методической базой, и профессорско-преподавательскими ресурсами и профильными коммерческими структурами, обеспечивающими практические стороны образовательной программы.

При таком партнерстве образовательным институтам удастся проще и быстрее создавать специализированные программы переподготовки для спортсменов и тренеров, а также программы повышения квалификации для среднего управленческого состава спортивных организаций, не имеющих спортивного образования.

Наиболее активно образовательную деятельность в области «Спортивного менеджмента и администрирования» ведет Образовательная компания Russian Management Academy (RMA), работающая на базе Государственного университета управления, Московского финансово-промышленного университета «Синергия» (МФПУ «Синергия»), активно развивающая управленческие дисциплины на факультете спортивного менеджмента. Специализированную программу MBA «Международный бизнес и деловое администрирование в индустрии спорта и туризма» и «Менеджмент в спорте» по профессиональной переподготовке специалистов высшего и среднего управленческого звена для организаций спортивной отрасли открыл МГИМО (Университет) МИД России. Российская экономическая академия им. Г.В. Плеханова создала факультет «Высшая школа спортивной индустрии». Кроме того, активную работу по развитию программ бизнес-образования для спорта совместно с Мадридским автономным университетом ведет Московский государственный университет им. М.В. Ломоносова.

Особенно хотелось бы отметить развитие международного сотрудничества России в сфере спортивного образования, в результате которого в России стали создаваться международные образовательные центры по подготовке спортивных менеджеров - Российский международный олимпийский университет (г.Сочи) и Международный образовательный центр FISU (г.Казань). Особенностью таких центров является концентрация глобальных образовательных ресурсов с целью подготовки руководителей высшего звена для управления олимпийскими объектами, организации зрелищных мероприятий мирового масштаба, а также с целью подготовки специалистов в области менеджмента, маркетинга, логистики, права и международной дипломатии для спортивных организаций. В 2013 году РМОУ запускается первый международный образовательный проект в формате MSA (Master of Sport Administration).

Как правило, упомянутые выше вузы и образовательные центры предлагают программы дополнительного профессионального образования и программы повышения квалификации, продолжительность 1,5-2 года, а также краткосрочные семинары и тренинги. К работе в таких программах часто привлекаются известные российские и зарубежные специалисты в качестве бизнес-тренеров.

Говоря о дилемме «спорт для бизнеса» или «бизнес для спорта», важно отметить еще одну особенность – инициатива создания таких образовательных программ может инициироваться как бизнесом, так и вузом.

В первом случае коммерческие структуры, т.е. бизнес, на базе образовательных программ общей направленности вузов инициируют прикладные образовательные проекты уровня Мастер делового администрирования для корпоративного обучения своих сотрудников или подготовки будущего кадрового ресурса – EMBA (Executive Master of Business Administration). Во втором случае вуз самостоятельно создает программу дополнительного бизнес-образования в формате Мастер делового администрирования общей направленности MBA (Master of Business administration) и приглашает к обучению уже состоявшихся специалистов с опытом работы в спортивной отрасли. MBA общей направленности приглашают к обучению спортивных функционеров для приобретения фундаментальных знаний в области экономики, права, менеджмента и маркетинга, необходимых им для реализации стратегий развития своих организаций.

Нужно отметить, что особой популярностью у слушателей программ дополнительного образования пользуются среднесрочные программы продолжительностью до 1 года, поскольку за короткий период обучения они позволяют сфокусироваться на навыках стратегического и оперативного управления в организациях спортивной отрасли. Важным преимуществом таких программ является возможность обучения по гибкому графику без отрыва от работы.

Учитывая текущие цели и задачи спортивной отрасли России, которые в первую очередь связаны с необходимостью быстрой подготовки кадрового ресурса для обеспечения текущего управления спортивными организациями и проведения спортивных мероприятий глобального масштаба в ближайшие годы, программы дополнительного профессионального образования являются наиболее эффективной формой подготовки менеджеров для спортивной индустрии. Такие программы интересны отрасли по нескольким причинам: во-первых, профессиональная подготовка требует меньшего времени по сравнению с традиционными бакалаврскими или магистерскими программами (1,5 – 2 года обучения), во-вторых, в большинстве случаев нет необходимости отрываться от основной работы на время обучения. В-третьих, это узко направленно и профессионально, потому что на таких программах обучаются специалисты с имеющимся опытом работы в отрасли, что позволяет использовать специальные приемы и методы обучения для работы с профессиональной аудиторией. И, наконец, слушатели получают фундаментальное бизнес-образование (в отличие от семинаров, тренингов и курсов повышения квалификации) и бизнес-знания, необходимые для осуществления стратегической и оперативной управленческой деятельности в своих организациях.

Таким образом, современная российская образовательная система реализуется на многоуровневой образовательной платформе и позволяет моделировать разно-профильные программы бизнес-образования, включающие специализированные программы подготовки и переподготовки для всех уровней управления спортивных организаций:

- для высшего управленческого звена спортивных организаций российская образовательная платформа предлагает программы в формате MBA и EMBA по направлению «Спортивный менеджмент», «Администрирование в спорте» и смежным направлениям подготовки средней продолжительность обучения 1,5-2 года;
- для среднего управленческого звена спортивных организаций ВУЗами реализуются программы бакалаврской и магистерской подготовки по направлению «Спортивный менеджмент» с продолжительностью

обучения 4 и 2 года соответственно. Также для функционеров среднего звена на рынке предлагаются программы дополнительного образования, в том числе профессиональной переподготовки и повышения квалификации по направлению «Спортивный менеджмент», «Спортивный маркетинг» и смежным профильным направлениям, средней продолжительностью до 1 года;

- для специалистов функциональных подразделений спортивных организаций образовательная платформа предлагает профессиональные тренинги по наиболее актуальным вопросам управления в индустрии спорта, среди которых «Спортивный маркетинг», «Менеджмент спортивного клуба», «Спортивное право», «Контрактинг в спорте», «Бухучет и налогообложение в деятельности спортивных организаций», «Агентская деятельность в спорте», «Психология в спортивном менеджменте», и другим актуальным направлениям.

С вступлением России в европейский процесс интеграции образовательных стандартов спортивная индустрия получила возможность использовать множество моделей бизнес-образования для эффективной подготовки специалистов разных уровней управления. Такой подход выгоден как обучающимся, которые получают профессиональное образование по выбранной тематике и фактически сами формируют свою образовательную программу, так и вузам, которые, эффективно адаптируя свои образовательные ресурсы к требованиям спортивной индустрии, предлагают на рынке широкий выбор разноуровневых программ для подготовки специалистов наиболее востребованных специальностей, а также и самой индустрии спорта, организация которой имеет полноценный механизм формирования высококачественного кадрового ресурса, способного решать любые стратегические и оперативные бизнес-задачи.

А главное, что, несмотря на многочисленные сложности, связанные с присоединением к европейскому образовательному процессу, у новой образовательной системы появилось главное преимущество - это многоуровневая система подготовки специалистов для спортивной отрасли и возможность совмещения специальностей, что позволяет комбинировать образовательные программы с учетом целей обучения.

ABSTRACTS

WHEN TRADITIONAL CHINESE SPORTS MET OLYMPIC: TAI CHI AND YOUTH EDUCATION

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Culture and Education are the bases of the Olympic Movement, which have a strong influence on the youth today. During the 2008 Beijing Olympic Games, an exhibition of sculptures featuring a group of tai chi practitioners was held in Peking University, by the students' association of Yang Style Tai chi. Because of the love for Tai Chi, students from Peking, Tsinghua and other ten universities got together and organized this event. This is a strong evidence that the Tai Chi exercises are not only suitable for the middle-aged and elderly, but also attractive to the young people.

The process of practicing Tai Chi is quite different from doing other sports. You can easily learn the basic skills, but it is a long tough job to use it and make it a part of your life. Tai Chi is a mind-body exercises that improve functional strength, flexibility, muscle balance and relaxation through continuous movement and various poses. To make it clear, there are three main influencing factors in the process: a teacher, a companion and the teaching feedback, especially in students associations.

- A teacher is a person who you learn from the specific visual movement directly as well as the manner and wisdom indirectly.
- A companion is a person with whom you learn and practice Tai Chi together; therefore you will be supervising and encouraging each other.
- The teaching feedback means learning from teaching others, through this process you have a deep understanding of what you have learned and what you need to improve.

On the whole, Tai Chi conveys three main cultural and educational ideas to the youth:

- To show great respect to the teachers;
- To cultivate a healthy lifestyle and appropriate behaviors;
- To give rather than to take.

A PRELIMINARY RESEARCH ON THE PHENOMENA AND CAUSES OF THE SUCCESS OF WOMEN ATHLETES IN THE UNIVERSIADE IN CHINA AND OLYMPIC SPORTS

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Background: In recent years, the performance of many Chinese women athletes in the world sports arena has become outstandingly excellent and has won both national and international recognition. Just to name a few, the famous women divers Guo Jingjing and Fu Mingxia, ping-pong player Deng Yaping and the young swimmer Ye Shiwen, and many others. During the 10th Universiade held in Mexico, it was Chen Xiaoxia, a woman diver, who gained the first Gold Medal for China in the Universiade history with the participation of Chinese athletes. During the 23rd, 24th and 25th Olympic Games, for instance, the Chinese women athletes have won 22 Gold medals altogether, which is 61% of the total gold medals set gained by China in three Olympic Games. The question is why do the Chinese women athletes seem to have a better performance than the men athletes in China? As the Chinese saying goes: the Yin (which means female) prospers and the Yang (which means male) declines. This issue is worth studying.

Objectives: Present research tends to study this particular phenomenon in China from various aspects. These aspects include factors of China's old and modern history, China's women liberation movement and how the state-run sport system contributed to the achievements made by the Chinese women athletes, etc. At the same time, the characteristics of Chinese women are compared with women from other Asian countries in terms of traditions, ethics, social system and customs.

Method: literature review and logical analysis

Findings:

- 1) It is noted that in many sports such as volleyball, diving, swimming, long and medium distance running, tennis, weight-lifting, etc., the women athletes or players have better advantages than men athletes or at least are equal with each other.
- 2) It is obvious that Chinese women athletes have a better performance than the women athletes in other Asian countries such as Japan and India in the world athletic competitions.
- 3) China's women liberation movement pushed mainly by government seems to have played an important role in encouraging women to give up traditional ideas and concepts and go into sports.
- 4) Many years of state-run sport system practiced by China also contributed a great deal for the selection and training of women athletes as only a guaranteed system can ensure the cost and facilities needed for the training and nurturing of young sport performers.
- 5) For many decades in the modern history, China is on the whole a rather backward country economically and only in recent years China starts to pick up its paces in economic development. Therefore Chinese women, especially those from rural areas, need to strive hard in order to gain a better social status and independence to get equal right with men. By becoming an athlete, especially a famous one, through hard training, provides access to success.

Conclusion:

- 1) Women's liberation movement practiced in China for decades is unique compared with the same other countries. It has brought about equal rights with men in the areas of work, education and social status in its true sense. Therefore, the achievement made by Chinese women athletes is closely linked with the enforcement of women's liberation movement.
- 2) In different levels of government in China, there is a department which is in charge of sport development. This administrative function has ensured the practice of state-run sport system so that thousands of sport talents, male or female, have been discovered and trained, one level to the other, until the elite ones are enrolled and trained on the national level.
- 3) According to the statistic numbers obtained in 2010, the population in the rural areas in China was about 50% of the total population. But the rural number of people took about 57% according to the statistics of 2005. This

means that the number of people in rural areas is decreasing, which may lead to a shrunked resource of sport talents from the rural areas. When rural people's economic standards are improving as a result of urbanization in China, it can be estimated that there will be fewer women wishing to choose an athletic career in the future because they tend to have a much wider choices in personal achievement and development.

A RESEARCH ON SPORTS BIOMECHANICAL IN COLLEGE STUDENTS VERTICAL JUMP IN SITU

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Research Purpose: Vertical jump in Situ is the basic action in sports and is an important skill to measure the jump. It also has the key function in Jumping Movement Project. Such as jumping grabbing the rebounds in basketball game, jumping spike in the volleyball match, and take-off in diving competition. Therefore take-off is the key of the success in skilled movement. So, the students should do more discuss in the biomechanical study of vertical jump in Situ when they do exercise for Jumping Movement Project.

Research Method: Research Object: 40 male physical education students, weight scope: 80~60 kg, height scope: 170~175cm. Instruments and Equipment: Sony Camera, Kistler force measurement platform.

Test events

Forty students will be divided into 4 groups. Group A have 10 students who swing arm fully, buffer in place. Group B have 10 students who swing arm not fully, buffer in place. Group C have 10 students who swing arm fully, buffer is not in place. Group D have 10 students who swing arm not fully, buffer is not in place. Compare each index of sport biomechanics in different forms of vertical jump in Situ to find out regular pattern.

Result and Analysis: Vertical Jump in Situ is divided into 3 elements: the take-off, the flight and the landing. The take-off is divided into buffer and stretching.

Analysis of the swing arm: the swing arm increases the power of the people on the ground, so the reacting force from the ground is also increasing, leading to increase the take-off speed. When arm's initial velocity is 1.5 as much as the leg up to the initial velocity. Using the kinetic energy theorem, energy conservation, draw the swing arm contribution to the height of the center of mass is 23.5%, with equal to speed. The contribution is 12%. Swing arm can influence the height of vertical jump. So when compared to the A and B groups, the group A in situ vertical jump is higher.

Analysis of buffer, using the kinetic ene $\int Fds = \frac{1}{2}mv^2$, drawing the buffer can increase the push force and displacement, so push speed will be increased. By use of the moment $\int Fdt = mv$, drawing the buffer can extend time and increase the push force, so push speed will be increased. According to energy conservation, buffer to the height of mass center contribution is greater than 1 times, so than the contribution of swing arm. Hence compare B and C groups, the group B in situ vertical jump is higher.

Conclusion: By investigating college students with good buffering and push force, we find that students can obtain the maximum kinetic energy when they are in squat position with knee angle between 135° ~140°.

For students majoring in physical education, good buffer and push ability increasing higher height of center mass than swing arms.

Compare four groups' height of the vertical jump, from high to low, is the following: good swing and buffer, not good swing but good buffer, good swing but not good buffer, not good swing and buffer.

A STUDY ON CHARACTERISTICS OF THE TRANSMISSION AGENTS IN COMMUNICATING NATIONAL TRADITIONAL SPORTS CULTURE OF CHINA IN NORTHERN EUROPE

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This paper conducts a study on characteristics of the transmission agents in communicating national traditional sports culture of China in Northern Europe, applying methods of literature study, field work, mathematical statistics method and some other research methods to have an in-depth understanding of the status of the transmission entities or human resources in spreading national traditional sports culture of China in Northern Europe. The paper also indicates: with the development of «globalization», China, the “state”, has become the transmission agent to disseminate national traditional sports culture of China abroad, which is not only a mirror of the strong cultural consciousness of the whole Chinese nation, but also essential requirements of the law of development in the international exchange and interaction of sports culture; likewise, sport associations of Chinese national traditional sports in Northern Europe, state-based or region-based, have played an important role in spreading national traditional sports culture of China in Northern Europe both in official and non-governmental exchanges. At the same time, this paper looks back on the course of spreading national traditional sports culture of China in Northern Europe, and it proves that the long-standing and gradually diversified transmission agent in “individual” forms also lays a foundation for the wide range of human resources to spread national traditional sports culture of China in Northern Europe. Therefore, China’s «state» sports associations, sport associations in Northern Europe and fitness clubs affiliated to them, as well as the «individuals» engaging in such pertinent items, form a «trinity» of the transmission agents, which not only provides a «multi-faceted» and «three-dimensional» support for the spread of Chinese national traditional sports culture in Northern Europe, but also referential practical experience and theoretical basis of spreading national traditional sports culture of China in the whole world.

NEW DEPICTION OF 2012 LONDON OLYMPIC GAMES: A CONTENT ANALYSIS OF NEWS IN TWO COUNTRIES

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This study compares the selected news which covered the 2012 London Olympic Games (LOG) from the "Guardian" and the "New York Times" with a content analysis. The news building framework incorporated with the social identity theory (SIT) is applied, to examine the news topics and attitudes of 239 articles at the macro level, and news language and the intergroup linguistic bias of 17 articles at the micro level. The results show that the publications tend to use a biased language in the LOG news based on their intergroup perceptions which may reinforce the positive in-group and negative out-group impressions. This study also briefly addresses that the internal publication in the host country incline to cover topics more related to the national image building. In addition, half of the news is found to have a critical and a negative attitude towards LOG in both of the internal and external publications. Further implications are discussed.

CHINESE FEMINIST MAKE SPORTING EVENT OF SEXUAL HARASSMENT PUBLIC IN THE NEW MEDIA ENVIROMENT: BASED ON THE GENDER ORDER THEORY OF BOB CORNELL

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With the development of the new media, cases of sexual harassment in sports have earned wide range of attention and aroused great concern in recent years. To seek effective ways to put an end to sexual harassment in sport, based on Bob Cornell's theory of social gender class, combined with the propagative features of sexual harassment events in sport in the new media environment, analyzes the underlying reasons of China's sexual harassment cases in sport through feminist perspective, and proposes appropriate solutions. Research results show the following: inequality of resources in sport systems lead to the reason that cause sexual harassment cases; sexual harassment cannot be effective guaranteed because of the absence of legal protection; inequity of social gender stratification damages female athletes' due interests; female athletes suffer unacknowledged dilemma because of the conservatism in traditional culture and public moral tendency in "sexual" problems; female athletes' rights and self-protection awareness are missing; the channel for female athletes to claim for rights is not developed, etc. are the main reasons of China's sexual harassment in sport.

ON THE PROCESS OF MASCULINITY'S PRODUCTION IN THE SCHOOL PHYSICAL EDUCATION: BASED ON DELEUZE'S THEORY OF BODY CREATIVITY

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The inadequacy of physical education in schools not only affects the physical health of the students but also affects the students' perfection of their spiritual character, and even seriously affects the formation of boys' masculinity. In order to get an in-depth understanding about the unique role of the School Physical Education in the cultivation of boys' masculinity, this paper draws on Deleuze's Theory of body creativity to research the process of boys' masculinity's cultivation in the school physical education. In physical education, physical feeling is the origin of masculinity, solution scope of body emotions is the power to produce masculinity, the cultivation of will power is the catalyst of masculinity, development internalizing in the body thinking is the highest stage of producing masculinity. Therefore, while emphasizing sports' role in bringing students physical and mental pleasure, school physical education should pay attention to the educational function of sports in the cultivation of boys' masculinity and carry out various projects allowing training in safe conditions.

THE ANALYSIS OF THE VALUE AND INFLUENCE OF THE PROJECT MANAGEMENT THEORIES OF BEIJING OLYMPIC GAMES

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1. **Research Objectives:** The present thesis mainly aims to analyze the value and influence of the project management theories of Beijing Olympic Games on the theoretical basis of large-scale comprehensive sport events in China.
2. **Research Methods:** 2.1 Empirical analysis, 2.2 Normative analysis, and 2.3 Literature analysis.
3. **Results and Discussions:** 3.1 The project features of Beijing Olympic Games; 3.2 The project management theories of Beijing Olympic Games; 3.2.1 The practical significance of the project management theories in the management practice of Olympic Games; 3.2.2 The specific applications of the project management theories of Beijing Olympic Games. 3.3 The advantages and disadvantages of the project management theories of Beijing Olympic Games; 3.3.1 The advantages of the project management theories of Beijing Olympic Games; 3.3.2 The disadvantages of the project management theories of Beijing Olympic Games. 3.4 The operational theories of large-scale comprehensive sport events in China - traditional sport administrative management theories and methods; 3.4.1 The features of organizing large-scale comprehensive sport events with traditional sport administrative management theories and methods; 3.4.2 The advantages and disadvantages of organizing large-scale comprehensive sport events with traditional sport administrative management theories and methods; 3.4.3 The status quo of the organization and management of large-scale comprehensive sport events in China. 3.5 A historical review of the application of project management theories in the practices of large-scale comprehensive sport events in China. 3.6 The influence of the project management theories of Beijing Olympic Games on the theoretical basis of large-scale comprehensive sport events in China; 3.6.1 The promotion of project management theories as important theoretical basis of large-scale comprehensive sport events in China; 3.6.2 The promotion of the development of the theoretical system of large-scale comprehensive sport events in China; 3.6.3 The promotion of researches on large-scale comprehensive sport events in sport academic institutions in China; 3.6.4 The promotion of the close relationship between large-scale comprehensive sport events and the host cities/countries.
4. **Conclusions and Suggestions:** 4.1 Conclusions. 4.1.1 The practice of Beijing Olympic Games has proved that project management theories can enhance the organization and management standard of sport events and lay the significant theoretical basis for the operation of large-scale comprehensive sport events in China; 4.1.2 The past theoretical basis for the organization and management of large-scale comprehensive sport events in China fails to develop into systematic project management theories and falls into the category of traditional sport administrative management theories and methods; 4.1.3 So far there are few researches on sport event management theories and project management theories in sport academic institutions in China; 4.1.4 There are still considerable limitations in promoting the development of host cities with large-scale comprehensive sport events. 4.2 Suggestions: Reinforce the promotion of practical applications of the project management theories of Beijing Olympic Games; 4.2.2 Administrative staff in sport departments should be actively involved in studying the project management theories and methods; 4.2.3 Project management theories courses or major degree as well as research institutions should be set up in sport colleges and universities; 4.2.4 Municipal governments at all levels should consider the great importance of large-scale comprehensive sport events to the city development.

BEIJING UNIVERSITY GAMES PRESENT SITUATION INVESTIGATION AND COUNTERMEASURES RESEARCH

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College sports play an important role in school life, calling to demonstrate the achievements and spirit of the institutions. But for many years, Beijing has remained basically college athletic meets for several decades consistently following the old system, organizers of the concept of social development and students catch up with psychological and practical needs of self-development, competition structure, management practices, organizational methods, the race content and the current dominant ideology of teaching and curriculum reform, out of touch, did not fully sports competitions play an active role in promotion of student sports and need the concept of the organizers, institutional, management, organizational methods, content and form of the Games and so on to be reformed. How can I find Beijing's colleges and universities to carry out problem in the athletic meets, athletic meets for the conduct of Beijing's colleges and universities to provide practical reform measures are the key issues to be resolved in this article.

Research Methods: questionnaire survey, expert interviews, documentation method, statistical method, analysis and other methods.

The Beijing University athletic meets current status of research and analysis conducted to identify the problems at athletic meets, and to propose a solution. Beijing University athletic meets the status quo as follows:

1. Beijing University athletic meets to carry out forms of a single, followed the traditional sports model, mainly the main track and field events, accompanied by other projects.
2. Beijing University track and field athletic meets in the largest proportion, 43% of the students hope to increase the amount of fun projects, such as basketball, volleyball, soccer, table tennis, swimming and tug of war.
3. College athletic meets held in Beijing, normally scheduled for 4-5 month and 9-10 months, usually last 1-3 days.
4. «Winning glory for the class» has become the biggest motivation for students to participate in school athletic meets. Most of the students in the Sports campus are satisfied. But many more people believe that the project is too little, too monotonous and it is the biggest problem.

The development strategies of Beijing University athletic meets as follows:

1. To switch from the traditional model of school athletic meets as soon as possible to the public nature of life, flexibility, performance of the direction of change, to enable students to be involved in participation; all of that will serve as the catalyst of enhancement effect on the overall quality of the students.
2. Athletic meets the project is set to increase the mass base, safe and fun sport with high coefficients and collective projects, gradually with the regular sports entertainment.
3. Flexible hours for athletic meets organizations, athletic meets decentralized block of time, from a block of zero, or with other after-school sports combined.
4. To establish a sound evaluation of athletic meets incentive mechanism based on specific conditions of the school to adopt incentive measures to encourage more students to participate in the appropriate selection such as the organization awards, participation awards, performance awards, and other, special awards, for example, moral award as satisfaction.

BODY COMPOSITION AND NUTRITION INTAKE OF COLLEGE JUDO PLAYERS

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Introduction: Diet is the most important base to ensure athletes' nutritional needs and maintain their exercise capacity. Different body composition has different effects on exercise capacity. To judo players, the percentage of body fat is lower, the muscle content and muscle strength is greater, and sport ability is higher. Undoubtedly, control diet intake and body composition reasonably would enhance athletic performance.

Methods: 35 junior judo players were selected from Capital University of physical education and sports. Measure their body composition and investigates the players' nutritional level. Players were divided into three groups according to body weight, including male high body weight group: +100 to -100Kg; medium body weight group: -90 to -72Kg, low body weight group: -66 to -55Kg and female high body weight group: +78 to -78Kg; medium body weight group: -70 to -57 Kg; low body weight group: -52 to -44 Kg.

Results

1 Body composition

1.1 Male Judo Players' body composition

Percentage of body fat increases with the increase of body weight, respectively 8.12%, 12.35% and 19.17% in high, medium and low body weight groups. Body fat percentage was significantly higher in high body weight group than in medium group and low group, $P < 0.05$. In theory, the best fat ratio of male athletes is between 5%-13%, so, there is no doubt that high body weight and medium body weight judo players can enhance performance by reducing the percentage of body fat.

With the increase of body weight, lean body weight / height ratio increases, body fat weight / height ratio increases too, lean body weight / body weight ratio decreases. It shows that, body weight is higher, muscle is more developed, body fat is also higher, lean body absolute content increases, but relative content reduces.

1.2 Female Judo Players' body composition

Body fat percentage were 22.96% in low weight group, 22.69% in medium weight group and 37.38% in high weight group, body fat percentage of high weight group was significantly higher than that of medium weight group and low weight group, $P < 0.05$.

2 Nutritional levels

2.1 Nutrients and caloric intake

Male Judo players' daily total calorie intake was respectively 3871.07 Kcal (high weight group), 2559.65 Kcal (medium weight group) and 1722.52 Kcal (low weight group), reach 92.17%, 60.94% and 41.01% of the recommended amount; Female players' daily total calorie intake was 2604.90 Kcal (high weight group), 1877.07 Kcal (medium weight group) and 2525.06 Kcal (low weight group), reach 62.02%, 44.69% and 60.12% of the recommended amount. Protein and fat intake is higher in male high weight players, reaching 110.71% and 103.52% of the recommended values. Intake of protein, fat and carbohydrates of other male and female players was lower than the recommended amount. Energy supplied by protein is 15.93-19.46%, supplied by fat is 23.77-30.03% and supplied by carbohydrates is 52.65-60.41%.

2.2 Vitamins and minerals intake

Vitamin intake is inadequate in all players. In addition to niacin intake is higher than the recommended value standard, reached 164.8% (male) and 116.4% (female) of recommendation; Vitamin A, B1, B2, E, D intake is all deficient. Dietary calcium intake was significantly lower than RDA, only reach about 50% of the recommended amount; sodium, magnesium, zinc, selenium intake is basically consistent with the RDA; iron intake exceeded RDA, reach 128.4% of the recommended amount.

Conclusion: The result shows that, with the increase of body weight, the body fat percentage and lean body weight of judo players increases too. The meal investigation shows that the intake of protein, fat and carbohydrates is lower than recommendation but the energy supply ratio of protein, fat and carbohydrates is suitable. And intake of vitamin and mineral is generally low.

CARRYING FORWARD OLYMPIC SPIRIT AND DEEPENING GRADUATE'S IDEOLOGICAL AND POLITICAL EDUCATION

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Graduate education which is an important source of high-level talent training in China's socialist modernization period is the highest level of higher education. On the whole, current graduate students' ideological and moral quality is good.

The graduate students love the socialist motherland, advocate the Party's Basic Line, study hard, keep ideology mainstream positive and proactive. However, with the complicated international and domestic environment and their key period of values formation from fickleness to stabilization, contemporary college graduate students are susceptible to all kinds of complicated objective factors and social ideological trends.

Therefore, with the chance of the success of 2008 Beijing Olympic Games, strengthening the postgraduate education of Olympic spirit has important significance of improving the quality of postgraduate training, strengthening the graduate ideological and political education and promoting the ideological and political education improvement in college in theory and practice.

This thesis is discussed from three parts on carrying forward Olympic spirit and deepening graduate's ideological and political education.

1. The comparison between the connotation of postgraduates' ideological and political education and Olympic spirit.
 - 1.1 Current graduate students' ideological and political education principle and task
 - 1.2 The connotation of the Olympic spirit
2. The role of Olympic spirit played on Ideological and political education of graduate students.
 - 2.1 The Olympic spirit of fairness and justice promote the students physical and mental health
 - 2.2 The Olympic spirit of keeping improvement and forging ahead, guide students in pursuing happiness in the midst of struggle.
 - 2.3 The Olympic spirit of group cooperation creates an atmosphere of collaboration in education and improves the comprehensive quality of postgraduate students.
3. The effective way of graduate student ideological and political education in sports colleges and universities.
 - 3.1 Strengthen the work of Party building and pay attention to the Party's ideological core role.
 - 3.2 Offer the Olympic Education Curriculum
 - 3.3 Make Olympic spirit enter the graduate teaching
 - 3.4 Build Olympic culture atmosphere
 - 3.5 Cultivate volunteers for large-scale sports events

To sum up, under the guidance of the spirit of the 17th Congress of the CPC and successful experience of "No. 16 Document of the Central Committee" issued 5 years ago, college school should insist on carrying out in-depth study and practicing the scientific concept of development activities, promote university graduate students' Ideological and political construction and explore the postgraduates ideological education in new ways—the Olympic spirit.

This could better promote (physical college) the formation of awareness of cooperation and democratic consciousness, greatly advance the overall development of graduate students and the harmonious progress of the society, and consolidate the establishment of the correct values of graduate students.

COMMUNICATION STUDIES OF INTERPRETATION OF CHINA'S NATIONAL TRADITIONAL SPORTS CULTURAL SEMANTIC STUDY AND CONCEPTUAL DEFINITION

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Based on integrated use the method of specific concept against differential in logic, the paper gives a definition to China's national traditional sports culture: China's traditional national sports culture is an important part of sports culture and created by China's various ethnic groups together in history, it has experienced a long time production and life practices, and it is the continuous integration of production and life practices, it takes the basic performance model of the art of attack, health, care and entertainment, it draws the essence of traditional Chinese culture and thought, it is a form of culture which regards the advocacy of people's inner qualities, character and spiritual self-cultivation as the value orientation. Through the definition of China's national traditional sports culture, we can better understand and know the nature and meaning of China's national traditional sports culture from different levels and logic. At the same time, it also provides a logical starting point and theoretical basis for us to study «abroad spread of China's national traditional sports culture».

DISCUSSION ON VOLUNTARY SERVICE FOR OLYMPIC GAMES AND COLLEGE STUDENTS' SOCIAL VALUE

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Introduction: The Olympic Games is the highest level of sports event. College students participate in voluntary service for Olympics have a positive realistic significance.

Results:

1. Provide adequate human resources, reduce the host country's expenditure.
Olympic Games need a lot of temporary staff to work for the sportsmen. Volunteers are asked for professional skills, perfect physical fitness and high cultural qualities. This special human resource demands are not suitable for ordinary labor, and then college students became the favorite choice for all past Olympic Games. For the voluntary service is really free, it maximized reduce the economic costs for the host.
2. Carry forward the spirit of serving the people, promote spiritual civilization
Students' voluntary service purifies the social conducts and pushes forward the spiritual civilization. Their services have an important effect on the host city and help to establish a new social conduct. Exhibiting spiritual civilization in the voluntary service is more close to the social development, more acceptable to the public and thus makes a significant social effect. Voluntary service not only reconstructs the social morality but also widely arouses the community participation; it forms the consistent morality in practice.
3. Promote students' self-improvement and meet self-needs
People who get benefits from voluntary service are not only players and organizers but also volunteers themselves. Volunteers will get considerable spirit gains, such as humanitarian, idealism, dedication to society, chance to learn new things, relief and be useful to the people, etc. College students volunteers will be satisfied with themselves from the service. As a supernatural action of commercialization, voluntary service expand students' minds of the experience, improve social understanding, it will be an important process to the remodeling of character and the transcendence of ego.

Conclusion: College students volunteers play a key role in the development of Olympics. They're not only propagandists but also facilitators. They're making important contributions for Olympics and becoming the most important restraining factor of the development of Olympics.

EFFECT OF AEROBIC RUNNING ON SELF-ESTEEM, DEPRESSION AND MEMORY IN NON-ATHLETE JUNIOR COLLEGE STUDENTS

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College students experience challenge environment in university in which they can be excited by new knowledge and new social communication. However, this environment also be stressful, especially to the junior students. Positive effects of physical activity on the emotional states such as anxiety and depression have been reported in healthy adults regardless of gender and age. The benefits are significant especially in female subjects who experienced stressful environment. According to previous reports, the most improvements are caused by moderate or low intensity of aerobic exercises including jogging, swimming, and working. Furthermore, these aerobic exercises also improve brain degeneration and memory function in older subjects. However, the effects of aerobic running on the emotional states and memory function remain to be further elucidated in specific age group. Thus the aim of this study is to evaluate the effects of aerobic treadmill running on depression and anxiety symptoms, self-esteem and spatial memory in non-athlete junior college female students. 60 non-athlete junior college students were recruited. The mean age of the sample was 18.9 years. Subjects were assigned randomly into aerobic running (AR group) and control groups (C group). AR group performed moderate treadmill running aerobically at $65\% \pm 5\%$ of age-predicted maximum heart rate for 12 weeks (4 days/week; 60 minutes/session/day). Data were collected pre-test, mid-test (at the end of 6th week) and post-test. Depression (Beck Depression inventory), anxiety (Speilberger State-Trait Anxiety Inventory), self-esteem (Rosenberg Self-Esteem Inventory), and spatial memory were evaluated pre, mid and post test separately. The results revealed that the students who trained with aerobic running had significantly less depression, less anxiety and better self-esteem over time compared to controls. Spatial memory in AR group post-test is better than C group without significant difference of reaction time. The results suggest that moderate aerobic running is beneficial to non-athlete junior college students with respect to depression, anxiety, self-esteem and spatial memory. The aerobic exercise such as moderate treadmill running could be recommended to prevent depressive and anxiety symptoms in junior college students.

EFFECT OF CONTINUOUS TRAINING ON CARDIOVASCULAR RISK FACTORS IN UNDERGRADUATE STUDENTS

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Background and Aims: Lots of studies point to the preventive effect of training in terms of cardiovascular risk factor modification and mortality reduction. The heart rate response is a mark of the autonomic nervous system that can critically impact on the severity and outcome of a large spectrum of cardiovascular diseases. The aim of this study is to investigate the effects of continuous training on cardiac autonomic nervous system by comparing the chronotropic response index (CRI) and heart rate recovery (HRR) during exercises in deferent groups' undergraduate students.

Methods and Results: 40 active male students in Sports College and 37 sedentary male students who had no evidence of cardiac disease underwent cardiopulmonary exercise testing, and then the CRI and HRR immediately after exercise were calculated. The results showed that there was significant difference of CRI between active group and sedentary group ((1.11±0.05) vs.(0.95±0.06), $P<0.05$), but the HRR60s ((66.2±4.89) vs. (61.89±6.27), $P>0.01$) and HRR120s ((97.85±4.71) vs.(95.37±5.69), $P>0.01$) after exercise in active group was not significantly different from that in sedentary group.

Conclusions: The results indicated that the regulation ability of heart rate response, especially the chronotropic response which represented the sensitivity of sympathetic nerve, was enhanced by continuous exercise training.

EFFECTS OF SHORT-TERM STANCE EXERCISE IMPROVES EMOTION REGULATION: A NEAR-INFRARED SPECTROSCOPY EXAMINATIONS

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The stance exercise is an integrative body–mind exercise which comes from traditional Chinese medicine. Several studies have analyzed the effects of stance exercise on emotion regulation.

Objectives: The aim of this study was to examine the effects of 20-min stance exercise on neural correlates of emotion regulation using near-infrared spectroscopy (NIRS).

Methods: 16 healthy undergraduate Chinese students participated in this study which used a within-subjects design. Exercise session consisted of a 20-min stance exercise. Stance exercise effects were examined by comparing cortical changes in cerebral oxygenation at baseline with post-exercise, Profile of Mood States scale was used to evaluate the subject's mood state.

Results: Compared with the resting state, 20 minutes stance exercise showed lower anxiety, depression, anger, and fatigue, and higher vigor on the Profile of Mood States scale, increased oxy-hemoglobin and the decreased deoxy-hemoglobin in left frontal lobe. These results indicate that 20 minutes stance exercise helps to activate in frontal lobe.

Conclusions: Short-term stance exercise increases the asymmetric activation of frontal lobe and improves emotion regulation. This result supports the brain lateralization model of emotional processing proposed by Davison and could be useful in the design of further specific interventions.

EMERGING TRENDS AND ISSUES IN LEISURE SPORTS AND THEIR EFFECTS ON UNIVERSITY EDUCATION IN CHINA

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Objective: The purpose of this study is to explore emerging issues and trends of leisure sports and their effects on universities in post-Olympic era, so as to provide theoretical references for the development of leisure sports in Chinese universities.

Methods: This study mainly used the methods of documentary material study and logical analysis.

Results: This study conduct the research on 8 issues towards the developments of Chinese leisure sports in post-Olympic era. They are: the significant changes of the public awareness of leisure sports and increased leisure participation in post-Olympic era; responses to the challenges of leisure sports scale and the great market opportunities; the potentially widening gap between the increasingly rich public sports facilities and the growing demands for leisure and fitness; the joint development of leisure sports in both urban and rural communities; consumption of leisure sports has become the internal driving force to promote the development of the leisure sports industry; the rapid development of leisure sports and the various leisure sports events; the integration of sports and tourism; leisure sports will become important means to improving the cultural atmosphere in Chinese universities and contributing to the development of students' healthy lifestyle.

Conclusions: In front of the new issues and trends in Chinese leisure sports in post-Olympic era, it was proposed that we should develop the leisure sports practice exploration. Various new programs of leisure sports will be extensively set up and lead the developmental trend. College sports as a carrier of leisure sports will stimulate curriculum reforms and improve the quality of education consequently. Leisure sports will have a significant impact on the growth of new sports culture and the building of healthy lifestyle in Chinese university campus. The education of leisure sports will become a new tool for perfecting personality, improving literacy and learning sports skills.

ENGLISH EDUCATION TACTICS OF CHINEESE COLLEGE ATHLETES

Liu Wei

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As a special student group, Chinese college student athletes' total number is still large, though they are considerably low in percentage of the nation's total students. Their English learning and teaching are different from the other students because their academic education has unique characteristics. Firstly, in their university life, a large amount of time is devoted to physical training and attending matches. Their courses learning accounts for the least amount of their college time. Secondly, they usually had a very weak learning foundation before going to college with poor and singular learning approach. Finally, and also the most importantly, with the increase of international competitions, these athletes' communication ability determines whether they can be better involved in the matches. Therefore, to understand and analyze high-level athletes' English learning status quo and accordingly summarize teaching tactics suitable to them is of great practical significance to their English education.

Objective: This article studies college student athletes' learning interests, academic performance and problems, as well as teaching problems among teachers.

Method: Literature review, interviews, case study, literature review

Findings:

1. High-level athletes spent an extremely disproportionate amount of time between their sports training and academic study before entering the college, their English study was in a state of being neglected and ignored. So in the college, they find it difficult to learn English. But at present, more and more China's matches are going global, training and communication are also becoming more international. It has become an important issue how these college student athletes can deal with international matches in college, and how they can deal with English problems at relevant job when they go to work.
2. These college student athletes usually have the experiences of attending matches overseas or staying abroad for a short period of time, so they have mastered some simple daily vocabulary. But they are still poor in oral expression and writing. What's more, schools do not offer related English courses for them, such as sports specific English or physical training English, etc.

Conclusion:

1. Teachers should teach the student athletes according to their unique learning characteristics. At the same time, they should help high-level athletes to clarify their learning objectives, foster their learning interests, stimulate their studying motives and cultivate a constructive learning attitude to make the best of the intellectual potentials of these high-level athletes.
2. In the aspect of English education arrangement, the emphases should be put on the combination of sports specific knowledge and English application ability to meet the high-level athletes' demands of learning and overseas contests.

ENGLISH TRAINING FOR COLLEGE STUDENT VOLUNTEERS AT SPORTS EVENTS

Liu Wei

P.R., China

Background: With the fast increase of college student volunteers' contribution to the many international sports events hosted in China in recent years, there is an urgent need for the university to offer relevant volunteer English training for the students to provide better service work at the events to contribute more to the success of the events.

Methodology: Literature review, logic analysis, students interview, case analysis

Findings:

1. At present, the traditional English teaching method commonly adopted in Chinese universities has resulted in dumb English among large number of students who can understand listening materials while cannot speak. It is high time that a feasible sports-event-targeted English training system was developed.
2. In training the volunteers' English, focus shall be put on the interactive oral English communication about the events' knowledge and service position related knowledge.
3. The following problems still exist in current college sports events volunteers' English training: a lack of systematical training materials for a specific sports event and a routine and comprehensive training package not suitable to the students volunteers due to their limited free time.

Conclusions:

1. Suitable teaching books have direct and significant impact upon the training quality and effect. Teachers for college student volunteers for sports events should strive to develop relevant course books, especially books targeted to specific sports events, with sports events common knowledge integrated in them. Meanwhile publish agencies can issue course-related visual and audio materials for volunteer students to use in their self-study. Furthermore, publish agencies can offer long-distance online learning tutorial to better serve the volunteers.
2. In the aspects of teaching approaches, field simulated teaching can be adopted to bring the volunteers to the sports events fields to have on-the-spot learning, which is more well-targeted. The introductory knowledge to English-speaking countries and their etiquette can also be included in the teaching content.

FEMALE TRIAD STATUS OF UNIVERSITY STUDENTS IN BEIJING

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"Female triad" make up of eating disorder (ED), menstrual irregularity (MI), and low bone mass (LBM). Confronting great stress on academic learning and job and with immature psychophysiological feature, female students become the high risk population of triad.

Objective: This study aims to investigate the prevalence of female triad in students in Beijing, understand triad characteristics, and explore relationship of BMD, menstruation and eating disorder.

Methods: 200 volunteers come from 6 universities by random sampling in Beijing (20.46 ± 1.24 Ys). Eating status questionnaires analysis was adopted (EDI3). Diagnosis of MI and determination of basal E2 was done in the 2nd day of subjects' menses (RIA). 7-day energy expenditure (EE) and physical activity (PA) were recorded to calculate TEE, PAEE, PA-time and PAL (RT3 accelerometer, USA). Body composition and BMD were measured by DXA (GE, USA).

Results:

1. 187 valid questionnaires were retrieved, effective percentage 93.5%. In line with ED, MI, and LBM, 117, 29, and one girls separately met the single, two, and all the three signs of triad, the total number of 62.57%, 15.51%, and 0.5% individually.
2. EDRC (Eating Disorder Risk Composite) score of 32 subjects was $T > 45$, accounted for 17.1% of the total. 5 were with two signs of ED and LBM, and 15 with ED and MI, accounted for 2.71% and 8% respectively. Although appeared lowering trend, BW, PBF, and PBM of ED sufferer did not showed markedly different with that of non-ED.
3. 48 students suffer from MI, accounted for 25.7%. 37 females showed LBM ($Z \leq -1$), accounted for 19.79%. 10 students had two signs of MI and LBM, accounted for 4.8%. The basal serum E2 reduced markedly in LBM than normals ($P < 0.01$).
4. PAEE of all subjects constituted 22.18% of the TEE. PA and PAL mainly showed low intensity ($MET \leq 3$) and sedentary behavior (1.27 ± 0.14). PA-time was less in LBM than that in normals.
5. Basal E2 and PBM were positive correlation with BMD. EDRC score was negative correlation with BMD, PBF and BW, but positive correlation with BMI. TEE was positive correlation with PBM and negative correlation with BW and PBF.

Conclusion: There was higher prevalence of female triad in this study, which mainly showed the single and two signs of female triad. Each sign of triad showed marked correlation and was interacting with each other.

INTEGRATION AND IDENTITY: CULTURAL HERITAGE AND ITS PATH OF THE WORLD UNIVERSITY GAMES

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Objectives: Since 1923, the World University Games experiencing changes in 90 years has grown to a structural system of comprehensive games which includes three sport events: the World University Summer Games, the World University Winter Games and the World University Sports Championship Games. It has become the second large-scale comprehensive sports games after the Olympic Games. In this study, the developmental path of a wider range of cultural integration and cultural identity of the World University Games was explored in-depth from three aspects which are media ceremony, symbol, host cities and the collective identity of relevant stakeholders such as participants etc. Its purpose is to reveal the cultural heritage of the World University Games and its propagation path clearly, as well to provide the experience for reference to construct cultural heritage and innovation system of the World University Games in the future..

Methods: In this paper, the research topic was discussed and analyzed in-depth by using the following research methods which are literature analysis, historical research, logical analysis, benefit analysis, etc.

Results:

1. World University Games has experienced four periods of development and ultimately formed the cultural propagation conception, which consistent with the Olympics. That is the inheritance and innovation of sports culture.

The first period is creation and prototype period of the World University Games (1923-1949). In this period, whatever the hold scale, hold time, the number of participating countries, or universiade organizations, are all shows the characteristics of uncertainty. In the same time, due to the influence of World War II, the cultural spread function of the world university games was in split and discrete state.

The second period is the initial development period of cultural integration and identity of the World University Games (1959-1969). During this period, the two organizations (World Student Federation and the International University Sports Federation) of the East and the West merged in 1959 to the only and highest world university sports institutions which is the International University Sports Federation. After 10 years of continuous exploration, the basic operation mode of the World University Games has been initially established. And it begun to take shape in race philosophy, organizational structure, activities and identification system. Everything for the World University Games has laid a good foundation for the cultural heritage, promotion and further development. The range of World University Games activities has an increasingly wide, and the sports culture gradually changes from European sports culture to the world sports culture in the true sense.

The third period is the tortuous development stage (1970-1990). In this period, the World University Games had faced three times of suspension crisis influenced by the international situation as well as the domestic situation of the host country. But the World Universiade forward toughly in the joint efforts of people who favored in the Universiade sports. Although the World University Games has faced more difficult environment in the tortuous development phase, but it is still developed in competition level, events scale, the tournament organization, venue facilities and further established its international status "Little Olympics".

The fourth period is booming, cultural integration and innovation stage (1991-present). Affected by the international wave of globalization, the World University Games get out of plight and enter into a vigorous development stage. The stability, pluralism, normative of the games was increased dramatically. And it began to have a positive impact on the economic, politics and culture of the host city and walk into the developmental and innovative era which integrates in sports culture of the countries all over the world.

2. Media ceremony is the main path to build the cultural identity of the World University Games. The World University Games' cultural connotation has been extended to the level of national cultural identity by means of the mass media. As a media event, the World University Games has been become the new strength of the national cultural identity and integration. By spreading the celebration ceremony of the World University Games (such as the opening ceremony, the "torch" relayed, the closing ceremony, the awards ceremony) and living the matches and play backing the exciting lens etc. a series of "cultural performances", the mass media makes the

individual of athletes and viewers integrate itself into community of the collective, the nation, the state or even the entire human social community. It has significant meaning in constructing and confirming the triple cultural integration and identity of individual, nation-states, and the human community.

3. The symbol is the main carrier of the cultural transmission of the World University Games. The symbol is the carrier of culture and the creation and heritage of culture is a symbol for the media. World University Games contains its rich sports and cultural ideas and concepts to the emblem, mascot, theme slogan, stamps and other identifying symbols carrier, thus, as an emissary of peace and friendship, the carrier of these symbols was spread to the human community, as a result, the core values of the culture of the world University Games was shaped.
4. The host city and the collective identity of relevant stakeholders such as the participants etc. is the foundation of the core values of cultural heritage and innovation of the World University Games. The integration between local traditional culture of host city and the World University cultural appeared in the World University Games in Kobe, Japan in 1985. It's the first time that poster was appeared. This has an important significance to convey cultural ideas of the World University Games and advertise the cultural traditions of host city. Since then, the following World University Games show the perfect fusion of multiculturalism more fully. In the same time, it also won the cultural recognition of the various stakeholders of the World University Games. And it continues to promote the youth of the world together and join hands in creating a better world.
5. The Universiade athlete's identity limits the competitive level and then results in the problems such as insufficient market development. This is the key to reform and innovation of the sports cultural values system of the World University Games in the current and future periods.

INVESTIGATION AND RESEARCH ON BEIJING COLLEGE STUDENTS' KNOWLEDGE ABOUT OLYMPIC GAMES IN POST-OLYMPIC ERA

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Introduction: The positive impact of Olympic Games on social peace and progress results from one of its main functions, namely education. Education is not only the ancient Olympics but also the modern Olympic Games perpetual thoughts and connotations. Olympic Games educate young people by sporting activities. Such particularity of containing education in physical education has special sense of cultivating virtues, improving intelligence, strengthening bodies and raising esthetic ability for young people. The majority of youth gather in college and universities, where is the domain of education, as well as the place in which Olympiad education is communicated and inherited. The success of 2008 Beijing Olympic Games exerts positive influence on college students' Olympiad education. In order to further popularize the Olympic knowledge in post-Olympic era, this paper investigated the situation of Beijing College Students' knowledge about Olympic Games, and analyzed the factors which influence students' Olympic knowledge mastering. Meanwhile, this paper may offer some references for better extension of Olympic knowledge among college students and development of Olympic Games.

Methods: The article uses literature survey method, interview, mathematical statistical methods and logical analysis. Investigation was performed among 1000 university students in Beijing. And this paper analyzed the factors influencing students' Olympic knowledge mastering.

Results:

1. Beijing college and universities students' knowledge about Olympic Games is relatively comprehensive. But there are obvious differences between students of physical education and non-physical education. The differences embody in the cradle of ancient Olympics, the creator of the modern Olympic Games, the awareness rate about winter Olympic Games and so on; boys know better than girls about winter Olympic Games and participation of China in Olympic Games; knowledge about winter Olympic Games and summer Olympic Games varies apparently. It is shown as the better knowledge of summer Olympic Games. Besides, student pool of Beijing and other regions show differently in mastering the knowledge of Olympic Games. And the awareness rate of other activities about Olympic Games is slow.
2. Beijing College and universities students know well about structural system of Olympic Games. There are 93.2% students know that IOC is the highest organ of power for Olympic Games, while only 44.7% students can answer the question of the three pillars' names of Olympic Games.
3. Beijing College and universities students have some degree of knowledge about ideology of Olympic Games. Their understandings of Olympic Games cultural connotations are in tune with the Olympic spirit. But the understandings of The Olympic Motto obviously differ from majors. The physical education major could better know the Olympic spirit.
4. Beijing College and universities students took active interest of Beijing Olympic Games, and being a volunteer is the wish of most students. They are willing to contribute to the Olympic Games.
5. Beijing College and universities students' attitudes of learning knowledge about Olympic Games are positive. There are several factors that influence students about their Olympic knowledge learning: students' taste in sports, students' level of concern about Olympic Games, sports activity development situation in school, school teaching situation of Olympic Games, systematic propaganda of Olympic Games knowledge by television and other means.

INVESTIGATION OF THE INFLUENCE OF EXERCISE ON INTERNET DEPENDENT BEHAVIOR OF COLLEGE STUDENTS

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Introduction: To understand the relationship between the amount of exercise of college students with internet dependent.

Methods: Using Young internet dependent Diagnostic Scale 200 college students in Beijing were surveyed. 31 Standard internet dependent students as the experimental group, were compared with the control group of 26 normal in the SCL-90, sports questionnaire scores.

Results: High-risk college students populations of internet dependent show poor academic performance, poor habits of the daily sports, and participate fewer in team sports projects; the college students with internet dependent express higher scores of depression, anxiety, obsessive-compulsive, fear, paranoia and other negative emotions associated factor than non-into addicts, their mental health is poor. Sports activities can ease tension, increase self-confidence; the social interpersonal interaction of environment movement can expand the social circle and establish good interpersonal relationships in social interaction; joining in supportive sports organizations contribute to maintain exercise habits, over team members' (including relatives, friends, classmates, teachers and sports enthusiasts) interactive emotional connection, a healthy lifestyle can be developed benefiting from all life long.

Conclusions: The sport can improve mood, enhance emotional intelligence, and improve mental health. There is a negative correlation relationship; regular sports activities and Internet Addiction.

LEADING A HEALTHY LIFESTYLE: HOW CAN UNIVERSITY AND OLYMPIC SPORT CONTRIBUTE?

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Most of the people in modern society take upon the heavy tasks with urgent time, they all feel fatigue and mental stress. Especially in China, University student's movement becomes rare. The joint investigation by 21st Century Education Research Institute and China Youth Network Youth public opinion center shows college students that insist on exercise every day accounted for 8%, almost no movement of college students each week was 22.5%, 35.9% of them exercise 1-2 times a week. People's leisure time is declining in these three consecutive years from 2011 to 2012. The survey shows that: There are different degrees of overtime work in 69.4% of respondents; "Strategic Research Report of Healthy China 2020" by Ministry of Health claims in August 17, 2012 that 80% in adults have never do exercise. Residents over the age of 18 in 2011, 83.8% of them never participated in amateur exercise, which citizen accounted for 73.2%, and this figure is lower than 78.4% in 2002. Only 11.9% of the residents have exercise regularly, they exercise more than 3 times a week, at least 10 minutes every time.

So, it results in over 90% adults lack of sleep, memory loss, rates of obesity and eyesight failure rose sharply, personality missing. With work in physical activity substantial reduction, coupled with energy intake increased, busy work and other factors, China's intellectuals appear the phenomena of premature aging and untimely death increasingly.

Through various research methods, such as the statistics, expert interviews, questionnaire, literature, the thesis studies the healthy way of life by sports as well as the role of sports, comes to the best health lifestyle leading the people is sports.

The main **conclusions** we get are as follows:

1. Sports as a skill and habit go through our learning and life. The necessary measures **MUST** be taken in schools and work units to teach sports skills to everyone, so that they have mastered a skill, and develop the habit of physical exercise. The survey shows that more than 90% of the people not participate in physical exercise are because of not mastering sports skills.
2. Looking the sport as the way of leisure and fitness and the tool of communication and entertainment. The survey shows the main purpose of 68% of people are for fitness and leisure; 58% are for communication and entertainment.
3. Regarding the sport as educational tools and daily behavior habits, the way of getting in touch with people can be cultivated in sports exercise. Through expert interviews, we can get the conclusion that sports can cultivate person's EQ and IQ, and can provide very good daily behaviors and the way. And 93% of the experts agree to this point of view.
4. Through interventions before and after the experiment, we found that in the comparison of the experimental and control groups, followed by a healthy lifestyle experiment, the experimental group in terms of physical health, mental health, social adjustment, mental state and so on, have the significant positive and effective changes.

LEGACY OF THE 29th OLYMPIC GAMES IN BEIJING: VENUE CONSTRUCTION AND OPERATION MODE PERSPECTIVE

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The 29th Olympic Games in Beijing has left huge economic legacy, cultural legacy, organization mode legacy and so on. Venue construction and operation mode legacy is a kind of organization mode legacy for Beijing Olympics. Since the construction and operation of mega venues has been a big issue for all the hosting countries, it is essential and meaningful to summarize the venue construction and operation mode legacy.

Objectives: To carding the venue construction and operation mode legacy for the 29th Olympic Games in Beijing.

Methods: Research methods have included a depth interview and data statistics.

Results: Based on the past experience and lessons of different hosting countries, the 29th Beijing Olympic Games broke through the traditional thinking mode and took the market investment and financing mode to construct the Olympic venues. In details, at least three new modes have been introduced in the construction of venues. Firstly, the PPP mode was adopted for the construction of Bird’s Nest. Secondly, the social donation mode has been used to construct Water Cube. Lastly, the BOT mode was introduced in the Wukesong basketball venue. The investment structure of Beijing newly-built venues was obtained and can be seen in Table 1, amounts to 89 billion RMB. More than 50% of it was financed by social capital. The legacy benefit of the venue construction mode is that it develops a newer and more suitable mode for the hosting countries all over the world to use social capital to construct the large venues.

TABLE 1: The Investment Structure of Beijing newly-built Olympic venues

	Government funding	PPP mode	BOT mode	Social Donation	Fiscal subsidies & self-financing	Amount
Investment (Billion RMB)	¥8.7	¥36.0	¥24.9	¥11.1	¥8.2	¥89
Percent (%)	9.8%	40.5%	28%	12.5%	9.2%	100%

Accordingly, the new mode of construction made some new styles of post-game operation. First of all, some Olympic venues (Bird’s Nest, Water Cube and the National indoor Stadium) have set up a strategic alliance based on Olympic ribbon. This has been never seen in some other countries. Next, Beijing Olympic Park ribbon is being created to be an Aggregate Demonstration Plot, which can hold sport events, culture performances, conferences, exhibitions and holiday events with international influence. It will also bring demonstration effect, and should be taken as legacy of Olympic Games. In the end, name box of venue is an innovation and legacy for the operation of the Olympic venues. For example, Bird’s Nest has confessed that they will not auction the naming right for the whole venue, but will make over 84 box’s naming right.

Discussion: How to evaluate the legacy benefits of venue construction and operation for the 29th Olympic Games is need to make further study.

LEISURE, HEALTHY LEISURE AND WEIGHT CONTROL

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The leisure is always defined as the freedom and individualism factors, including physical, mental and lifestyle factors that influence household and individual leisure decisions. Unfortunately, more and more modern people choose seating sofa in front of screens (TV, computer etc.) as main leisure for many hours a day globally, the unhealthy definition of leisure would influence individual decisions are made for leisure related health risks. This paper reviews the literature on the ways the unhealthy leisure affects weight, physical activity, and obesity. Physical activity a day as leisure for adults to reduce the risk of chronic disease and an early death not well paid attention in most leisure research. Declines in active leisure have occurred at the same time as increases in overweight and obesity among current people. One result is the so-called obesity epidemic, but a sedentary leisure style also increases the risk of chronic diseases, We must create environments in which physical activity becomes a routine part of the day as leisure for more people, and encouraging routine physical activities Many specific educational resources and programs are recommended to advance this agenda of healthy leisure.

Implications: Promoting active leisure or we called healthy leisure should be important public health priorities in modern people. In this paper, a new healthy leisure pyramid was designed to evaluate the healthy degree of leisure events. Finally, we all must emphasis the health meaning of leisure definition, promoting the healthy leisure education, and become role models by active leisure style whenever possible and inviting others to do so with us.

OPPORTUNITIES AND CHALLENGES CONFRONTING CHINESE WOMEN AND SPORT IN THE 21st CENTURY: A SOCIOLOGICAL AND CULTURAL APPROACH

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In the first decade of the 21st century, China has greatly accelerated its modernization process, played an active part in the global competition, and entered a rapid-changing stage brimming with charming opportunities and daunting challenges. China's fast pace in material, cultural and ideological progress has considerably exerted profound impact on the development of elite sport, in which female athletes' tremendous contribution couldn't be ignored.

The past decade witnessed that Chinese female athletes became more independent, confident, and willing to take charge of their own lives, to bravely strive off shackles of complete obedience to their male coaches and the centralized state-funding system, and to enhance their awareness of participation in national sports management. Apart from all the heartening progress, they are also confronted with numerous challenges, such as how to survive in the intense competition in elite sports arenas, how to sufficiently support themselves due to the decline in government funding, and how to maintain a balance between domestic responsibilities and career development. All of the above issues generate huge research interest.

This study will provide a sociological and cultural investigation of the opportunities and challenges for Chinese female athletes in the 21st century. Four crucial events will be analyzed in term of their influence on the development of Chinese women's elite sport: China's entrance into World Trade Organization in 2001, China's fight against Severe Acute Respiratory Syndromes in 2003, China's host of Olympic Games in 2008, and China's maintenance of steady growth during the financial recession since the late 2007. It is the expectation of the author that this study can spark off a better and deeper understanding of Chinese women's sport in the 21st century.

MEGA SPORTS EVENT AND MEDIA IN ATTENTION ECONOMIES — AN EXAMPLE OF THE 26th UNIVERSIADE

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Introduction: Today, mega sports events mean much more than just sports. The 26th summer Universiade was held in Shenzhen, China. The media reportings were based on the competition, and the profits within the attention economy were very significant. But as different actors make different kinds of calculations, which in turn produce very different findings, the role of different countries' media is quite varied. The focus of the empirical analysis on the local and foreign press coverage of the 26th Universiade implies the differences between imagination and reality on how mega sports events influence the marketing.

Methods: Literature study and content analysis in coverage of Chinese and foreign press are mainly taken.

Results: The present article examines how the 26th Universiade were covered by both Chinese and foreign newspapers. There were some differences between them:

1. **Reporting Focus.** In Chinese media, the Universiade was a powerful tool for urban marketing and national visibility. For instance, before the actual event, many reportings were written about the international attention and economic profit that would be brought to Shenzhen and to China. Sports were the second most common topic in the press. The way in which the press presented the Universiade could be linked to the concept of attention economy. As the state and the city tried to attract investments, places of work, and tourists, they also increasingly rely on various publicity strategies, image-making, marketing, branding and advertising. The games were also described as a fine and even a unique experience. The anticipations of organizers, volunteers and citizens were widely reported. Unlike the Chinese press, foreign press concentrated focused strongly on sports. Newspapers wrote about the success of athletes from their own countries or about the big athletic stars. For example, before the Universiade, a great proportion of the articles were reported about the preparations by the national squad. Thus, the material suggests that the articles were focused on sports and especially top-level results and strongly nationally oriented. The city or the country where the games took place did not grasp their attention.
2. **Reporting Attitude.** The general tone of the news items in Chinese media was usually friendly. The closer the games came, the more favorable the news became. Stylish articles portraying key persons were also clearly in favor of the games. Although there were arguments appeared, they convinced the public that it would be worthwhile and profitable to organize the games in China. Whereas foreign media would like to seek and disclose the negative aspects such as circumstances problems which showed that reports about the organizers were not necessarily very friendly.
3. **Reporting Quantity.** Chinese media especially in their sports pages were overwhelmingly devoted to the Universiade. However, the coverage in foreign media of the Universiade was clearly overshadowed by their national professional tournaments.

Discussion / Conclusion: .

The Chinese and foreign press wrote about the 26th Universiade in Shenzhen in very different ways. However, a common feature among media from all countries was their national perspective.

The Chinese press put emphasis on what the event would mean in terms of international publicity, visibility and commerciality for China and Shenzhen. Through the issues of management, organization, economic impacts and others, the findings here clearly illustrate that a mega sports event means much more than just sports. This would suggest that there is a firm belief among reporters and citizens in the crucial elements of the attention economy.

However, to foreign sports media, it was not important whether the host city benefited from the mega sports event. Their perspective was strongly national - perfectly in accord with traditional sports journalism. The success of the national squad and sporting stars were their focus. Articles about the international sport heroes were also written, but they are only minor part.

For a very long time, commercialism has been a significant part of top-level sports. In fact, sports can be seen as part of today's experience industry. The consumption of experiences, and the "experience hunger" that characterizes late modern society.

For promoting the consumption of sports and sporting events, television and other mass media are in a key position. The great majority followed the events through the media instead of seeing the games in the Stadium.

As the common perception of the proponents of the attention economy is that mega sports event is a powerful tool for urban marketing. It is important that not only mega sports event itself is successful but also the way in which it is used is suitable. But the findings challenges the original belief. While it is without doubt that mega sports events are at least some means for bringing the spotlight and publicity to small and unknown cities, it may not be as important as what it is estimated.

ON THE CHANGE OF WOMEN'S STATUS DURING THEIR PARTICIPATION IN THE OLYMPIC GAMES

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This paper recalls and generalizes the gradual changes of women's status during their participation in the Olympic Games; studies the historical development of women's participation in the Olympic Games; analyses the social and cultural elements that caused the changes, so as to make further improvement to the development of women's participation in the Olympic Games and to provide theoretical support to the research on women's sports in the Olympic Games.

Methods: Literature & Mathematical statistics.

Result & Analysis: Women's Status in the Ancient Olympic Games

There was no women's competition items in the ancient Olympic Games, no women was allowed to participate in the ancient Olympic Games, so far as to allow women to enter to watch the games, and the offender was sentenced to death.

Women's Status in the Modern Olympic Games.

Changes of Policies on Women's Sports.

Pierre De Coubertin, founder of the modern Olympic Games, stands against the women's participation in the modern Olympic Games. In 1921, Kate Millett (French) founded the FSFI. In 1923, the committee of the Olympic Games encouraged the IFS to shoulder the responsibility of developing the women's sports. In 1924, on the 22nd meeting of the Olympic Committee allowing women to participate in the Olympic Games was officially admitted. In 1991, the Olympic Committee decided that any Olympic category that would be added to the Olympic Games must include women's items.

Increase of Number of Women Participants.

In 1990, on the second modern Olympic Games there were 11 women participating in informal competition items. It was in 1924 that women for the first time marched into the Olympic Games, there were only 136 women occupying 4.4%; in 1996 among 10,332 participants, women occupying 35.1%; in 2008 on Beijing Olympic Games the percentage of women participants was 42%, for the first time it almost occupies 50% of all the participants and reached the peak in the history. Thus it takes 88 years to realize the fact that there are women participants in each Olympic delegation for the first time during the hundred years of the Olympic Games.

Increase of Number of Women Items.

In 1900, there were only two categories and three items in the Olympic Games that were open to women, and all of them are informal competition items; in 1910, the Olympic Committee allowed women to participate in items including swimming, gymnastics, and tennis; in 1928, women's track and field items were added to the Olympic Games; in 1984, for the first time pure women projects such as Synchronized swimming and gymnastics appeared on the Olympic Games; in 2000 on Sydney Olympic Games among 29 newly-added items there were 23 women items; until 2012 on London Olympic Games all Olympic categories include man and woman items.

Increase of Women Sports Achievement.

On the Olympic Games there are legendary women athletes continuing to emerge, the women records are continuing to be refurbished, and on some items the gap between man and woman is narrowing. In 1988 on Seoul Olympic Games, the difference of the score of 50 meter freestyle between the man and woman is only 3.65 second, in 1996 on Atlanta Olympic Games it was 2.47 second, while in 2012 on London Olympic Games the woman athlete Ye Shiwen swims even faster than the world record of man athletes.

Women Marching into Leading International Sports Institutes.

In 1968 the French Duke Jean for the first time proposed to add more women members to the Committee and for the first time the Olympic Torch was lighted by a woman athlete; in 1981, the first woman committee member came into

being which ended the 87 years history during which there were only man committee members; in 1995 there were 14 woman committee members and one was the vice president; now among 106 committee members there are 20 women; among the London Olympic Committee, more than half of the work staff are women including 5 women in the senior management.

Conclusion: In the modern Olympic Games, the women status is improving gradually, such as: changes of policies on women's sports; increase of number of women items; increase of percentage of women participants; increase of women sports achievement; increase of number of women marching into leading international sports institutes.

ON THE CULTURAL DIFFERENCES AND GO

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Chess and Go are the products of human intelligence, respectively representing Western civilization and Eastern wisdom. These two games are different in rules, gaming strategy and moves and theories are hard to find anything in common. Chess' simulation of the confrontation in wars represents the concepts of equality and liberty unique in Western culture. Go on the other hand expresses a state which can only be spiritually communicated, but hard to be verbalized, unique to the Eastern culture, which is highly abstract. Why are there such great differences in the two chess games most representing human intelligence? The different cultural traits embodied by the two games have transformed the chess art itself into a vehicle open to diverse interpretations.

Tracing the history of the two games and have a thorough meditation and reflection from the cultural perspective, with an analysis and comparison of the special traits of two games, the researcher has studied the gaming rules' variations from the cultural perspective by drawing on many years' experience of being a chess player, and further expresses thoughts on the cultural differences.

ON THE PERSONALIZED OPERATION AND OVERALL STRATEGY OF CHESS PLAYER`S OPENING PREPARATION

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The distinctive feature of chess is the complexity of all out confrontation during the whole game, therefore a successful opening preparation usually have great effect on the final result of the game. With the fast development of science technology and the extensive information communication, winning a chess game by taking advantage of possessing less known information are gone. Today's chess players need not only to pay attention to specific chess manuals' variations, but also need to learn to think about and design the game through setting up personalized schemes and overall strategies.

In this article, the researcher makes a deep enquiry into the preparation process of the chess player's opening with real firsthand experience as a world class chess player and also from the perspective of a senior coach of World Chess Federation with many years' teaching experience. Focus on real matches taking place, this article especially emphasizes the chess player's psychological impact and the opening's practical applicability and the importance of making a personalized chess opening package.

OPENING A COMPULSORY COURSE OF MODERN OLYMPIC ANECDOTES IN PHYSICAL EDUCATION COLLEGES

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Besides the physical and intelligent education, college students need necessary mental education in Physical Education (PE) colleges. Most courses are taught by cramming information on class while most students prefer to get to know more by some provoking and interesting materials designed to be meaningful and inspiring in their future sportsman careers, establishment of self-confidence and self-esteem, pursuit of collaborative teamwork and respecting each other.

Objective: By comparing the differences of Olympic education in PE colleges of China with that in Canada the paper explores a new way to strengthen students' mental education by opening compulsory course of Modern Olympic Anecdotes in colleges.

Methods: By applying case study, comparative study, and logic analysis method, this paper compares the Olympic-related courses in PE colleges of China and that in kinetic department of Windsor University in Canada to offers evidences that colleges in China are in an urgent situation of opening more meaningful and provoking related courses to enrich the mental education.

Conclusion: After the analysis of status quo of mental education in PE colleges the paper puts forward the necessity, feasibility and significance of opening compulsory course of Modern Olympic Anecdotes and how to plan the course to educate college students mentally via unique education of Olympic spirit. At first it focuses on such 3 points as who to open the course, what to teach, and how to teach. 3 lecturers with Olympic culture major, the education major, and TESL background can be combined together to open this course. In order to highlight its outstanding characteristics of the course attracting students' constant attentions, what the lecturers teach on class and what students can get from the teaching is essential during the courses. All the anecdotes and stories should be rechecked by Olympic professionals to make sure that the contents spans from the inspiring and funny historical stories, famous athletes, to Olympic relationships with society etc. As to how to teach, the interest-provoking materials and series of organized activities should be employed flexibly in order to input effectively Olympic knowledge indoor and practice what they have learnt outdoor. Lastly the meaning of opening the course is expected that it is not only a brand-new model in PE colleges as a good example of horizontal cross in teaching but also helps unconsciously students to cultivate collaboration, fair play, persistence, enterprise, and harmonious development mentally and physically. Opening the course accelerates people to realize the special value of the Olympic education to higher education and explore other ways to merge the Olympic education and high education in China.

THE CONCEPTION OF MODERN UNIVERSITY AND THE PRACTICE OF OLYMPIC MOVEMENT OF TSINGHUA UNIVERSITY

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Abstract: Based on the concept of modern university that the training of qualified personnel as the center and the teaching, research and service to the community as their own responsibilities are discussed, the important function of modern university is exposed in the development of Olympic movement; It is also discussed through the specific participation of Tsinghua University in Olympic movement if their own characters could be realized and positioned better in the modern universities, conditions will be created to contribute to the development of Olympics.

A. Introduction

Universities are China's important disseminators of modern sports, and many modern sports concepts and sports projects are spread through university to the community. With the coming of knowledge economy era, the modern universities have moved from the margins of society toward the center. As the cradle of talents training, the base of knowledge innovation and the social institutions connecting sports and education, universities have both the responsibility imparting knowledge, creating knowledge and serving society and the mission developing and disseminating sports. Consequently, it is also a direct and meaningful work of personnel training and community service for universities joining in Olympic movements.

Tsinghua University in Beijing which had just spent the centenary in April 2011 is internationally a reputable university having long sports tradition. In a century, the Tsinghua University not only cultivates a large number of scientists, engineers and key personnel in all walks of life, but also it is well known for her to lay great emphasis on sports and participated actively in them. The sports concept of school that educating people is first and physique and personality are emphasized together and the university concept of competitive sports at a high level that pursue excellent constitution and learning have been formed in the long educational practice. Centering on the practice of the Olympic movement, the participation of the modern Olympic movement for Tsinghua University is talked about in the paper

B. Olympic concept of environmental protection and the practice of Tsinghua University

The earth is the common homeland of all mankind. Protecting Mother Earth and achieving sustainable development are the common aspiration of mankind, the concept of the Olympic Movement. As far back as 1995, the idea of green university which the construction of green education, green technology and green campus are regarded as the main content is proposed, and it is implemented with the support of State Environmental Protection Administration. The face of Tsinghua University is not only changed with the construction of green university campus and the conception of green university campus and values of sustainable development are also deeply rooted in the hearts of all teachers and students through unremitting efforts. The courses of environmental protection and sustainable development are not only opened for students and the efforts that plant the variety of vegetation in campus are intensified by Tsinghua University in order to build Tsinghua University into a green ecological campus, but also multi-disciplinary advantages are played by Tsinghua University to carry out the concept of green Olympics and do a fruitful work for the achievement of 2008 green Beijing Olympics during the 2008 Beijing Olympic Games.

The scientists and engineers of Tsinghua University have assumed a very important subject from 2000, "The Integrated Control Measures of Air Pollution in Beijing", with the support of the ministry of Science and Technology. The study included energy use, traffic pollution and industrial pollution control, etc. Its purpose is the fact that makes the 2008 Beijing's air quality meet the national air quality standards and creates a clean blue sky for the Olympic Games. Based on the principle of study and service both together, some research results of the project has been applied in the course of the study, such as providing the 2008 air forecasts for Beijing's Olympic bid and some of the research results incorporated into environmental policies which the Beijing Municipal Government formulated.

Professors and engineers from the automotive engineering department of Tsinghua University has engaged in the research and development of clean vehicles for many years, the subject about the R & D of fuel cell of city bus had been finished in 2006 and a number of vehicles based on the findings were used in the operation of Beijing's urban public transport as a "zero pollution" demonstration during the 2008 Olympic Games. The city bus used the fuel cell also played a role during the 2011 World Collegiate Games in Shenzhen, China.

Professors from the Electric Engineering department of Tsinghua University cooperated with some experts from related unit to assume the subject of 2008 Beijing Olympic Games about the solar pumping and lighting integrated application system in 2001 to develop the intelligent solar lighting system and the solar pumping systems which are applied separately into the Capital Stadium and the Olympic Sports Center of Beijing during the 2008 Beijing Olympic Games and whose effects are well.

The concept of environmental protection and green Olympics for Olympic movement is the important issue related to the sustainable development of Olympic movement. Tsinghua University makes its own contribution to the environmental protection concept by using its own strengths of education and advantages of multi-disciplinary research.

C. Olympic concept of education and the practice of Tsinghua University

The Olympic movement is a culture, and also an education. China is a country with 1.3 billion people including 400 million young people. It is very spectacular and ambitious to spread the Olympic knowledge and promote the Olympic spirit in 400 million young people so as to achieve the ideal combination of sport and education. Young people who are the expectation and the future of society, especially college students, are enthusiastic about sports and Olympic Movement, which has not only a significant impact on the students themselves, but also affects the future development of the Olympic Movement. Tsinghua University as one of China's most influential universities participates actively in the practice and development of the Olympic movement with other universities, which promotes Chinese young generation to understand the purpose, philosophy and spirit of the Olympic movement, and makes an important contribution to the development of human Olympic movement. The main approaches which Tsinghua University fulfills the Olympic educational ideas are as follows:

Physical education curriculum reform is carried out to promote more sports into the college classroom and make more students participate in sports. Different sports with different cultures are originated in different nations and countries. The exchange and dissemination of sports belong to a kind of cultural ones. However, it is difficult to realize truly a wide range of communication and popularization if sports are only confined in competitive sports arena. If they are become into the content of school physical education curriculum so as to let more students understand and master them through classroom teaching, it is possible for them to enter the community more widely and owned really by the community through more students' participation and dissemination. For this reason, based on traditional sports courses, Tsinghua University formulated a detailed program and implementation plan to enhance the construction of faculty and curriculum system, and made the physical education curriculum offered throughout the school increase from 21 in 2000 to the present 50. Additional physical education courses are as follows: fencing, diving, beach volleyball, judo, boxing, gymnastics, rowing, shooting, archery, swimming, rugby, tae kwon do, Karate, cane ball, and so on. These courses which basically belong to the Olympics project from the sports project point of view are favored by students.

The different sports activities of the second class are carried out in extra-curricular time besides the reform of physical education curriculum system and the broadening of subjects and content to make multi-level, multi-scale and full range of sports counseling for students in Tsinghua University. These measures promote students to understand sports connotation and enhance their interest in sports so as to make them become imperceptibly the practitioner spreading Olympic knowledge and carrying forward the Olympic spirit. For example, a long-distance running which is an essential element in the physical education of Tsinghua University and a sports item offered in the second class of school attracts a large number of runners and marathon enthusiasts. There are many students from Tsinghua University enrolling in 5 km, 10 km, half marathon and full marathon at the annual Beijing International Marathon. The number of participants that got up to 6,000 people in 2003, 2004 and 2005 accounted for a quarter of the total people's number of Beijing International Marathon.

Exploring the way that the universities are taken as the bases, sports and education are combined, universities, secondary school and primary school are connected, high-quality and high-level student athletes are cultivated. The purpose which Pierre de Coubertin, founder of the modern Olympic movement established the Olympic movement is to educate young and promote the harmonious development of their body and mind in a new way. In the development of competitive sports, it is educationally meaningful for both the concept of education and the participation of the Olympic movement to make athletes educated more comprehensively to possess higher quality. Since the 1990s, Tsinghua University has explored to train a high level of student-athletes with other universities together. With the support of the relevant departments of the State Sports General Administration and the Ministry of Education, Tsinghua University has set up a track and field team, diving team, shooting team and other high-level sports teams of students. High-level students' sports teams of Tsinghua University have five main features which are as follows: (1) the university is taken as the base of learning, training and management; (2) the cooperation of sport system and university is embodied fully in the management system. The support of society and the department in charge of sports is provided in training,

competition and capital, etc. (3) the convergence cultivation is done from primary school, secondary school to university according to different sports. Student-athletes' culture learning and training and competition are emphasized together to prompt them to have a comprehensive physical and moral development; (4) The experience of professional sports teams of our country is absorbed, centralized accommodation and centralized management are carried out, and the training is implemented by high-level coaches; (5) the advantages of comprehensive research of university are brought into play and the study groups are formed by experts from different disciplines to provide strong scientific support for the cultivation of high-level athletes. The exploration of high-level students' sports teams of Tsinghua University has achieved initial success, and the student-athletes who are growing rapidly with both excellent physique and learning have performed well in national and international competitions.

The relevant researches on Olympic movement and modern sports research are done. Creating the platform of research on sports humanities and social sciences and doing research on sports humanities and social sciences are the proper meaning which the Olympic movement is practiced. In the year of 2001, the key research base of sports social science which Tsinghua University declared was approved. After this, according to the developmental needs of sports social science and the constructive requirements of sports disciplines of Tsinghua University, taking the theoretical and practical issues appeared in the development of sports of our country as a breakthrough, the experts and scholars of school from the field of humanities and social sciences are gathered to play the comprehensive advantages of Tsinghua University's scientific research, explore actively the new ways of multi-disciplinary research on sports humanities and social sciences, and carry out interdisciplinary research on sports humanities and social sciences. The research base of sports social science of Tsinghua University has completed 32 subjects subsidized by the National Social Science Fund of which include "the relations of the 2008 Olympic Games and China's economic and social development", "China's sports capital market", "the development of Western Sport Sociology in the 20th century: theory, point of view, paradigm and enlightenment", and so on. At present, Tsinghua University has built the doctor station of the first level discipline of sports science and the postdoctoral research station of sports science. The Olympic education is promoted on the level of scientific research through these efforts.

D. Conclusion

When the Olympic movement becomes an education, a concept, a social movement and the focus of the world, what kinds of concept, awareness and action universities should have in order to participate better in the Olympic movement is what we should think about and face. It is identified from the understanding and awareness of the modern university concept and the exploration of Tsinghua University's participation in the Olympic movement that they can create the conditions to participate over all in the grand social movements of Olympics so as to make contributions to the development of the Olympic Movement, as long as the universities which regard personnel training as the center and take the impartation of knowledge, the creation of knowledge and the service of society as their own responsibilities can understand and position their roles well.

RESEARCH OF PRESENT SITUATION ON CORE STRENGTH TRAINING OF BEIJING COLLEGES'S HIGH- LEVEL TRACK AND FIELD TEAMS

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1. **Aim of the study:** Core strength training are new training ideas and methods raised from fitness rehabilitation field and entered into track and field in recent years. This paper selects representatives of Beijing high level track and field teams, study the present core strength training situation , aimed to enrich the strength training system, and promote college high level sports teams to improve the competitive ability.
2. **Study methods:**
 - 2.1 Referring to related literature: Through the retrieval of the database of Chinese Journals and EBSCO exercise science database referring to 34concerned paper, the theoretic basis of this study was founded.
 - 2.2 Questionnaire survey method: Distribute questionnaire to 15 coaches and 118 athletes from 10 colleges' high level track and field teams of Beijing and carry out the validity and reliability test.
 - 2.3 Mathematical statistics method: All data were processed using the statistical software SPSS17.0, The processed data calculation and figure composition was completed by Excel2003.
3. **Result and analysis:** Coaches and athletes' cognitive analysis on core strength training
 - 3.1 Analysis of core strength training's functional definition

"Core strength training is focused on strength exercise under unstable condition, it can raise more muscle groups involved in the work, The traditional strength training is very difficult to stimulate deep muscles, the core strength training is carried out especially in unstable condition ,so it can be more effective to solve this problem." It emphasizes the power link and transmission; emphasize the combination of strength, coordination, flexibility and agility. It is effective to promote coordination and strength quality obviously .13 experts agree on this point, accounted for 86.7%, 2 experts don't agree with this point, accounted for 13.3%. This shows that the experts basically hold affirmative attitude on core strength training.
 - 3.2 Coaches and athletes' cognitive analysis on core strength training

Through the investigation of 10 colleges that recruit high level athletes, three of the colleges adopt systematic core strength training compare with the other teams who rarely use core strength training. Part of these colleges do not understand their adopted core strength training method. Therefore the core strength training method has not been universal applied in Beijing ordinary colleges' high level track and field teams.

Only 6 coaches who understand and have experienced professional core strength training ,accounted for 40%; 5 coaches generally understand core strength training, accounted for 33%; 4 coaches do not know core strength training ,accounted for 27%; As the athletes are concerned,29 athletes know core strength very well, accounted for 25%, 41athletes generally understand core strength training ,accounted for 35%; 48 athletes do not know core strength training, accounted for 41%; The data above show that most coaches and athletes are in the first stage of core strength, core strength training method is not widely spread in Beijing colleges' high level track and field teams ,and still need to promote.

Currently the most widely used method of core strength training is bare-handed practicing on mat and Swiss ball training, The main reasons are: firstly, these equipment are easy to buy; secondly, the use of these two training methods are adoptive to more training categories; thirdly, the training by using this two method is efficient. Balance plate and air cushion are not used frequently and let alone other training methods. Although vibrating strength training can effectively improve the athletes' relative strength, it is not widely used. Currently, Swiss ball, bare-handed practice on mat balance plate and air cushion are the main core strength training methods. The training feedback results is pretty good, and still need to further expand the development of more training methods into practice to promote raising athletes' performance.
 - 3.3 Application analysis of core strength training
 - 3.3.1 Frequency and effect analysis of core strength training

Weekly, the use of core strength training frequency is different in different track and field events. Core strength training is often used in throwing events, about 3-4times/week; sprint, hurdling, high jump and long jump events is 2 times /week; middle and long distance races, heel-and-toe walking race is 1 time/week. Therefore, the core strength training is basically adoptive in track and field events. At the same time, the core strength training methods can effectively raise athletes' coordination ability and strengthen waist and abdomen strength, improving athletes' performance. 53 athletes consider that core strength training can raise special movement performance obviously, accounted for 45%, This also proves that core strength training can meet the requirements of raising athletes' special strength.

3.3.2 Extending and learning of core strength training in colleges

Core strength training is a new training method, although technique requires more compare with traditional training method, it offers various forms, higher interest, good training effect and wide application range, can effectively mobilize the training enthusiasm of the athletes, so, both coaches and athletes should reinforce to master advanced training theory and methods. Enable coaches to get approach to new things, and effectively promote athletes to use new training methods. Sports management department should organize coaches to exchange experience and study new training methods, promoting the widely use of new training methods and tactics and fully grasp the coach team construction, constructing an effective operating system which can well promote the development of sport.

4. Conclusions and Suggestions:

- 4.1 Through the training effect, it was found that both coaches and athletes approve core strength training method, and core strength training method is indispensable for athletes' fitness training. It emphasizes the power link and transmission, emphasize the combination of strength, coordination, flexibility and agility. It is effective to promote coordination and strength quality obviously .
- 4.2 The main core strength training equipment used in Beijing colleges' high level track and field teams are: balance plate, Swiss ball, foam tube, air cushion etc. Even though core strength training method is not widely used, as a new effective training method, core strength training should arouse more attention by college coaches and athletes.
- 4.3 Coaches and athletes of high level track and field teams approve the high value of core strength training, holding approval attitude on raising athletes' special ability, the future prospects of core strength training is bright.
- 4.4 Propose attaching importance to high level track and field teams' construction seriously, increasing investment and talents introduction work. Coaches' training theory and methods should be updated as soon as possible, introduce and digest core strength training methods and means.

RESEARCH OF THE INFLUENCE OF THE CONSTRUCTION OF SMART BEIJING OLYMPIC VENUES ON 2011 SHENZHEN UNIVERSIADE VENUES

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This paper analyzes the construction of Beijing Olympic Venues. We find that, with using such systems as equipment management systems, information technology system infrastructure, special facilities system, information application system and IT rooms, it has exerted a strong influence on the construction of 2011 Shenzhen Universiade venues. The fully integrated smart systems have directed the construction of venues and resulted in the full application of products tested by the so many computerized projects. The new design concepts of smart venues have also been applied in the 2011 Shenzhen Universiade. Thus the construction efficiency and the operation management have also been in great progress.

RESEARCH ON COMPETITION VENUES TECHNOLOGY OPERATIONS IN THE LARGE-SCALE COMPREHENSIVE SPORT EVENTS – FROM BEIJING OLYMPIC GAMES` PERSPECTIVE

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Competition venues technology operations (VTO) are more and more important in major sports events. VTO is one of the most crucial elements which influence the running of the games, just as nervous system to human body.

It is to analyze the impacts of VTO in Beijing Olympic Games and apply the solutions to international university sports games or other events.

Methods: literature, field observation and interviews.

Findings:

1. Competition venues technology operations center (VTOC) did not support enough infrastructures to the competition group. It was not considered as the first. Many facilities such as computer, TV and WLAN services were insufficient for the competition group.
2. VTOC didn't fulfill the service duty between different groups. Most venue staff knows little of INFO2008, and cannot get the required information from Games Management System. VTOC didn't touch with other groups to know and feedback it to TOC, so the problems cannot be solved.
3. There are too many interfaces to VTOC struggling to deal with. It must meet the need of external technology part including Top, Beijing 2008 Partners and other contractors or sponsors, and satisfy the inter-venue part such as Broadcast, Spec Services, Logistics, and Sport groups especially.
4. Resources must be reserved by VOTC for emergencies. The needs of the clients were changed probably in last-minute or process of the games.

Discussion:

1. Olympic Games are not a "Technology Event". Competition is the core content, so VTOC should strengthen services for competition group. Only proven technologies are deployed to support core services and operations.
2. Although more than 95% of the problems are needed to solve inside venues, VTOC should establish a rapid feedback mechanism with TOC and other teams in venues to solve unplanned problems.
3. To some nonprofessional interfaces, VTOC should play the role as a supervisor or coordinator. At the same time, the third-part test and experts are recommended.
4. For emergency changes, VTOC should make different prediction schemes cooperating with other groups in venue.

RESEARCH ON IMPACTS OF THE OLYMPIC GAMES ON COLLEGE STUDENTS

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1. **Research Target:** The success of the Beijing 2008 Olympic and Paralympic Games not only enhanced the world's understanding of China and promoted their cognitive understanding of the people from all the countries, but also had a great impact on the ideas and behaviors of college students in our country.
2. **Research Method:** Literature, analysis, mathematical analysis
3. **Result & Analysis**
 - 3.1 **Stimulate Cohesion & Inspire the Spirit of Patriotism among College Students**

The key reason why the Olympic Games could have such a great appeal to the people from all over the world is just because it can arouse people's strong patriotic enthusiasm and ethos to constantly strive to become stronger. The more the college students participate in the Olympic Games, the more the positive impacts of the centripetal force and cohesive affinity are imposed on college students.
 - 3.2 **Cultivate College Students with Enterprising Spirit**

The Olympic Spirit of "Faster, Higher, and Stronger" spur the college students to practice and cultivate their own quality during their continuous process of fighting, thus it is helpful for the college students to form a positive outlook on life. For example, the indomitable fighting spirit of the disabled athletes on the Paralympic Games no doubt has strongly promoted the college students to be cultivated as being positive and enterprising.
 - 3.3 **Shape College Students' Sense of Value of Fairness**

Fair competition is the ideal standard in the Olympic Games. The competition rules and game methods of each sports event are code of conduct that must be observed by every athlete, which is better for college students to view fairness as their private beliefs, principles of life, and code of conduct. It plays a positive role for the college students to shape a healthy personality, democratic consciousness, and social adaptability.
 - 3.4 **Promote the College Students' Sense of Participation**

To take part not to win is the creed of the Olympic Games. There are mainly three kinds of participations for the college students: 1) as a volunteer, 2) as an athlete, 3) participate in relative activities related to the Olympic Games.
 - 3.5 **Strengthen College Students' Sport Consciousness**

The related promotional activities held during the planning and organizing period of the Olympic Games could influence the cognition and understanding of college students towards the knowledge related to sports and events, thus it will improve their initiative to practice physical exercise and other related activities.
 - 3.6 **Improve Comprehensive Physique Development of College Students**

The core of the Olympic Games is the people's education. In the Olympic Charter, Olympism is stated as "a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind" in the second item of the Fundamental Principles of Olympism. With the organization of the Olympic Games, the initiative of the college students to take part in physical exercise is increasing, which is better for them to form a healthy life style.
 - 3.7 **Enhance the Interchange and Friendship between College Students from all over the World**

The aim of the Olympic Games is to enhance the interchange and friendship between young students of the world. There are two items composed the Olympic Games: 1) The Olympic Youth Camp. Since the 1964 Tokyo Olympic Games, the Olympic Youth Camp has become a part of the Olympic cultural activities. The aim of this part is to make the youth from all over the world to interact and study with each other under the atmosphere of the Olympic Games so as to understand deeply the ideal of the Olympic Games; 2) The project of "One School One County" is developed by the 1998 Nagano Winter Olympic Games as a innovative international understanding education project aimed at "educating international consciousness of friendship".

4. Conclusion

The impact of Olympic Games on the college students can be concluded as to stimulate cohesion & inspire the spirit of patriotism among college students, cultivate college students with enterprising spirit, shape college students' sense of value of fairness, promote the college students' sense of participation, strengthen college students' sport consciousness, improve comprehensive physique development of college students, and enhance the interchange and friendship between college students from all over the world.

RESEARCH ON THE AFFECTION FROM ADDITIONAL SPORTS EXAMINATION TO HIGH SCHOOL TO CULTIVATION OF EXERCISE HABIT OF ADOLESCENCE

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Introduction: Focusing on "NO.1 IS HEALTH" and building students' lifelong exercise habits, in China, was the essential theme of the physical education on campus. According to the survey, most of the young people, especially after graduated from school, would have to give up participation in exercise. So building students' lifelong exercise habits will become one of most important focus during the physical education reform.

Method: By literature, questionnaire, survey, mathematical statistics and logical analysis and other methods, we will find some solutions and advices about the research on the exercise habits of 20 middle school students in 5 different cities of China.

Result: Firstly, the Additional Sports Examination to High School (ASEHS) played a catalytic role on physical education (described in Table 1), however, scientific and Integrity of test project settings remains to be further enhanced.

Table 1 Factors about the young people participated in exercise (n=458)

	Passing Test	Relieve Stress	Personal Hobby	Social Intercourse	Requirement of family	Requirement of School
Number	179	60	73	18	101	27
Ratio	39%	13%	16%	4%	22%	6%

Secondly, the Requirement of family became another important factor affecting the changing of exercise habit, however, some parents were lack of specific sport knowledge and practical experience but full of the utilitarianism.

Thirdly, it is not easier for students, during the spare time, to do the exercises of ASEHS that requires specific facility and equipment.

Discussion / Conclusions: First of all, Flexible exercise is one of best test projects for the growth and development of adolescence. The Committee of ASEHS should pay more attention to this item.

Second, the movement design of ASEHS should be more simple and easier to be implemented at home.

Third, in the future we should urge to improve the effect of the family circle in which parents could help their children to do the exercises.

RESEARCH ON THE DEVELOPMENT OF THE UNIVERSITY GAMES OF PEOPLE'S REPUBLIC OF CHINA: FROM 1982 TO 2012

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From the 1st in 1982 to the 9th in 2012, the development of the university games of the People's Republic of China has lasting for 30 years. At the beginning of this century, for the implementation of education reform - "People-oriented" educational concept and improving Chinese college students' comprehensive strength, the university games of the People's Republic of China became an important carrier for bringing university's advantage to sports, conducting College sports, developing sports talents, deepening the educational reform, perfecting personality and mind and driving national fitness. Therefore, this thesis reviews the development of the university games of the People's Republic of China from 1982 to 2012, and offers suggestions for sustainable development of the Games.

Methods: The literature material method; Survey method; Mathematical statistics, Logic analysis

Result:

1. Review on the development of the university games of the People's Republic of China

On the number of participants:

From the 1st in 1982 to the 9th in 2012, China had successfully held the university games nine times. The number of participants increased 2.43 times in the past 30 years, from 2552 in 1982 to 6196 in 2012.

On the number of events:

The number of events of the university games developed to 12 in the 9th by the original 3. On the whole, it is a growth trend.

On the competition results:

Through the statistics of last five university games' competition result, in these five university games, there were 10 college students at international level, and 209 college students were national athletes. Moreover, more than 900 college students broke the record.

2. The prospect of the university games of People's Republic of China

On the development results: the great care from Government; the active involvement of college students; the level of competitive sports continued to improve; the influence of race escalated; more and more college students join in; exciting future.

On the development trend: The project settings will be more close to the characteristics of college students; enhancing competition performance; good players keep emerging. Through the platform of the university games of the People's Republic of China more and higher level athletes could be integrated into education, and the combination of sports and education training model of athletes could be perfected and innovated.

Conclusion: The university games of the People's Republic of China need to develop, not only for college students' good competition result, but also for the comprehensive improvement of Chinese college students' strength and promoting the coordinated development of education and sports. The university games of the People's Republic of China has got 30 years' development, which needs to actively learn from foreign successful experience, self-improved and self-innovated.

RESEARCH ON THE IMPACT OF SPORTS INTERVENTION ON RELATIVE HEALTH INDICATORS OF YOUNG MALE

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1. **Research Target:** This paper compares the BMI and the waist-hip ratio of chosen young males with regular and no regular exercise, makes statistical analysis of the data, survey on whether there is difference between the BMI and the waist-hip ratio of those two groups of people, analyzes causes and provides suggestions, so as to discuss whether regular exercise will influence health of human beings.

2. Research Method

- 2.1 Test: Randomly chosen two groups of young male in Capital Institute of Physical Education with regular and no regular exercise, each group 50 people, test their height, weight, waistline, and hipline (test each of them three times, choose the average data)
- 2.2 Mathematical Statistics: Use software SPSS17.0 to make mathematical statistics of the data got from the T test.

3. Result

3.1 Comparison of the BMI

3.1.1 Scope Definition

BMI (kg/m^2) = weight (kg) $\div$ height (m^2). The world health organization defines the scope of the BMI of normal adult is 18.5~25, <18.5 is malnutrition, $24 \leq \text{BMI} < 28$ is overweight, BMI ≥ 28 is fat. (College students are adult)

3.1.2 Result & Analysis

Among those with regular exercise 66% (33 young males) are in the normal scope, 34% (17 young males) are overweight; while among those with no regular exercise 78% (39 young males) are in the normal scope, 20% (10 young males) are overweight. The result of the T test is 1.92, $p > 0.05$, which shows there is no great difference of the BMI between the two groups of people tested. From the data, it is known that the young males with regular exercise take more percentage in overweight. But the BMI does not take the fat percentage into consideration, so it is not fit for those with training history. From the comparison of the body composition of the two groups of people, it can be found that the Lean Body Weight of those with regular exercise (Lean body weight $\div$ weight) is 90.17 ± 2.89 , while those with no regular exercise is 85.29 ± 4.36 , there is significant difference between them ($p < 0.05$). The fat percentage of those young males with regular exercise is 9.83 ± 2.89 , with no regular exercise is 14.71 ± 4.36 , there is significant difference between those two groups ($p < 0.01$). Thus, it can be concluded that the BMI of those young males with regular exercise is overweight is probably because that physical training improved their lean body weight, while those with no regular exercise have disease problems including fat that is not good for health at all.

3.2 Comparison of Waist-hip Ratio

3.2.1 Scope Definition

The waist-hip ratio reflects the distribution of body fat in human abdomen and hip. The normal ratio of males is ≤ 1.0 , the ideal ratio is ≤ 0.8 . As a healthy person, the waistline must be less than the hipline. The bigger the waist-hip ratio, the more the fat in the abdomen, and so there is much more chance to get cardiovascular diseases.

3.2.2 Result & Analysis

For those young males with regular exercise, their waist-hip ratio is between 0.8~0.87, while those with no regular exercise between 0.87~0.95. The T test result $t = -9.03$, $p < 0.01$, there is significant difference, which shows there is great difference between the waist-hip ratio of the two groups,

and the young males with no regular exercise have a much bigger waist-hip ratio than those with regular exercise. Make a further calculation and make a T test between the average waist-hip ratio of the two groups, it can be shown that there is no significant difference of waistline between the two groups ($p>0.05$), while there is significant difference of hipline between the two groups ($p<0.01$) and the hipline of those with no regular exercise is smaller than those with regular exercise. Thus, it can be concluded that the difference between the hipline is the reason that result in the significant difference of the waist-hip ratio between the two groups.

4. Conclusion

The result of this study shows that the BMI and the waist-hip ratio of the young males in Capital Institute of Physical Education with regular and no regular exercise is different. And the physical exercise is the main cause that results in the difference, so physical exercise can influence health of human being. The college students should be suggested to have a good habit of doing physical exercise, to strengthen the physical training, and to improve their own quality.

RESEARCH ON THE INFLUENCES OF THE 2008 OLYMPIC GAMES ON THE BEIJING COLLEGE & UNIVERSITY SPORTS EDUCATION

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Objective: Since the 2008 Beijing Olympic Games, Chinese Sports System will face dramatic change in development Concepts that is the change from the Nationwide Olympic centered System to the People Oriented Sports Development System, from the Mass Sports Country to the Powerful Sports Country objective. College sports education bears important historical mission and obligation in this sports system change. This article analyses the influences of the 2008 Beijing Olympic Games on Beijing college and university sports education, and has strong practical implications on researching "post-Olympic phenomenon" and the development tendency of Chinese college sports education.

Methods: Literature research, Empirical research, Analysis

Results: This articles falls into three parts, respectively states the influences of Chinese Sports System transformation on the College Sports Education; the current development status of Beijing College & University Sports Education in the "Post- Olympics" period and the future mission and Creational Patterns of college and university sports education.

The first part mainly focuses on the Chinese General Sports System series transformation in the "Post- Olympics" period and its implication on Beijing college sports education. The Transformation will lead to the change of the Chinese Sports concept. The Sports career development focus will turn gradually from the competitive sports to college sports development mode and this change will influence the construction and development of college sports, and will at the same time put forward new and higher requirements.

The second part discusses in detail that the government will turn the manpower and financial resources gradually to college sports as the sports system revolution in the post-Olympics period. This article takes the sports education development in several colleges in Beijing as the example, mainly discusses the active role of the basic academic unit - course in the development of college sports development. This article also states the sports talents cultivation and base construction situation of these colleges as manpower and base are the core elements of college courses.

The third part illustrates and analyses the problems faced by the future Chinese college sports education mission and the detailed operation.

Conclusion: Since the 2008 Beijing Olympic, there would be changes in the Chinese sports system which will bedim the concept and function of the duality of traditional competitive sports and college sports. The merging of traditional competitive sports and college sports in talents cultivation, relative communication & cooperation, concept creation and base construction will take college as the carrier, no longer stick on the traditional sports development modes but develop in the common human thoughts tradition background. Not only developing sports idea as sports itself but as "human" aspect development idea, which is just the final objective of college education.

RESEARCH OF THE EVALUATION METHOD OF HIGH LEVEL SPORTS TEAMS IN NON-SPORTS UNIVERSITIES IN CHINA

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The high-level sports teams in Chinese universities are those student sports teams composed of student players of some sports items with certain level who are admitted into universities with approval by the Ministry of Education of China and who are organized to train to compete in university students' sports competitions home and abroad upon their completion of study work. In its evaluation in 2005 and 2010, carried out by the Ministry of Education, it has found out that some research is needed in the aspects of some criteria and index weights. This research is part of the project of China non-sports universities' high-level sports teams' evaluation criteria and methods in 2012 National Education Planning.

This thesis is to work out the evaluation criteria, dimensions, each dimension's weight and amend the ones in previous evaluations.

Method: Delphi method, Factor analysis, Analytic hierarchy process

Findings:

1. By Delphi method, forty criteria have been determined finally.
2. This research mainly employs Principal component analysis, carries out Maximum variance rotating and pins down the dimensions.
3. By Analytic hierarchy process, this research pins down the first-grade and second-grade index weight.

Conclusions:

1. The participation in the campus sports cultural construction has been added to the index.
2. By factor analysis, six dimensions are determined. They are organization and leadership, sports team management, coach team building, conditions ensuring, sports team performance and campus sports cultural construction.
3. By analytic hierarchy process, the index weight of the six dimensions is determined with organization and leadership 0.20, sports team management 0.10, coach team building 0.20, conditions ensuring 0.30, sports team performance 0.10, campus sports cultural construction 0.10.

THE IN-DEPTH REVELATION OF LONDON OLYMPIC EDUCATION FOR THE SUSTAINABLE DEVELOPMENT OF OLYMPIC EDUCATION IN CHINA

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London International Inspiration Program (IIP) implemented during 2012 Olympic Games sets a good example for the world, which aims at long-term transformational change for 12 million children and young people of all abilities in 20 countries across the world, through the power of high-quality and inclusive physical education, sport, and play.

Objective: By analyzing the legacies and lessons of London IIP this paper tries to sum up the practicable and effective ways of Olympic education in China especially when facing the holding of second International Youth Olympic Game in 2014.

Methodology: This paper offers an overview of the status of China Olympic education and analyzes the achievements of IIP including its organization, legacy and source and allocation of its finance via applying literature review, comparative study, and logic analysis method.

Conclusion: London IIP has offered a valuable reference and revelation for the sustainable development of China Olympic education. As the first international sports development program, the 7-year London International Inspiration Program is an inclusive and integrate mode at global and local levels, which serves as an independent foundation with more than half of its fund coming from charitable organizations and individuals. It works on three levels to increase skill-training quality. It pluralizes the PE in 19 developing countries by collaborating schools at home and abroad. It accelerates the improvement of the local PE policy, and offers Chevening scholarship to enhance the local PE coach's theoretical knowledge and capabilities after fully taking into consideration the local situations. By comparing the status of Olympic education in China with IIP, the paper elaborates four constructional suggestions for China Olympic education. Firstly, The government seeks for cooperation with social organizations such as charitable foundations or civil societies and fully integrates social resources in order to inspire endogenous power of Olympic education. Secondly, setting sports athlete idols among Chinese children sports is a feasible way to cultivate competitiveness, fair play, and collaborative teamwork for teenagers. Thirdly, Olympic education in the schools and communities in less developed areas or western cities in poverty should be set in priority particularly in improving the PE quality in these areas for social vulnerable groups or disabled children by collaborating with the schools between western and eastern cities. Fourthly, China should advocate Olympic education "by" sports not only "for" sports. Children and young people should be inspired to participate in sports not reading books or propaganda for sports during Nanjing Youth Olympic Games according to their ages, genders, and living environments, which contributing to the improvement of overall quality of children and harmonious development in their physical and mental respects.

SOCIAL EFFECT OF PUBLIC FITNESS DANCE AND EMPLOYMENT PROSPECTS OF SPORTS ART STUDENTS

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Objective: The public fitness dance is a mass dance activities. It stems from the awake self-care consciousness of various social classes of contemporary, evokes from the liberation of ideas from the reform and opening policy and the psychological and physiological needs of individuation, originates from the understanding the relationship between health and exercise, movement, dance art and how to pursuit health. This study, which investigated the current situation of public fitness dance, showed that it is an interesting aerobic exercise that can improve the mood and fitness as well. Also, the survey proved that the public fitness dance can enhance the mass health-building national widely. And the study provided a theoretical support for the development of the popular fitness dance, enlarged the space for its development, and made the public fitness dance serve the public better.

Methods: literature, interviews

Results and Analysis:

1. Dance fitness programs, including various community centers, recreation centers, and fitness centers are throughout the country. Also, the public fitness dance has numerous selectable items so that it can meet the needs of all the people who involved in fitness. Furthermore, dancing as an art form has been accepted by the masses and become the favorite exercise recently. So this is the important reason why the public fitness dance has a broad masses base.
2. The booming of the public fitness dance relates to the macro social environment and to the fitness value of the individuals. To the macroscopic aspect, the health problems attach the whole nation and government so that it is more and more important to improve the fitness level of the mass. To the micro aspect, as nowadays people has huge pressure of life and tremendous work burdens, they are desperate to find a way to release their bad mood and overload pressure which should damage their health. The public fitness dance fits them well and it can keep their psychological health too. Nevertheless, the public fitness dance has another two reasons to make it attractive. On the one hand, dancing with the beautiful melodies, it not only can proves our body functions but also improve the development of the dancer's motor coordination, flexibility, and the perfect figure and dancer's expression and creative power, additionally. On the other hand, the public fitness dance can maintain bone density, improve the function of cardiac, digestive system, respiratory system, reduce the risk of breast cancer, endometrial cancer, and reproductive system cancer.
3. The public fitness dance has a huge market potential. Meanwhile, there will be a big demand for Sports Art Students to suit for the market potential. So that the professional employment prospects of sports art students will be very optimistic.

Conclusions:

1. The public fitness dance will have a prosperity situation and be well development in the current social. The masses will participate in fitness and get ideal effect.
2. The progress of the public fitness dance is the necessity for the development of nation, social harmony, and physical health needs.
3. The exercise value of the public fitness dance could not be ignored. Because both of the physical and mental health can be ameliorated by the public fitness dance workout.
4. The cultivation of the sport art students should be aligned with market needs of the public fitness dance.

SPORTS BACK TO EDUCATION: CHINA "AFTER 1990S" ATHLETES BACK TO EDUCATION FROM THE PERSPECTIVE OF PERSONALITY EVOLUTION

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In the 2012 Olympic Games of London, 99 "the generation after 90s" athletes took part in the game, which accounts 1/4 proportion of Chinese sports delegation athletes, and their gold medalists take the 1/3 proportion of China. The so-called "after 90s" means an especially group who were born after 1990. "After 90s" athletes have the same growing experience--they live in an "evolution" times, so they obtained the same temperament performance and distinct Personality. In recent years, "after 90s" athletes' personality has triggered more and more thinking in China sports field. Under the specific times and groups, the issue that is how to put forward management mode advancing with the times, endow "Sports back to education" the real connotation and development has become the core argument of China "sports and education".

Methods: This thesis takes the personality of China "after 90s" athletes as the research object, using the literature material law, investigation method, mathematical statistics, logic analysis etc.

Results: "After 90s" athletes personality evolution and growth environment

The reasons of "after 90s" athletes' personality evolution:

Social and cultural conflict, system transition, information overload, and social psychological unbalance, lack of reference model, fuzzy cognitive schemata, etc. These factors above make "after 90s" athlete's social background more complex, and make their psychological weaning process more difficult, psychological contradiction more outstanding. Especially, as the special group of youth, the athletes have strong self-consciousness, competition consciousness, sense of achievement and the needs of self-realization. Their life style and concept of value impact strongly on the society.

"After 90s" athletes' external growth environment:

The economic environment - material life increasingly rich; home environment - one-child privileged; cultural environment - ideology change idea; education environment - "weight training but light education" studying blocked etc. Because "after 90s" athletes broke away from the compulsory education environment which they should accept, from the external social environment which they should contact, they have been involved in a closed training environment for a long time, in the process of external environment constantly penetration and internal thought intensification, their personality is also different from ordinary people's evolution, and we are worried about the degree of their personality sound.

Personality evolution - under the background of "back to education"

"Back to education" is to form athletes' good personality traits, through the whole process of education, shaping, exercising. In the 21st century of the Chinese society, the model of development has transformed from emphasizing on "efficiency" to pursuing "harmony" balanced development. Sports back to education should become an important channel to reshape "after 90s" good athletes' sound personality. For this, the paper put forward the idea: sports back to education, including moral education, intellectual education, training education and mind education.

The "back to education" approaches

To choose the way "Back to education", this thesis puts forward: take "combination of sport and education" as the breakthrough point of developing athletics sports talents; achieve competitive sports "evolution" "education" environment is the goal of athletes culture education reform; further broaden the channels through which athletes receive different levels of cultural education further, form Benign operation mechanism that benefits athletes accepting cultural education. Integrate the resources advantage of "sports and education" system, open sports reserve personnel training channel which belongs to "university, middle school and primary school", which not only leads China limited sports resources and costs to get the most reasonable optimization and utilization, but also offers young athletes an "harmonious, healthy" environment to create a better performance to complete personality change and shaping healthy personality.

Conclusion: it is best wish that the Chinese athletes born after 1990s could thrive under the background of highly advocating the education idea of "human-oriented". Therefore, we should take the Chinese sports management system reform as the breakthrough point, make the "sports" really return to "education", lead the young athletes in a "harmonious, healthy" environment to create a better performance to complete personality change and shaping healthy personality.

STUDY ON NON-USE VALUE OF BIRD'S NEST AS A OLYMPIC LEGACY: BASED ON CVM METHOD

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CVM (Contingent Valuation Method) has been used to estimate the non-use value of goods about environment for a long time. In recent years, it was gradually adopted into sport field. As the opening ceremony stadium and main competition venue for the 29th Olympic Games in Beijing, Bird's Nest has attracted more than 200 million people to visit it. It is necessary to evaluate the legacy benefits of it. In this study, the CVM method will be used to assess the non-use value of Bird's Nest as an Olympic legacy.

Objective: To assess the legacy benefits (non-use value) of Bird's Nest.

Methods: Research methods have included a depth interview and data statistics.

Results: Non-use value indicates the value which has an objective existence and can be used by the descendants or the people themselves in future, and it includes existence value, legacy value and optional value (Table 1).

Table 1: The meaning of non-use value

Category	Sub-category	Indications
Non-use value	Optional value	Based on the equity principle, the price people willing to pay to make the people in future to have the chance to select and enjoy the essence of thought reflected by the venue
	Existence value	the price people willing to pay to ensure the continual existence of the venue
	Legacy value	the price people willing to pay to keep the venue as the irreplaceable resource for future generations to use

Taking into account the popularity and the influencing area of tourist market, the assessment of non-use value was only for the tourists beyond Bird's Nest. From April 4th to 14th in 2011, we investigate about 200 visitors who come from different cities. The result shows that, 84.6% people willing to pay during the 195 effective questionnaires, and the value of WTP (willingness to pay) is 31.5 RMB. To get the total WTP, the population of the whole country is need to be estimated. This study chose the employed population of town in the end of 2010 as the total population sample. The total WTP per year is calculated to be about 2.72 million RMB. This number could not be seen as the existence value, since the WTP is the amount of the non-use value, it also has legacy and optional value. Through the statistics, the proportion of each kind of motivation is 41.25%, 37.43% and 21.32%, thus, the existence value, legacy value and optional value is 1.12, 1.02 and 0.58 million RMB (Table 2).

Table 2: The legacy benefits (non-use value) of Bird's Nest

Types of value	Percent of Payment motivation	Quantity of value(Million RMB)
Existence value	41.25%	1.12
Legacy value	37.43%	1.02
Optional value	21.32%	0.58
Total	100%	2.72

Discussion: Since the total population will affect the result of WTP, so how to define the population quantity is very important.

IMPLICATIONS FOR CHINA STUDY ON NORDIC MODEL OF THE NATIONAL SPORTS DEVELOPMENT AFTER BEIJING OLYMPIC GAMES

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Using methods of literature reviewing, field research, the thesis studies characteristics of national sports development in Northern Europe, and draws conclusions that Northern Europe's sports culture is flourishing under the protection of the developed national welfare system, gradually forming public sports culture which regards leisure, simplicity and conciseness as the core value, and citizens in Northern Europe are able to enjoy sports resources fully and equally. At the same time, social sports also form a relatively mature sports culture consuming market so that either a child or an adult in Northern Europe could freely choose the sports they adore. With the support of Northern Europe's welfare social system, social sports development is flourishing in an all-round way, which not only sets a good example for social sports development in Europe, but also affords new direction and lessons for China's national sports development in post-Olympics era.

STUDY ON PHYSIOLOGICAL PARAMETERS AND PERFORMANCE OF ELITE ROWERS IN PREPARING THE OLYMPIC GAMES

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During the preparing training for the 2008 Olympic Games, this study observed the changes in HB, BUN, Five element of flood and used rowing ergometer evaluation of training effectiveness.

Objective: Aim to find the correlation between the physiological parameters and performance, training volume, training intensity. Try to provide a reference of understanding in rowing training.

Methods: 10 elite female rowers undertook the study, the HB, BUN, activity of RBC and five element of flood were continued examined during one year training according to the training program, analyzed the correlation between HB, BUN and training volume and intensity; and evaluated the rowing ergometer test PAT4 and performance of 2000M, 6000M timely.

Results:

1. During training season, HB concentration was related to I, II and III of the training intensity ($P < 0.05$);
2. BUN concentration correlated with training volume ($r = 0.570, P < 0.05$);
3. There is significant correlation ($r = 0.815, P < 0.01$) in activity of RBC and diameter of RBC, the average BUN and the average daily training volume was negatively correlated; between activity of RBC and the zinc of five elements existed a significant correlation ($r = 0.678, P < 0.05$). 3. Mean HB and the 6000m Dynamometer Results showed a significant negative correlation.

Conclusion: Both low-intensity and high-intensity training had directly affected HB, with BUN was a sensitive indicator of training load. The activity of RBC and Zn were positively correlated. Red blood cell activity study could be considered through the monitoring of female rowers by examining Zn.

STUDY ON THE CONSTRUCTION OF OLYMPIC THREE-DIMENSIONAL TEACHING MATERIAL SYSTEM OF CHINESE UNIVERSITIES

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Olympic education is the main channel to spread the Olympic culture, the ideal of Olympic is popularizing the Olympic education at all levels of schools. By establishing the Olympic demonstration school, offering Olympic courses, setting up Olympic education institutions, etc., we can maintain cultural heritage for the Olympic.

Objective: The teaching material of Olympics is the basis of the Olympic culture and education, and the latter is the foundation and the main source of the former. It is very necessary to develop a series of Olympic teaching material, which is in order to improve the Olympic education in University education, promote the Olympic education activities. The Olympic teaching material will embody a new education idea which would integrated physical education, art education, moral education and intelligence education, adopt full multimedia three-dimensional means, synthesized reading, audio-visual, participation , and explore a new model of university Olympic teaching material system.

Results: Three-dimensional teaching material system is not the traditional books, but a three-dimensional teaching resources, and an integral materials design system. Based on the traditional paper teaching material, the three-dimensional teaching material system is subject curriculum-oriented, and take multi-media, multi-form, multi-purpose and multi-level teaching resources as main content. Overall, this teaching material is a complex of constitutive teaching publications which including mutual supporting resources. Three-dimensional Olympic teaching material system will adopt many educational means, for example reading, audio-visual, participation and so on. This material will motivate students' various receptor to study that can receive information comprehensively, stimulate students' study interest, expand the effects of propaganda and education of the Olympic ,satisfy the different needs of Olympic education.

STUDY ON THE INTEGRATED DEVELOPMENT MANAGEMENT MECHANISM OF URBAN-RURAL SPORTS IN CHINA

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The Chinese urban and rural sports development integration management system as the research object. In the current management system analysis system, and puts forward measures to perfect and reform, realization mechanism innovation. Aims to improve China's urban and rural sports management efficiency, speeding up China's urban and rural sports development integration process.

Methods: 1.Document analysis: Review of 8 monographs of sports science, sociology, demography, management, statistics and economics theory, 32 academic journals and 5 the related reports, in order to from the sociological angle and height, with the system science theory and method to construct the research structure. By consulting the relevant literatures, to understand the Chinese politics, economy, social development and sports development present situation and the latest trends of sports management mechanism of special permits, understanding of domestic and foreign urban and rural sports development integration of research results, for the project to build the basis of theory research platform; 2.Experts interview: Sixteen domestic social sports scientists, economists, management experts and the leaders of General Administration of Sport of China and Beijing Municipal Bureau of Sports were interviewed. Understand their thoughts and views of Chinese urban and rural sports integration development; 3.Logic analysis: According to interviews by means of logical thinking, combined with the results of previous studies, using the deductive and inductive method to draw the conclusions of this study.

Results:

1. China's urban and rural sports integration management mechanism status: (1) management form: for a long time, the Chinese sports career of "dual structure", "the system" influence, executes is "strong government, weak society" sports management mode. This management mode is a traditional sports management and its characteristics are: organization structure for pyramid flat organization structure; The scope of management control span is small; The characteristics of management outstanding performance for being too rigid; Information circulation characteristics in this department performance for exist between a slow circulation, information asymmetry degree is high, the department information between unrelated; The decision is a single department characteristics of decision; The decision results for management a department target optimal; Power decentralized management department for the characteristics of decentralization. This management mechanism in the specific historical periods effectively promoted the Chinese sports career especially sports career development. As China from a planned economy to a market economy speed up the pace of transformation, the existing sports management system more and not adapt to the development of sports, and, to some extent, inhibit the urban and rural sports integration of balanced development and planning as a whole. (2) problems: (1) sports management and sports organizations problem: the city and the countryside in sports management to be scientific, regularization level, sports management staff of the quantity, quality condition, sports organization scale, all aspects such as the number of gap. (2) the policy and system problem: sports development between urban and rural areas lack of scientific, long term, overall planning; Urban and rural sports input not balanced, basic present developed coastal regions in the mainland higher than sports. City in the suburban countryside sports than the suburban sports into higher than the exurb, rural BanShanOu sports into higher than the mountains. (3) information: sports management department internal exist between a parallel between departments, government and the business department, between the government and enterprises and sports organizations between, its information communication channels, the amount of information transmission, the distortion degree, the information asymmetry exchange and so on, the disparity between the obvious, the urban sports information resources has an absolute advantage. (4) the incentive problems: the city in material incentive and spiritual incentive efforts significantly greater than the countryside.
2. China's urban and rural sports development integration management mechanism innovation ideas: (1) to establish and perfect the contemporary Chinese national conditions of urban and rural sports integrated management system. Set up by the government and society together do sports, the broad participation of the masses sports operation mechanism. (2) the integration of urban and rural sports management system to straighten out the internal coordination. According to the urban and rural sports development integration management mechanism innovation request, to design department and the department goal. So the sports integration management departments, between all levels between the responsibility, right and interest, clear, and coordinated and cooperate closely, improve the efficiency of management. (3) to promote the integration

of urban and rural sports management information integration. The establishment of an information sports management system, the operation of the new urban and rural sports integrated management mechanism, to realize the interchange of information, the resources sharing. (4) to establish and perfect the urban and rural sports integrated management of the effective incentive mechanism. Enterprise management experience for reference, design conforms to the sports business management mechanism, the introduction of target management, performance management theory and management mechanism and enhance management efficiency, reduce the supervision and management costs. (5) promoting urban and rural sports resources allocation of optimum combination. According to the urban and rural sports in the process of integration in the show's own advantage and disadvantage, separately from the funds, and the focus of development, etc to be reasonable design, overall arrangement, and promote the urban and rural complementary and coordinated development.

Conclusions: The current urban and rural sports management system already cannot adapt to the development of modern Chinese society, between urban and rural areas in the mass sports, competition sports, school sports and sports industry, and other aspects of the development gap is more and more big, the need for the innovation of the management mechanism, to ensure that the coordinated development of the urban and rural sports in China. China's urban and rural sports integration innovation of management mechanism should from the management system, management system of internal coordination and information integration, incentive mechanism, the allocation of resources in such aspects as the optimum combination, adjustment and reform in all.

THE CHINESE ATHLETES' CULTURAL TRAINING MODE: A POLICY REVIEW

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China is a big country of sports, but still not a sports power. Currently, China is moving from a big country of sports to a sports power. In the field of athletics, the major problem is that high level athletes' cultural education level is not high. After they retired they were difficult to accept work outside the sports skills and their survival ability was lower. In this study, we would analyze the strengths and weaknesses of the Chinese athletes training. At last, we would construct the Chinese athletes' culture cultivation mode and provide experience for the development of the international Olympic career.

Methods: Using literature data, comparative study analysis athletes' cultural training model of the different countries in the world to provide effective means for the development of the Chinese athletes.

Results:

1. Before 1980s Athletes became the official national employees since they are entering into the professional team. After they retired from the sports team, their work would be placed by the sports team. The "one-stop" of Athletes training and management system effectively ensured the stability of China's sports teams at all levels and provided plenty of young people reserve force for China's competitive sports. Chinese competitive sports created brilliant achievements unprecedented.
2. Enter in the late 1980s, with the establishment of the market economy system and the labor and personnel system reform, resettlement of retired athletes is more difficult to implement. Many retired athletes could not be placed long-term and stranded at the sports teams. Retired athletes are in a bad situation.
3. In 2005 the International Olympic Committee officially launched the Athlete Occupation Plan. It supports athletes' training, competition, and daily life in the face of various challenges and opportunities.

Conclusion: School physical education, sports club, sports schools around the world are the main ways of adolescent athletes training. Different patterns, one goal. Building schools and clubs with, is the main means of athletes training.

EFFECT OF COMPREHENSIVE INTERVENTIONS BASED ON AEROBIC EXERCISE ON OBESE COLLEGE STUDENTS' PHYSICAL HEALTH

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Objective: Explore the effective and sustainable methods of control college student's obesity by studying on the physiological and biochemical changes of obese college students during weight loss process.

Method: Among a total of 192 obese, of 1029 students age range from 17 to 21 years old, 160 were selected to be studied through medical screening by the method of cluster sampling survey ($BMI \geq 25.0$). Aerobic exercise, combined with health education, reasonable diet, and psychological counseling interventions was applied to 80 obese college students and the other 80 as untreated control. The function, physical fitness, related physiological, and biochemical indexes, before and after treatment, have been observed or measured. Results showed that students in morphology, kinesiology indicators have significant changes ($P < 0.05$) in the treated group; students in physical fitness aspects including Grip Power, Sit and Reach, Five Meters Run in Three-Directions also show significant improvement ($P < 0.05$) in the treated group; in term of physiological and biochemical indicators of blood pressure, blood glucose, insulin, leptin, and blood lipids, there are significant differences in the treated group compared to untreated control group ($P < 0.05$).

Conclusion: Comprehensive interventions based on aerobic exercise have significant effects on obese college students' physical health improvement and disease prevention.

THE EFFECTS OF MULTI-YEAR ALTITUDE TRAINING (HUIZE IN YUNNAN) ON THE SPECIFIC AEROBIC CAPACITY OF THE ELITE OPEN WEIGHT WOMAN ROWERS

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Objective: To discuss the influence of multi-year altitude training on the biochemical function and specific aerobic capacity of the Chinese national elite open weight woman athletes and to explore the law.

Method: Organize tracking test of 12 Chinese rowing open weight woman Olympians' function state in the past 3 years' altitude training camp.

Result:

1. The lactate threshold power is lower during the altitude training than that on the sea level ($P < 0.01$); compared with before altitude training camp, the lactate threshold power increased significantly after altitude training camp ($P < 0.01$); it was observed, with horizontal comparison of the past 3 times altitude training, that the lactate threshold power increased annually, and increased most in 2008 particularly.
2. During the altitude training camps in the past 3 years, the body weight tended to decrease but there was no significant difference compared with on the sea level. The body fat percentage increased to the highest point in the latter part of the altitude training, while the lean body mass decreased to the lowest point in the same period, and increased again significantly after the altitude training camp ($P < 0.05$).
3. During the altitude training camp, 6km Ergometer performance went down clearly; the best performance appeared in the 4th week of the altitude training camp.
4. With no clear difference in Hct index, for open weight woman athletes, the HB level had a negative correlation with 6km Ergometer performance (Pearson correlation is -0.952 , $P < 0.05$); The 4th week of the altitude training camp saw the peak HB value and the best 6km Ergometer results.

Conclusion:

1. The study of the influence of altitude training on the lactate threshold power indicates that altitude training can significantly improve rowers' aerobic capacity.
2. The environment of altitude led to a faster muscle decomposition, so during the altitude training, the body weight of open weight woman athletes dropped clearly.
3. In this study, after the altitude training, the Hb level had a negative correlation with 6km Ergometer performance and the aerobic capacity came to the highest level in the 4th week after the altitude training camp.

THE ESTABLISHMENT OF OLYMPIC CULTURE EDUCATION SYSTEM IN CHINA'S HIGHER EDUCATION INSTITUTIONS

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Introduction: Olympic culture results from a combination of culture, education and sports. With the carrier of sports, the core of education, the Olympic culture has gradually developed into a part of world advanced culture. This study based on the Olympic culture, choosing China's higher education institutions as the carrier to analyze their theoretical and practical patterns of Olympic culture in-depth. Olympic culture will be better promoted to develop and spread by doing this, and good campus sports culture environment is expected to form with the improvement of college students' physical culture accomplishment. Meanwhile, establishing the Olympic culture education system in China's higher education institutions has the practical significance and long-term value.

Methods: Literature method, logic analysis method and interview method are used in this paper.

Results:

1. The goal system of Olympic culture education in China's higher education institutions is established in accordance with three learning areas: cognition, emotions and behaviors.
2. The content system of Olympic culture education in China's higher education institutions is established based on the goal system of Olympic culture education. The content of Olympic culture education mainly contains the origin and development of Olympic movement, the Olympic movement system, the connotation of Olympic culture, the relationship of Olympic movement and education, Olympic movement and arts, Olympic movement and modern society, Olympics and China, the connotation of humanism Olympics and other two notations of green Olympics the high - tech Olympics.
3. The line system of Olympic culture education in China's higher education institutions are constructed through several ways including the opening of the Olympic culture education curriculum, development of teaching activities of physical education, construction of campus culture, Olympic cultural exchanges and propaganda activities.
4. The method of Olympic culture education is the necessary means to reach the Olympic culture education goal, complete the Olympic culture education task, and realize the Olympic culture education content, concerning the Olympic culture education effectiveness. The method system of Olympic culture education in China's higher education institutions includes language reasoning method, experiential participation method, model demonstration method, behavior training method, emotion cultivating method and evaluation method.

THE HOLDING OF UNIVERSIADE IMPACT ON OLYMPIC EDUCATION

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Introduction: More than one hundred years, the Olympic sport always view education as core content and put it in the first place. Its purpose is to educate the young through the organization without any discrimination and sports activities in line with the Olympic spirit so as to contribute to build a more peaceful and beautiful world. Although Olympic sport is a kind of worldwide social and cultural activity, its popularization and development among university students will further enhance the significance and practical achievements of Olympic education, and become more close to the grand target of educating the youth. The all-round development and physical and mental training of the youth by Olympic education will contribute to national progress and human civilization. As the second largest event after Olympic Games, Universiade provides an important platform to implement Olympic education.

Methods: Documentation method, Delphi technique, logic analysis method, and mathematical statistical method are mainly used in this paper.

Results:

1. The internationality of Universiade expands the breadth of Olympic education. Reviewing the history of the Universiade, although there are some fluctuations about the number of participating athletes and countries, the general trend has been rising steadily. The number of country has risen to 152 from 45, reaching a maximum of 171. Similarly, athletes' quantity has risen to 13000 from 985. So much international influence and attraction of Universiade set an important stage for Olympic education apart from Olympics.
2. The informative Universiade increases the depth of Olympic education. During the Universiade, a variety activities related Olympic education are held, combining sport with art and academics in addition to the game itself. Such as exhibitions, academic activities, and all kinds of recreational activities integrating into Olympic culture education and edification aim to popularize and teach the Olympic knowledge in the round.
3. The high degree of participation in Universiade strengthens the practicalness of Olympic education. On the field, the quality of respect for others and the willpower of courageously struggle of athletes are cultivated by competition in the guide of Olympic justice and fairness spirit. The audience off the field also gets the sense of entertainment and subtle influence of Olympic education. In an atmosphere of friendship and solidarity, university students all over the world could get rid of cultural bias and feel the strength coming from the spirit of Olympic education.

Conclusion: Universiade plays an irreplaceable role on Olympic education with precious cultural legacy. Olympic education will be well spread with the chance of holding Universiade. University students will surely become the beneficiaries, successor and communicator, and contribute their share to the harmonious world.

THE INHERITANCE OF THE MORAL VALUES IN OLYMPICS

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University is a holy venue of educating people, and its mission is to make good citizens before their career-building. Basically, the point of making good citizen is to build healthy personality. So, the ultimate pursuit of university education is the harmonious development of one's body and mind, namely to cultivate a whole-developed person. The ultimate goal of the Olympic sports is to nurture and educate people with Olympic spirits, and to serve the harmonious development of the individuals as well as the societies. Although the pattern of university education varies from the Olympic, their ultimate goals meet in the end. Therefore, the university can become an ideal holy venue to spread the Olympic moral values.

The Olympic sports, the most influential social sports, embody manifold important values. Moral values are only part of it. The moral values of Modern Olympics are mainly reflected as follows: the fairness and justice of sport morality; the common ideal of harmonious development of one's body and mind; the moral health and the realization of whole-person cultivation; the eradication of discrimination so as to maintain one's dignity in an ideal society; the mutual understanding, friendship, solidarity and fair play in Olympics. University is a good place to inherit the foregoing Olympic values. The Olympics as an ideal, a spirit, an life-attitude, a way of living and a social civilization will substantially influences the students' life goals, values, emotions, life styles, way of behaviors, and moral levels.

The moral education through the Olympics may cultivate the students' universal conscience and global scope, as well as their spirits of fair-play, persistent endeavor, and collective cooperation, etc. The Olympics is the masterpiece of human civilization, so its ultimate goal is to nurture and cultivate people with Olympic spirits, and to serve the harmonious development of the individuals and the societies. Now, modern Olympics also encounter the moral crisis inevitably, like the problems of dope abuse, sport commercialization and vocalization, those contribute to the contradictions between ideal and reality. Therefore, to relieve the contradictions, it needs to overcome the human alienation with sport to enhance the young students' moral perception and improve their personalities.

THE OLYMPIC SPORTSMANSHIP'S EDUCATIONAL EFFECT ON COLLEGE STUDENTS

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As the most vibrant youth groups full of independent consciousness of thinking, college students are crazy about sports, highly concerned about the Olympic Games and eager to participate in all kinds of Olympic movements. The Olympic spirit and the competition form of Olympic Games greatly promote the comprehensive development of people and harmonious development of society. And they are benefit to consolidate and promote the establishment of correct value idea for college students. Further study on Olympic sportsmanship's educational effect on college students and the reveal of Olympic sportsmanship's influence on university education exert realistic significance on improving the quality of university education is of significance.

Methods: This research used the method of documentary, logical analysis, comparative analysis.

Results:

1. The Olympic sportsmanship contains the fairness, equality, and justice admitting all winners who abide by the law and compete under the fair principle. And non-ethical behaviors will be spit upon and denied. The Olympic movements take the sports activities as the carrier of cultivating the spirit of unity and cooperation for students. The fair competition spirit of sports spreads to every field of social life with the development of the Olympic movement, as well as the student and it has become people's important behavioral norms and values.
2. The Olympic motto of "faster, higher, stronger" not only shows the unceasing spirit of hard struggle and the courage to overcome difficulties, but also establishes the model for university students to make them understand the sweat and hardships needed for gold medal in order to inspire their spirit of never giving in. College students will study harder, and exercise their own will and cultivate the spirit quality of striving during the course of achieving their own goals.
3. The spirit of "understanding, friendship, solidarity" contained in the Olympic movements can be used to resolve the "self-centered" individualism, and foster students' cooperation awareness. Not only the spirit of competition, but also the spirit of cooperation is needed in modern society. The success of Olympic Games requires great efforts. The group event needs the cooperation between the coaches and athletes. Besides, referee opponent, companion and athlete himself or herself must be respected. Therefore, the sportsmanship of the Olympic Games is conducive to the cultivation of college students' consciousness of respect and cooperation.
4. The Olympic movement is a kind of sociocultural event which derived from but superior to sports. Its value has exceeded the sport itself. The modern Olympic Games is not only the battle between athletes, but also the competition of science and technology of countries. Therefore, the level of modern Olympic movement demands constant innovation, which plays the incentive role to cultivate the students' innovative spirit.

VOLUNTEERS PROGRAMME MANAGEMENT

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"Volunteers can make or break the Games"

Sebastian Coe, London 2012 Organizing Committee Chair

International mega-sport events such as Olympic and Paralympic Games, FIFA World Cups, and Universiades are characterized by unity of time, place, activities. They also require significant human resources. Since 1980s volunteering for sport events has become a cornerstone for the organization of the event. Volunteers have become one of the pivotal resources for staging the Olympic Games and for carrying out day-to-day functions (Giannoulakis, Wang and Gray, 2008).

It is acknowledged that to organize such a complicated and expensive event as major sport events are, the organizers cannot depend only on professional staff. The financial costs needed to pay all the required human resources of the mega sport events would make the running cost prohibitive. Increasingly of the scale of the sport events requires the organizing committees to recruit more volunteers for both preparation period and the Games-time to join professional team on different positions in almost all functional areas. Volunteer engagement is also important for community building and local engagement.

Volunteering for major sport events differ from country to country: in some countries (as the US or Australia) it is usual to involve volunteers as a part of the organizing committee, it is rather unusual for Asian countries and for Russia to involve people to work for free.

This research project explores the nature of sport event volunteer management, the best methods of volunteers' attraction, recruitment, selection, training, motivation, operational management, retention, evaluation in order to give recommendations to future volunteer program managers as well as budgeting and provision needed for program implementation.

Russia is hosting a number of a large scale sport events Summer Universiade, Athletics Championship, Olympic and Paralympic Winter Games, racing in the class "Formula-1", FIFA World Cup, FINA Championship, Ice Hockey World Cup, and others. These events are key drivers in the formation of a healthy lifestyle of young generation, providing an opportunity to promote the values of volunteerism in Russia, and help create an effective infrastructure to involve more people into volunteering.

At the same time there are insufficient human and organizational capacities to effectively deliver major sport events. In the environmental context there are upcoming sport events in Russia, noted above, yet there is no volunteer culture in Russia, no necessary infrastructure. In recent years there has been a support from the Government and changes in legislation and financial system are made. As well as there is an increasing number of sport management courses and educational programs, which include human resources management. Russia has a limited number of professional sport managers, there is lack of workforce for sport events, and at the same time sport events have limited budgets. There is also a distinct lack of good training modules for HR management in sports (especially on volunteering), and even no manuals for some events.

The aim of the project is to address the issues identified by undertaking research on volunteer training that can be used in developing a training module for managers of the volunteers' programs for sport events.

The following main research questions were devised to reach stated aim:

- a) What is needed to create a Model of volunteers program for sport event: what should it include to match organizing committee and volunteers' needs?
- b) How to recruit, train, manage and motivate volunteers for sport events?
- c) What are the key success factors and the main risks of a volunteer program?

Using Russian and international materials as well as from volunteer programs for different sport events basic scheme for the volunteer involvement into the organizational process can be defined. It is important to say that the programs are similar in many facets. That is why most parts of the Training Module will be universal for any country, such as rules

for selection, trainings plans and contents, operational management; at the same time promotion and motivation may differ from country to country.

To answer the research questions set for the study different types of researches were used. The research approach can be described as explanatory – it is to describe the model for sport volunteering. Methods used are mostly deductive. First of all a literature review should be undertaken. There is a large body of existing research, many books and journals have sport volunteering related topics. The literature is mostly Australian, European and American, there is not much done in Asian, African countries and in Russia. Past major sport events volunteer programs as well as Games reports are very useful as they contain all the details of the program that can be analyzed to reach the aim of this project, models of the best practices can be found. Interviews with experienced sport volunteer programs managers are important to know their needs and to learn best practices and recommendations. Volunteers' answers to questions stated should help to answer the questions about motivation and their previous experience.

Three trends – a decrease in aggregate available volunteer hours, the growing significance of volunteers at events, and the increasing incorporation of events into communities' economic development mix – contribute to an increasingly competitive market for volunteer (Costa, Chalip, Green, 2006). Large-scale mega-sport events volunteer programs also differ from regular volunteering for organizations in terms of the way of attraction: these massive events recruit via advertisements, announcements, partnerships, and target volunteering associations, sporting organizations, and sponsors (Taylor, Doherty and McGraw, 2008). Relatively, few community sport volunteers are recruited through advertising or media (Cuskelly, 2006).

Volunteers are not there only to reduce cost of the event but they also bring multicultural features and friendship: mega-sporting events are commonly characterized by the internationalism and diversity of their volunteer population (Giannoulakis, Wang and Gray, 2008).

Whatever the specific characteristics of an event, the operational management of its volunteers program can be broken down into several fundamental phases as presented in Figure 1 below.

The "Volunteer journey" of the large sport event volunteers is typically the same for most of the programs represented with the following common components in Figure 2 below.

So, any big sport event Volunteer Programme will have to go through the main phases:

- Organization and Information stage when the organizing committee sets the vision of the volunteer program, works on the infrastructure needed and starts information campaign for the stakeholders
- Definition of volunteer roles and skill sets is important at the early stage for clear understanding of the volunteers profiles for proper recruitment and training program development
- Awareness and communication campaign for potential volunteers
- Recruitment as promotions and attraction of the potential volunteers, applications
- Data registration and management in the database and first check
- Tests and interviews with the candidates to learn about their competencies, motivation and wills
- Selection process – it is important to read the data collected during the interviews the right way and to choose people exactly fit to the profile
- Motivation and retention program development and implementation
- Assignment to the volunteer positions should, including the functional role and the venue
- Confirmation of the person to volunteer
- Training (orientation, functional, venue) of volunteers
- Operational communication during the pre-event time
- Venue staffing phase is related to the venuization period and includes position assignment
- Support during the Games providing all the services for volunteers such as meals, transportation and so on
- Recognition of the volunteers commitment on the highest level
- Legacy program creation and implementation

As a result of the study a Training module for Volunteers Programme managers was developed, the module has specific practical recommendations for each phase of the work. The implementation has started in 2012.

Figure 1

Volunteer Program Phases in Major Events



Figure 2

Volunteer Lifecycle in Major Events



THE REVIEW AND PROSPECT OF 60 YEARS VARSITY ATHLETIC TRAINING AND COMPETITION SINCE THE FOUNDING OF NEW CHINA IN 1949

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1. The review of university athletic training and competition

1. Beginning (1949-1966)
The form of university athletic training came into being. The characteristic of the beginning stage presents: 1. The school athletic training became a part of the school physical education and the government paid attention to it. 2. The school athletic training and competition were accepted by people and generally became the national university competition. 3. The competition during the beginning stage only took place on campus and lack of the national planning. 4. The university became the base producing the athletes for the national teams.
2. During the Cultural Revolution (1966—1979)
The university athletic training stopped. The characteristic of this stage present: 1. The university athletic training stopped during the cultural revolution. 2. The some university athletic training and competition appeared again and were poor organized
3. Rebirth and development (1978—1986)
During this period, the university was reopened ant the characteristic presents: 1. the athletic training restarts 2. construction of the university competition system started 3. The sports competition of the university was in the small scale
4. Fast development (1986——2000)
The government promulgated the “Starting the University Athletic Training and Improving School Sports Level Notice”. The Chinese university athletic training rose at the well-organized level. Its characteristic presents: 1. The athletic training system was formed 2. The organization of the school competition was formed 3. The administration and management of the school athletic training and competition were created 4. Some students-athletes developed their skills 5. School cultural life was enriched 6. The university became internationalized.
5. Leaping forward (2001——)
Its characteristic presents: 1.The national and international university student competition are administrated and organized by the Chinese National Ministry of Education 2 .The university student athletes well performed at the international sports competition 3. The sports competition of the school became more varied, market-oriented and socialized.

2. Summary

- 1) People understood that university sport is very important in the Chinese school
- 2) The university sport contributes to develop the best students
- 3) The university sports contributes to the school physical education
- 4) Physical education is an important part of university athlete training
- 5) The culture and sports marketing will contribute sustainable development of the school athletic competition

3. The prospects of Chinese university athletic training and competition

- 1) The School sports will become very important part of school system
- 2) School sport will present more varieties and forms in the event
- 3) The system of the school sports will become more complete and will contribute to develop more international level athletes
- 4) The combination of training and education presents the character of China athletic training
- 5) The school sport will be transformed into big association
- 6) The marketing of the school sports will be contribute its sustainable development.

THE SIGNIFICANCE OF STUDENT SPORT VOLUNTEER PARTICIPATION IN CHINA – IS AN INDISPENSIBLE PART OF THE OLYMPIC LEGACY

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As we all know, in the year 2008, Beijing has successfully hosted the 29th Summer Olympic Games. For the first time in history, this event has not only brought about strengthened national esteem and confidence for China, but also attracted the eyes from the world to survey China in different perspectives. Although the evaluation and remarks concerning the Beijing Olympic Games can be varied and controversial, there is one thing which should be very certain. The Beijing Olympic Games have left behind a great amount of tangible and intangible legacy, among which, I believe, the contribution and development of college students' volunteering in the whole event should be an indispensable part of the legacy brought by the Beijing Olympic Games.

Objectives: This paper attempts to study the various significances and values of college students' volunteering in the sport events in China in recent years, especially with the effects brought by the Beijing Olympic Games, and how the Olympic spirit and values can greatly influence college students' viewpoints, outlooks, or even lifestyles, and help inspire young people in China to nurture and develop a kind of positive and healthy personal accomplishment.

Method: literature review, interviews and logical analysis

Findings:

- 1) Although sport volunteer service in China starts much later than many other countries in the world, it has become prosperous in recent years and more and more people are getting involved in volunteer service. The sport volunteer service involved include the Asian Games, held twice in China; World University Games, twice in China, and the Beijing Olympic Games, etc.
- 2) The total number of various volunteer participants in Beijing Olympic Games has topped more than one million, among which 100,000 are college students who have directly served for the sport games and the rest are mainly city and social volunteers.
- 3) The concept of being a volunteer was perhaps introduced and initiated in China 30 years ago by the volunteering behavior in the field of sports and before that common people in China had never heard of volunteering or understood its real meaning.
- 4) Participation of sport volunteering is limited to mainly the college students in the first place. And it is only by the time after Beijing has successfully won the host of the 29th Olympic Games, that social volunteers from all walks of life start to be enrolled.
- 5) Nowadays, most college students understand what is being a volunteer and a large number of college graduates or undergraduates in Beijing have attended at least once for sport volunteering.
- 6) Participation in sport volunteering has somewhat changed the outlooks, lifestyles and other aspects of college students and they all believe that volunteering benefits them greatly. At the same time through volunteer participation, more and more Chinese youth have a chance to make friends with people of different colors, different races and different cultures and become more open-minded and more integrated with the world.

Conclusion:

- 1) Through participation of volunteering, college students have chances to enhance and make use of the knowledge they learned and understand better their social identity and liabilities, so that they can realize and find out the aims and pursuits in their personal life.
- 2) With the forthcoming of booming of volunteer participation by college students, universities and colleges in China should introduce formal Olympic education courses into class so that young students may get better prepared for the volunteer activities in different sports.
- 3) Municipal government and any other level of government related should encourage and provide chances for more college students and young people to get involved in sport volunteering as it is of great value and benefit for their personal development and for the well-being of all communities and the whole society.

THE STRATEGY STUDY ON THE BALL GAMES TEACHING MATERIALS REFORM IN CHINESE COLLEGE SPORTS EDUCATION

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Objective: Ball games play an important role in college sports. Teaching material is an important element in the college sports course resources. From the micro perspective, teaching material enables the students to master theoretical knowledge, forms scientific sports technical theory, masters scientific training methods and cultivating sports training capability and therefore benefits them for the whole life. From the macro perspective, the development status of the ball games teaching materials system is an important measurement of the national sports education level.

This article analyses the current Chinese college sports ball games textbook, identifying the drawbacks of its contents and style, finding the solutions to the existing problems and putting forward the practical suggestions on the Chinese college sports courses and textbook reform.

Methods: Literature research, Contrast research, Analysis

Conclusion: The traditional Chinese Ball Games Textbooks has the advantages such as preciseness of content structure system, clearness of wording and of seamless logistics, but at the same time bears the disadvantages of outdated content and over-conservative textual. And the biggest problem is that the content of college sports textbook seriously equals to the middle school sports textbook in content and style which will directly lead to the mass duplication and following by the college sports course of the middle school sports course in teaching content, methods and process. There is no progressive improvement and optimization as the age of the students, which will lead to similarity of college and middle school ball games course environment, therefore difficult to stimulate the learning interest of the students and then affects the teaching effect of the college sports course.

Therefore there must be some renovations on the editing of the college ball games textbooks: considering age differences, based on the principle of Pragmatism and being more detailed, targeted and practical than the middle school sports textbook. In addition, there should be performance training and competitive capability cultivation added to the textbook content.

Conclusion: In view of the "high level stage" characteristic of the higher sports education ball games course, the editing of the textbook should be more close to competitiveness. Therefore, it is necessary to invite the coaches of plenty training and competition experiences to join in the editing of the textbooks. Besides, there should be regular Ball Games League among colleges so as to increase the training and coaching experience of the theoretical sports teachers. And thirdly, there should be more chance of academic communication and theoretical discussion between the coaches and the researchers. In the academic atmosphere of combining competitiveness and teaching, the construction of Chinese higher education ball games teaching materials system will enter a positive development track which will be of active implications on the Chinese college sports education.

THE STUDY ON RELATIONSHIP OF PHYSICAL ACTIVITY LEVEL, BONE MINERAL DENSITY AND BODY COMPOSITION IN FEMALE COLLEGE STUDENTS

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Studies of the relationships between PA, bone mineral density (BMD) and body composition have shown variable results. Little is known about the daily physical activity levels (PAL) in female college students. The relationship between PAL, BMD and body composition remains unclear.

The aim of this study was to assess PAL among female college students, and determine the relationships between accelerometer-determined PAL, total and regional BMD and body composition in female college students.

Methods: The female college students ($n=182$, 20.48 ± 1.31 years) were voluntarily recruited after comprehension of the nature and purpose of the study. Total and regional BMD and body composition were measured by dual energy x-ray absorptiometry. Physical activity was measured by an RT3 accelerometer over seven consecutive days, including a weekend. Anthropometrical parameters including age, weight, height, waistline and hips were obtained.

Results: In our study, 72.2% of participants were in light active (LG, $PAL < 1.7$), and 27.8% were in moderately- vigorously active (MVG, $PAL \geq 1.7$). The left femoral neck, lumbar spine, arms, legs, trunk and whole body BMD of MVG (0.959 ± 0.120 ; 1.186 ± 0.135 ; 0.791 ± 0.082 ; 1.223 ± 0.117 ; 0.896 ± 0.073 ; 1.121 ± 0.085) were significantly higher than those of LG (0.959 ± 0.120 ; 1.186 ± 0.135 ; 0.758 ± 0.063 ; 1.170 ± 0.108 ; 0.857 ± 0.068 ; 1.084 ± 0.074 , $p < 0.01$). PAL showed a significant and negative correlation with the left femoral neck, lumbar spine, arms, legs, trunk and whole body BMD ($r = 0.233$, $p < 0.001$; $r = 0.174$, $p < 0.01$; $r = 0.279$, $p < 0.001$; $r = 0.254$, $p < 0.01$; $r = 0.259$, $p < 0.001$; $r = -0.238$, $p < 0.01$). The whole body fat mass percent, BMI, waist-t-hip ratio of MVG (0.3152 ± 0.0686 ; 22.02 ± 4.41 ; 0.8077 ± 0.0474) significantly higher than that of LG (0.2867 ± 0.0543 ; 20.09 ± 2.45 ; 0.7861 ± 0.0431 ; $p < 0.001$), and these parameters positively correlated with PAL. The lean mass percent of MVG was significantly lower than those of LG, and it was negatively correlate with the lean mass percent.

Conclusions: We concluded that most of female college students were less active, and the female college students with low fat percent markedly tended to low physical activity level. Maintaining high physical activity level may be effective in increasing BMD.

THE DIRECTION OF THE DEVELOPMENT OF LEISURE SPORTS IN CHINA

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In the past ten years odd, the concept of leisure has already penetrated China and widely caught people's attention. But as a new socio-cultural phenomenon, leisure has begun to exert profound influences on people's life style, consuming habits and codes of conduct. In the bulk content of leisure, leisure sports has without doubt become the most energetic and acceptable manner of leisure. In the recent years, the scientific title and positioning, concept and connotation, developing direction and routes of leisure sports have become the focus of scholars and debates due to its relatively fresh and developing research potential. The article aims at interpretation of the definition and concept of leisure sports to discuss the above issues.

1. The Concept and Connotations of Leisure sports

Opinions of the titles "leisure sports" and "sports leisure"

Leisure sports have not been studied for long in China and therefore various relevant terms have been given and a universally title or term recognized by the academic authorities has not been formed. Researches and studies related to leisure sports has newly emerged and there has not been enough studies and practices yet. Exploration and enriching of theories are to be further explored in constant practices.

The Interpretation of the definition and Connotation of Leisure Sports

At present, there are various kinds of definitions for leisure sports, focusing on different aspects. According to related researches, there are in total more than 20 academic definitions for leisure sports. The Chinese definition for leisure sports is that leisure sports is a kind of conscious socio-cultural activity through which they can fulfill their physical and mental needs through direct or indirect sports experience in their disposable spare time.

This definition has emphasized the most basic elements of leisure like time. Social activity, existential state and mentality, physical and mental experience. Meanwhile the elements are fulfilled through the method of sports. The foothold is on its nature of socio-cultural activity because whether it is leisure or sports, it is an important part of socio-cultural activities.

2. The developing Directions and Options of Chinese Leisure sports

China has entered a crucial era of society which is experiencing radical social transformation in the twenty-first century. The twenty-first century will be more civilized for human beings. When people are predicting the outlook of the future changes and development of life style, there will be three transformations forecasting the direction of China's future leisure sports:

The first transformation is the shift of attention from mere existence to the respect and cherishing of the improvement of life's value and quality. Within this transformation of concepts, leisure sports enjoy a fairly bright prospect in improving people's pursuit of value and quality. Leisure sports fits right in with maintaining life rights, improving life quality and the harmonious development of physical and mental health and unearthing the potential of life and leading people to form a new kind of life style. Leisure sports provide an explicit breakthrough in the developing direction of leisure sports.

The second transformation is the change from negative spare-time leisure to positive sports entertainment, which is suitable for the core values of a relatively comfortable and harmonious society.

The third transformation is the shift from focusing on the spiritual pleasure and pleasant leisure manners to pursuing more challenging, exciting and athletic experiences which lay equal emphasis on physical and mental combination. People can both experience the pleasures physically and spiritually from the athletic and exciting elements and pursue bravely the long-absent bravery and excellence while they are far away from the cities and enjoying the beautiful natural scenery and fresh air.

The Developing Options for Chinese Leisure Sports

Due to the fact that Chinese leisure sports have stemmed from the folk sports activities, there are obvious features of “moving from the bottom (the mass) to the top (the academy)”. Therefore, the characteristics of the developing options of future Chinese leisure sports will exhibit features as follows:

Firstly is the option of choosing a path of complex or simple development of leisure sports development.

Secondly is the option of action and concepts in the academic circles and application of leisure sports development.

Thirdly is the option of manners of sports activities in the diversity and athletic nature of leisure sports development.

Fourthly is the option of implementing activities of the crossing boundaries and origins of leisure sports development.

Conclusion: In the twenty-first century, leisure sports will exert profound influences on improving people's life style, social and economic activities, and optimizing human housing environment, stimulating the positive green sports consumption, improving advanced culture, developing comprehensively compulsory education and cultivation, and preventing and combating with the disease brought by modern civilization. But issues and problems should also be paid attention to for the relatively short developing history and immaturity of leisure sports. For instance, the relatively lagging recognition of leisure sports, the blank in the leisure sports education of the adolescent teenagers, the immature development of leisure sports items and contents, the lack of effective service and security systems of leisure sports which are closely related to the mass' interests.

Therefore, there is still a long way to go before the full and mature establishment and development of leisure sports in China.

THE INFLUENCE OF BAD LIVING HABITS ON CHINESE STUDENTS' PHYSICAL CONDITIONS

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Objectives: College students' physical health is declining yearly in China, those bad way of life, physical health to them have a bad influence. They lack the necessary knowledge of healthy living and have some unhealthy habits. This reflects that the defect of our health' education among the students.

Object: Part of the college school students in North China, central China, south China and northwest.

Methodology: questionnaire; interview; literature review; mathematical statistics

Analysis and discussion: Investigation shows, at present there have part of the college students to have a bad living habits in China, this phenomenon leads to a poor student's physical health, the physical deterioration. Specific phenomenon:

1. **They lack of physical exercise:** 65.68% of Chinese college students "feel lack of movement", a lot of people only do exercise in P.E. class. Only 19.12% of the students usually play ball games, a lot of people did not insist to take exercise consciousness.
2. **Stay up late:** 40% of students have the habit of staying up late, playing online games, viewing video, reading a book and so on. The proportion of students who go to bed after 2:00am reaches as high as 14%. Only 2.8% of the students wake up feeling "energy", 38% of the students feel "more tired".
3. **Up late:** Due to sleep late, the students don't want to get up in the morning is 70%, sometimes they even delay morning classes. Very few people get up early and to do morning exercise.
4. **Unhealthy eating habits:** Getting up late, they often do not eat breakfast; diet very selective: they eat some foods too much and don't eat other foods. 15.44% of the people eat not hun vegetable combination; part of the college students serious non scheduled eat and drink too much, they often 1, 2 meal don't eat, then went out to eat a lot of comestibles; they absorb nutrition disequilibrium, and periodic gastrointestinal disease is 10% in some universities.

Cause analysis:

1. **Lack of necessary of health knowledge education:** Students masters don't correct fitness methods and sports proportions in students' education. Very few students take exercises in the morning; only a few people do exercises in a planned way;
 2. **Education and supervision are not in place:** Healthy lifestyle is propagated as lack of guide among students; the management department did not supervise and urge implementation normal work and rest time; lack of enough attention on student's life management.
5. **Countermeasures and suggestions:**
1. We must strengthen propaganda on knowledge of healthy living. Making the correct way of life becomes students' conscious action.
 2. To perfect the administrative management of university campus, to guide students' schedules and daily life, at the same time it is necessary to supervise and to check it.
 3. PE teachers should train lifelong sports awareness of. To enrich the content of the physical education activities, the diet at the universities should be improved, and balanced. Students should be taught to have a good diet habit and a persistent mind.
 4. The university should organize rich and colorful sports activities, competitive games, sports games, continuously improving their health and physical quality.

THE MENTAL EFFECTS OF EXERCISE ON FEMALE COLLEGE STUDENT

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There are some worrying situations among female university students at present, such as the unqualified rate of physique test, the sick rate resulted from military training, the cancellation of running in sports meeting, and so on. In addition, suicide rate of female university students is far higher than that of male. So it is necessary for us to pay attention to the physical exercise and psychological effects on female university students. Present investigations are to motivate physical exercise behavior and enhance the mental health.

Method: The literature reading method is applied by referring to the researches at home and abroad in recent ten years.

Results: 1. The factors including participation motivation, training time, exercise frequency are analyzed in the domestic research on female university students, but there are differences in the results because of different sample sizes and physical activity questionnaires. In general, the main motives are to enhance physical fitness, body-image and amusement, but exercise behavior is not consistent with exercise awareness. 2. Body-esteem is seemed as a point by female college students, including the self-value, sports ability, physical condition, physical attraction and physical qualities. It finds that the exercise will help improve the body-esteem, but different studies lay particular stress on different keys, such as time, strength, intensity and so on. The investigation delivers the interaction between self-objectification, appearance evaluation, and self-esteem in predicting body satisfaction and mood states. Thus there is a dearth of discussions addressing to female students in motherland. 3. Different theories and models on the relationship between physical exercise and mental health have been put forward, while there are differences between the concepts. So we should pay attention to the factors influencing this relationship. The study indicates that the indirect relationship exists between physical activity and mood activation through the intermediate variable of psychological well-being. But the other finds that there is the direct interaction among two factors. So it is necessary comprehensively to examine and transform this relationship on the research basis of inherent connection. Besides, the experiment finds anxiety and anger in the rejected group, comparing to the exercise group. Thus, there is a lack of researches for female university students in this respect. Moreover, experimental research will contribute to strong causal inferences. 4. A longitudinal study shows that people who have regular physical activity in childhood tend to do exercises in adulthood. Considering the girls being advertised by the static beauty, this result may contribute to study childhood factors of female college students on exercise. As is mentioned in the female psychology, social status of women duties make them be jealous probably. If regarding the training of exercise as an intervention strategy, cultivating androgyny personality characteristics can improve mental health of the female.

Conclusion: Female college students benefit from the exercise on cognition and emotion, body-image and satisfaction, for example. But better measures should be figured out to research will of female students. Also, the longitudinal study, for female health development, should be taken seriously.

THE REASONS AND COUNTERMEASURES OF THE SPORTING VENUE LEGACY UNUSED AFTER MEGA SPORT EVENTS HOSTED IN CHINA

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The purpose of studying the reasons of the sporting venue legacy unused after the mega sport event hosted in China is to seek the proper actions of utilizing the sporting venue after the sport events and to provide experience and theoretical statement for sustainable development in China to host sport events and mega sport events in future.

Methods: Literature study, investigate & interview, comparatively, induction and deductive method etc.

Results: The reasons of the sporting venue legacy unused: 1. Due to the scarcity of mega sport events, the host city will not regain the honor to host mega sport events within short time. 2. Because of the scale and high level of mega sport events, more sporting venues are required and have to be built a bit far way from the city center, and the centralization of sporting venues makes them be utilized more difficult. 3. High quality construction of sporting venues for mega sport events may exceed the budgetary standard, and there is no full recognition of the existing sports facility of the host city. 4. China has not mature professional sports development and most cities have imbalanced development, especially some host cities of mega sport events have not yet the professional sport teams. 5. In recent 25 years, some cities in China such as Beijing, Shanghai, Guangzhou, Shenzhen, Nanjing and Jinan, have ever hosted Olympic Games, Asian Games, Universiade and National Games. Many sporting venues in these cities have distracted mega sport events and made sporting venues be utilized more difficult. 6. There are no professional managers and teams to administer the sporting venues, and even some venues are not open, which makes market exploration efficiency unsatisfactory. 7. Security matter may be another objective reason to constrain the utilization of sporting venues. Actions of utilizing sporting venues: 1. Reasonable evaluation of security matter in host city of mega sport events, high degree of opening more sporting venues to attain the goal to integrate the functions of matches, fitness, recreation, leisure, shopping and tourism. 2. Active to bid and host influential world sport events, especially of high commercial value. 3. Active to foster professional sports market in host city in order to improve the level of professional sports teams in host city. 4. Active to introduce the professional managers and teams to enhance scientific management of venues and to strengthen market exploration. 5. To host mega sport events to develop citizen's fitness enthusiasm, to foster sports consumers and to improve the ratio of utilization of venues. 6. Based on China's practical situation, government may support the operation of venues quickly. 7. Sporting venues of low utilization and far away from city shall be dismantled for better utilization of lands.

Conclusion: the reasons of scarcity of mega sport events, high standard construction of venues, immature development of professional sports, many host cities of mega sport events, lack of professional managers and teams to operate sporting venues and security matters result in legacy the sporting venues unused. Therefore, the efficient ways to improve the ratio of utilization of sporting venues are the comprehensive utilization of venues, hosting sport events of high commercial value, fostering professional and populace sports market, proper governmental supports and the dismantling of venues of low utilization.

THE RESEARCH OF TICKET EARNINGS OF OLYMPIC WINTER GAMES

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The purpose of conducting the research of ticket earnings of Olympic Winter Games is, based on the successful experience of ticket sales of Olympic Winter Games, to provide experience and theoretical statement for ticket earnings of mega sport events and to promote the sustainable development of Olympic Movement throughout the world.

Methods: Literature study, investigate & interview, comparatively, induction and deductive method etc.

Results: There was no clear change tendency in ticket volume and actual ticket sales of Olympic Winter Games, but the ticket earnings obviously increased, which took a great share in marketing income of OCOG. The ticket earnings include not only economic income, but also some other benefits. The parties sharing the ticket sales earnings include OCOG, IOC, audience, banks, internet companies and ticket offices, among which OCOG, IOC and audience are the main parties. The earnings of OCOG: 1. in accordance with the requirements of IOC, more and more audience will physically experience the ceremony of Olympic Games and all matches are the important part of successful Olympic Games. It's important for OCOG to provide and sell more tickets. Olympic Winter Games in Vancouver totally sold 1.49m tickets, but its scale just being a quarter of Olympic Games. 2. Tickets sales and good economic benefits will provide OCOG with necessary funds for hosting Olympic Winter Games, which are the main financial sources of hosting the successful Games. VANOC obtained \$250m revenue from the ticket sales, which took account of 13% total revenue. It is more than Beijing 2008 Olympic Games income of tickets. The earnings of IOC: 1. based on the contract of host city, IOC will obtain 7.5% cash income from the ticket sales of OCOG, which is the payment for Olympic royalty by the OCOG. 2. More audience will hold the tickets to enjoy live Olympic Games, which will ensure the successful host of the Olympic Winter Games. The benefits of audience: 1. More sport events will increase the ticket volume for the matches of Winter Games and the ceremonies, therefore, audience have more options to buy the tickets for matches. 2. The different ticket prices of Winter Games will offer audience chances for purchasing appropriate tickets based on their economic status. 3. The host city and the OCOG will provide convenience for audience to enjoy the Olympic Winter Games: (1) free traffic for audience to the sporting venue; (2) good accommodation of the host city; (3) good security environment; (4) good traveling conditions. 4. VANOC built Fan-to-Fan Marketplace that convenient to audience. Other benefits: banks as ticket liquidating system increase their business because of ticket sales. Internet increase their website visits through internet. Ticket offices increase their domestic and overseas business. All this will no doubt generate revenue for banks, internet companies and tickets offices and upgrade their business reputation.

Conclusion: OCOG will provide and sell more tickets to ensure more audience to enjoy the Olympic Winter Games, obtain huge economic revenue and increase the margin of ticket sales. IOC will obtain 7.5% cash income from the ticket sales. Audience will have more options for sport events due to the different prices. The host city and OCOG will provide much convenience for audience to enjoy the matches at the sporting venue.

U-II IN RESPONSE TO SUBMAXIMAL EXERCISE IN COLLEGE STUDENTS OF MARTIAL ARTS

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Urotensin II (urotensin II, U-II) a cyclic structure was first extracted from the spinal cord of the bony fish tail pituitary peptides, have been discovered in recent years, a variety of mammals, such as human, rat, mouse and pigs contain U-II, is found the strongest vasoconstrictor substances in the human body, its higher vasoconstrictor strength than endothelin. The human body is an isolated G protein-coupled receptor (GPR14) is its specific receptor, mainly distributed in the cardiovascular and nervous systems. U-II complex physiological effects of multi-system, the current research has focused on the cardiovascular system and the neuroendocrine system.

Methods: 17 healthy male college students of martial arts ($n=17$), aged 21.5 ± 1.1 , unit:year; body mass 69.8 ± 11.8 ,unit:kg; height 173.2 ± 6.2 , unit:cm; BMI 23.2 ± 3.3 , unit: kg/m²; VO₂max 43.7 ± 5.9 , unitml/(min•kg) participated in this study. They practiced martial arts regularly for 3-10 years. The experiment included a maximal incremental exercise tests and a sub maximal exercise with one week in between. The maximal incremental exercise tests were performed on the cycloergometer. Before the test, more than 10 min resting period was allowed to evaluate the parameters at rest, as well as to withdraw the blood samples. The maximal exercise test started at a power output of 50W which was increased 30W every 3 min until exhaustion. The sub-maximal incremental exercise was performed using the same ergometer. After 5 min warming up, the subjects maintained the intensity of 60-70% VO₂max for 25 min, followed by a 5 min of cool down. The pedaling rates of both trials were 60 rev/min. U-II was measured at 0,1,3 and 5h after the exercise stopped. The blood samples were collected at the same time. The data were presented as mean $\pm$ SD and analyzed by SPSS13.0.

Results and Discussion: Quiet control group's U-II is $1.0676 \pm .65268$. It immediately increased after exercise and reached $1.6251 \pm .79355$ ($P = 0.053$), the result was same with animal studies. An exhaustive exercise makes U - II concentration increased significantly, and we think that the U-II 's main role performance in terms of the regulation of the stress response. We can say U-II plasma concentration of a certain degree of stimulation of exercise training to improve cardiac function.

UNDERGRADUATE STUDENTS OBESE BODY COMPOSITION MEASUREMENT AND SPORTS INTERVENTION

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Introduction: Obesity is one of the important factors that have been influencing undergraduate students' physical and psychological all-round development. As a result, their physical quality, mental health, employment, career selection and future life have also been influenced. Both survey results of national students' physical health in 2002 and 2005 showed that overweight and obese undergraduate students significantly increased and detection incidence of obesity continued to rise. This has become a serious health issue of city students, and is becoming same in countryside simultaneously. At the same time, some obesity-related ailments such as "3 highs" which only appeared in elderly in the past time are also found in undergraduate students in these days. Therefore, it is important to promote college students' health through the assessment of college students' body composition based on current undergraduates' physical fitness test as well as guiding students to build a healthy lifestyle and to do some necessary exercises.

Methods: Through questionnaires and consulting experts, it is suggested that undergraduate students should assess whether they are overweight or adiposity by BMI, Skinfold Measurements or bioelectrical impedance Measurements which measures body fat content and body fat percentage, and by measuring tape which assess abdomen fat with waist-to-hip ratio. Through questionnaires and investigation, the major factors leads to overweight or adiposity in undergraduate students are as follows: 1. Hypomotility. Lack of necessary exercise result in an enhancement of insulin resistance and lead to impaired glucose tolerance direct. 2. Dietary factors. Because of the improvement of the quality of life, too much food and overmuch high fat and high heat diet are taken by undergraduate students when they enter college. 3. Unhealthy lifestyle. The undergraduate students are used to read and watch TV during the meal or read novel, journal and watch movie after a meal. A large amount of time is spent on surfing the web, playing online games and drinking, smoking. 4. Mental factors. Mental pressures come from school work and obtaining employments lead to disorders of vegetative nervous system, which results in diet incontrollable and leads to adiposity finally.

Results: As undergraduate students are growing, it is suggested that the balance of nutrient substance should be ensured and good habits of eating should be cultivated. They also have to change the unhealthy lifestyles such as excessive internet use, drinking and smoking. Making good use of one's time and taking part in medium-intensity aerobic exercise appropriately are also suggested. Those aerobic exercises such as running, walking, basketball, football, badminton, swimming, disco, ballroom dance, bicycle and Tai Chi are recommended.

Conclusions: Universities, family and society should pay more attention to the issue of the college students' obesity. More should be done to acknowledge the students the knowledge of nutrition, to advocate balanced and reasonable diet and to cultivate students' good eating habits. There must be more physical exercise and outdoors activities. Schools should guarantee the undergraduates' exercise time as well as organize a variety of activities so as to attract students' participation. It is also very important to improve the students' consciousness of self-health care such as regular body composition check so as to reduce college students' obesity rate and improve their health.

EFFECTS OF RULES MODIFICATION ON MATCH IMPOLICY AND MISPLAY - A CASE STUDY OF CHINESE MEN'S VOLLEYBALL TEAM

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Based on the analysis of volleyball rules regularization and the reviewing over the significance of being timeliness, practicality and ahead-of-time brought about by 1999 rule modification, this paper demonstrates the highlighting effects of rules modification to match misplay and impolicy by comparing the playing technique and strategy as well as the competing results between Chinese men's volleyball team and its western rivals in the recent years. The study concludes that the improper adaptation and mis-utility of the modified rules are the causes for the match misplay, and technique and strategy impolicy. As a result, the paper illustrates the misplays in cooperation between serving and forearm pass, team formation, and receiving formation, etc, and further suggests the proposals in tactics application and strategy revolution so as to better prepare for the 2016 Olympic game.

Methods:

1. Observation: Review the performances of Chinese men's volleyball team since rule modification for the existing misplay and impolicy, and for the successful experiences of the western rivals.
2. Literature Review: Refer the relevant documents to explore the main process, content and significance of rule modification, and its effects on technical and tactical strategy, especially on the Chinese men's volleyball team in the latest ten years.
3. Demonstration and Analysis: Demonstrate the significance of being timeliness, practicality and ahead-of-time according to the main content of 1999 rule modification, and reveal the different results between those who follow the rule and react slowly to the rule modification.

Results:

The objectives of 1999 modification of the rules are:

1. To achieve the balance between attack and defend
2. To restrict Marathon game
3. To reduce the frequent interruption of the match
4. To make umpire easy to judge
5. To keep up with the times

The effects of rule modification on western rivals and Chinese men's volleyball team:

1. European and American teams benefit from the modification and their techniques and strategy improving while Chinese lag behind in the whole improving process.
2. Chinese team's receiving formation following the old rules mismatches the falling point of serve the ball changed.
3. The set of free defender benefits European and American teams than Asian teams.
4. The formation of Chinese similar to the rivals effected more misplays in the match.
5. Though both are under the influence of the principle "misplay means points against", Chinese technique and strategy application and development turn out a failure.

Conclusions:

1. Volleyball rule is the laws in volleyball game. It can not only promote the development of volleyball, but also restrict the lawbreaking and violation of technical and tactical strategy. Only by understanding and predicting the tendency of rules and its modifications can we keep up with the rules and even go ahead of it.
2. After modification of volleyball rules, Chinese men's volleyball team can not adapt to new rule, under the

influence of "misplay means points against", our team will be discouraged from applying technical and tactical strategies and will fall behind other European and American teams, resulting in backward and aging techniques, as well as bad performance.

3. To better prepare for the incoming Olympics, we should make use of our past lessons in failing to exert the complementary function of jump service and receive a service, to promote innovation in technical and tactical strategies and to realize regional population advantage in old fashioned formation. All these problems block the thought of "outman and highest by fastness". As a result, great importance should be attached to all these problems and they need to be made up.

Suggestions:

1. Chinese men's volleyball team should practice overall drive serve and receive drive serve and achieve bring out the best in each other function, so as to prepare well for the first attack.
2. Since falling point of serving has already withdrawn to the midfield, it is suggested that Chinese men's team adopt "1-1-3" service reception position formation to make up for emptiness resulted from hitting the net in the front of midfield and jump drive service forward in dense backfield.
3. In order to carry out the guiding policy of "outman and highest by fastness" in each series, it is suggested that Chinese volleyball team should abandon the traditional "Five-one System", but adopt "Two-setter System" so that all kinds of technical and tactical strategies can be implemented and widely applied.
4. According to the study of experts and experiment result, with consideration of the height of Chinese men's volleyball team and bouncing advantage, it is suggested that innovative development and progress should be made on spatial fast attack strategy.

THE EXPLORATION OF THE ERRORS MADE BY CHINESE MEN'S VOLLEYBALL TEAM IN RECENT YEARS AND THE REVISION OF THE RULES

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Through the analysis of the new development and revision in rules, this paper tries to convey the significance brought about by the 1999 revision in rules and to reveal the timeliness, practicality and great insight of this action. By using comparison and contrast between China and some western sports powers, this paper also pointed out that western sports powers developed their skills and strategy by taking advantage of the revised rules, while Chinese men's volleyball team, because of being backward in view, failed to improve its skills and strategy and hence backward scores. To prepare for the coming Olympic Games in 2016, this paper generalized the past experiences of Chinese Men's Volleyball Team, especially in team pattern, team arrangement, mistakes in serving, and the cooperation between serving and supporting the volleyball, at the same time, some ideas and proposals have been presented in this paper.

THE STUDY ON ENROLLMENT OF TOP-ATHLETES AT HIGHER INSTITUTIONS IN SHAANXI

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With the integration of sports and education to develop competitive sports talents in our country, many higher institutions are approved to recruit high level sports teams. The purpose of this is to train more sports talents with higher competitive level and higher cultural quality for our country. To promote competitive level and cultural quality, recruiting proper students is the most important of all. At the beginning, only Xi'an Jiaotong University is qualified to recruit high level athletes in Shaanxi Province. Currently 11 universities have obtained such qualification for recruiting high level athletes. National admissions policies play a guiding part in recruiting athletes. However different provinces or autonomous regions recruit sports athletes differently. Therefore it is necessary to study the experience of each university so that short coming can be avoided in the recruitment. Domestic studies are more theoretical on the interpretation of the national admission policy and recruitment situation, and less on concrete and practical part. So this study investigates top athlete recruitment in Shaanxi higher institutions, so as to explore current enrollment situation and factors affecting recruitment. At the same time, reference can be made to promote the development of competitive sports in Shaanxi.

This study takes 11 universities eligible for adopting high-class athletes as objects to study the current situation, factors and problems of enrollment in Shaanxi, with literature review, questionnaires, interview, mathematical statistics etc.

By studying relevant literatures, we understand the governmental policy of enrollment and current situation in other provinces, which helps us to aim at improving the enrollment in Shanxi province. Besides this, we have also interviewed some colleges and universities about the problems they are facing in the process of enrollment with questionnaires. With the help of software SPSS17.0, statistical analysis based on the data was conducted, which can help us to explore further the factors influencing enrollment, and to seek their advantages and disadvantages, and finally put forward some suggestions.

This study has drawn some conclusions as follows:

1. There are some problems in enrollment in Shaanxi province, mainly being unreasonable source of students, single target and various ways of enrollment.
2. The reputation, location, gender, preferential policy, and human elements etc. of a university play negative effect on the enrollment.
3. The absence of unified assessment and inconsistent policy of higher institutions leads to neglecting the assessment on cultural quality, which obviously goes against the strategy of combining exercise and teaching.

This paper proposes some suggestions on the current enrollment of top athletes' in higher institutions in Shanxi province, hoping to provide a better reference for them to formulate a more rational enrollment system based on the government policy and their own situation.

ROLE AND MISSION OF UNIVERSITY IN CHINA COMPETITIVE SPORTS DEVELOPMENT

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The three main functions of the personnel training, the scientific research and the service to the community from University and College, determine its role and mission in the development of athletic sports. By using literature data and questionnaire survey method to study the basic situation of China's competitive sports found that no high level of scientific research in the competitive sports, the lack of culture and education for coaches and athletes, the low level of training of university athletes, are the main problems in the development of competitive sports in China. To solve the above problem, analyzing and comparing the role of university in China, the United States and Germany in competitive sports, found there are some differences between the three international. American colleges and universities is not only a major base for the growth of sports talent, also bear the coaches, athlete's cultural education and training tasks. In the meantime, also shoulder the important task of a large number of competitive sports science research. German universities do not directly cultivate excellent athletes, but they have been the "leverage" and "Pushing Hands" improve the scientific level of competitive sports, and at the same time, they also established the world's most regulated Coach Training System, to enhance the scientific coaching level of the coaches play an important role. By contrast of China, the United States, Germany, then combined with China's actual situation, we consider that: China's colleges and universities in the development of competitive sports should take up its rightful mission, seamless connection of sports and education, universities and Sports Bureau closely integrated, further mobilize college quality resources, play college multidisciplinary and high-tech advantage, is the inevitable trend of future development of competitive sports, and also the source of power to promote competitive sports in China to a higher level.

PHYSICAL FITNESS AND TECHNIQUES-JUNIOR TRAINING GAME

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Any of the sports training arrangements are commenced tightly around physical fitness and technical training, from adolescence to the adult high level stage, both in athletic performance proportion of different play different role. Therefore, they development "light, heavy, slow, fast" largely affect the formation of the athletic performance, development and maintain. By using questionnaire and tracking-recording method, this paper found out that characteristics of training load of Chinese junior rowers and kayakers are high training volume, more high intensity training, close to or even more than adult athletes training content, lack of attention in the training of special technical and coordination capacity. The training arrangement neglected the objective facts of Junior in the growth and development. Statistics and results on the competitive level of some outstanding junior athletes into adulthood in Chinese and abroad show that the finished product rate of the two projects in varying degrees, lower than the world's outstanding junior athletes. The reason is that the relationship between physical fitness and skill training in basic training of adolescence is inverted. In view of this, combined with the specific sport, to sort out the relationship between the two key factors of physical fitness and technical training in junior training, an important theoretical and practical significance for the long-term development of the athletic career.

ANALYSIS ON THE CULTURE OF “TAOISM” IN THE LEADERSHIP OF THE VOLUNTEERS FOR SPORTS EVENTS IN CHINA

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Taoism is a foundation of Chinese traditional culture for 2500 years, reflecting the supreme intelligence of the Chinese civilization, while it has something in common with Olympic sports spirit, such as Humanism, peace and harmony. Nowadays the management mode of leadership in volunteers' teams in China has progressed into its own style by concerning the Chinese traditional Taoism culture as well as the modern Olympic sports spirit. And the key of leadership has changed from Dogmatism to Humanity. Sports volunteer service has a long history in China, but it was realized and accepted (concerned) in large-scale sport events since the establishing of Beijing Olympic volunteer Project Initiation in 2005. Gradually humanized management of Sports volunteer ranks begins to rise in China after these sports events. Leadership, the core of regarding people's nature as management activity, respect volunteers' natural instinct in humanization, meet their rational demand, excite and arouse their enthusiasm, make volunteers give to play more (higher) efficiency and greater creativity. It's helpful to improve college students' ability of the leadership for sports events in China by introducing Taoism culture. Participating the volunteer activity for sports events may also improve their understanding of Chinese traditional Taoism culture. And the local culture may blend with sports spirit leading to different management mode of leadership in various countries.

VALUE REALIZATION OF COLLEGE SPORTS IN THE BUILDING OF HARMONIOUS SOCIETY

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Harmony is necessary to the human society. China's proposal for building a harmonious society is building a kind of nice social state and forming a society where people do their best and are in their right place. College Sports are a comprehensive education system with multi functions and purposes, which have unique values in building a harmonious society.

Methods: Using the method of literature, expert interview, logical deduction and induction, this paper makes discussion on the value realization of college sports in the building of harmonious society for these issues.

Results

1. Characteristics and function of college sports
With each passing day, functions and purposes of college Sports have become all-sided, including such functions as adapting to the society, physical and mental coordination, integrated development, cultivation of sport population, and assisting development of mass sport.
2. Historical experiences for college sports harmonious development
College Sports are developing in the direction of diversification, continuously absorbing new knowledge and technologies, with people first and harmonious development. Thoughts and concepts of college Sports have changed fundamentally, changing from serving cups and medals mania to serving for promoting students' physical and psychological health and building a harmonious society.
3. The case analysis of college sports promote the harmonious society
Tsinghua University has particularly valued sports work since its establishment. The slogan of "working healthily for fifty years" has been around and traditional school spirit of going in for sports has been formed. College sports and community sports shall interact actively, promoting development of group activities in fitness evaluations, site support, and science and technology service, so as to promote the building of a harmonious society. Exploration and practice for combination of sports and education can solve contradiction between learning and teaching, so that cultivation of competitive sports talents can be developed healthily, continuously and rapidly.
4. The main problems in the development of China's college sports
College sports have some disharmonies, such as absence of position and old-fashioned teaching materials and contents; wasting of venue resources; weak physical education teachers; rarefied cultural atmosphere; poor educational effects. The connection between college sports and mass sports and competitive sports in teaching aims, exercise contents, and organizational form is insufficient.
5. Value realization of college sports in the building of harmonious society
 1. Harmonious development of college sports itself. College Sports can keep pace with social development only through revolution, and high-level competitions shall be developed, with scientific and practical teaching contents and entertainment teaching modes. Teachers' quality shall be enhanced. Create competition environment and cultural atmosphere and take an active part in combining with mass sports and competitive sports.
 2. College sports harmonious development with the society. The connection between college sports and competitive sports and mass sports will be more closely, and they shall integrate gradually, so as to realize college sports' normalization and competition, competitive sports' schooling and organization, and mass sports' leisure and lifelong. College sports shall face the society and be people-oriented; the government shall coordinate resources and promote development; interact with the society and promote talents resources for college Sports; mange sports in an open type and share with the society; develop activity contents and concern lifelong sports.

Discussion: With social development, college sports must develop harmoniously with the society, conform the development demands of the times, cultivate health consciousness of the whole people, and promote flourish for fitness of the whole people.

OLYMPIC EDUCATION AND CULTIVATION OF GLOBALIZED TALENTS IN HIGHER EDUCATION IN CHINA

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China has made steady progress in political, economic and social aspects since the late 1970s and has become the world's second-largest economy. China and the world have become economically tightly entwined. To further China's modernization process and improve people's living standards and quality, talents with international perspectives are in demand. Educational institutions are the most important venue to develop human resources. How to cultivate world-oriented modern all-around developed talents is a challenge facing higher education institutions.

Based on the case study of Peking University that actively participated in and initiated some Olympic-related activities and became an active player in promoting Olympism in the populated country, this paper examined the complicated relationship among educational reform, social changes, Olympic Education and talents cultivation in the 21st century in China.

Olympic Education

Character education, advocated forcefully in the early 1990s, had not achieved its intended impact by 2007 when PE quality was considered as the potential breakthrough for promoting character education. Olympic education which was introduced after Beijing successfully bid for the 2008 Olympic Games brought fresh input into the physical education. Media coverage through the Olympic special column/program, establishment of all kinds of Olympic-related research centers and courses of Olympic and sports studies in universities, and various kinds of sports activities and Olympic knowledge contests as well as conferences and seminars hosted by the educational institutions not only popularized the values and knowledge of Olympism and sport among the students and faculties but also provided a platform for them to demonstrate their commitment, expertise and abilities. The actual involvement in the organization and service of the Beijing Olympics Games in 2008 provided them with opportunities to learn advanced ideas, technology and management skills from advanced countries. Taking advantage of Olympic education to cultivate world-oriented future elites requires deep understanding of Olympic Culture which is dynamic and evolving as well as stable and continuing. How to mesh Chinese custom and Western practice is a difficult challenge in the training of future talents. How to mesh Chinese custom and Western practice is a difficult challenge in the training of future talents.

THE RESEARCH IN PHYSICAL EDUCATION VIEW WHICH HAVE BEEN AFFECTED THE P.E. DEVELOPMENT OF REGULAR INSTITUTIONS OF HIGHER LEARNING IN THE PAST 30 YEARS

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The research illustrate the evolution process of physical education view that have been affected the physical education development of regular institutions of higher learning in the past 30 years. The evolution process is divided into three stages:

The first one, from 1978 to 1983, is the biological sports view that focuses on health building up. There are invigorating health, inculcation of knowledge, and ideological of cultivation in the objective system of this stage. The standpoint is orientated with building up of students' health of, popularization among colleges and maintenance of a healthy work.

The second one, from 1984 to 1999, is the multidimensional sports view that chases optimization of whole. In the practice of physical education during the period, many concepts of physical education sprung up accompanied with the establishment of the value of whole-effectiveness and the multifunctional and multipurpose system, such as happy physical education, successful physical education, and lifelong physical education.

The third one, from 1999 up to the present, is humanistic sports view that lay stress on 'health first'. Program objective is resolved into participation, skill, physical health, mental health and social adjustment. The level objective of each field is graded according to the different age characteristics, which makes goal of physical education more concrete and maneuverable. The choice of teaching content and method determined by the goal's completion, that increases flexibility and selectivity of physical education.

The research summarizes the developing process of physical education views. Its character is more comprehensive perspective of function and goal of physical teaching, as well as, the established by and large leading position of humanistic sports view.

However, there are some extant questions. The practice of physical education is not successful because it did not achieve the goal of building up the health. Body building did not get into a groove, while the purpose of introducing knowledge of keeping fit was at a discount. Moreover, there was misunderstanding in the knowledge of sports concept in regular institutions of higher learning.

ANALYSIS OF COLLEGE STUDENTS HEALTH SURVEY AND PHYSICAL FITNESS TEST

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Physical fitness refers to the body's health and ability to adapt to the environment surrounding. Physical health and normal body morphology, physiology, functional status, fitness, exercise capacity, and ability to adapt to the environment and mental states. However, after the new "Standard National students 'Physical fitness test'" formally promulgated and implemented in 2007, physical fitness of students did not change too much. This study was designed questionnaires and data query methods such as analysis of the current status of university student's physical fitness tests and found common problems appearing in the test.

Methods: students who take part in the physical fitness in university in Beijing, teachers and staff who take part in the work to conduct the physical fitness for the university students. Test Method: 1. Investigation and interview: the capital of college students in physical fitness tests to test students and relevant staff access to a random sample survey, while the Ministry or the Institute of Physical Education College Sports-related physical fitness tests carried out by Professor occur issues of access to investigation; 2. Literature: access to a large number of books and articles referred to the physical fitness for university students in China, compared with the situation in other countries such as U.S., Japan, Korea ; 3. Questionnaires: based experimental design of the "Test of the College Physical Health survey." Inquiries and investigations targeted a collective approach for the students who take part in the physical test this year.

Results and Discussion: Through the physical fitness test every year, students can constantly monitor their physical health status and gain the reasonable fitness guide for schedules for exercise. However, survey results found that the school environment, family environment and social environment and universities have great influence on the results of the test and the situation of the students' physical fitness. The reasons come from different aspects: because of the heavy test task for the large number of subjects and the short time for the test, the stuffs who conduct the test would make some mistakes when working on the test. Sometimes they are not in the strict accordance with the standard of the standardized testing. Flawed and low-precision testing equipments make the results unwarranted and unreasonable. Universities and students pay no more insufficient attention, which leads to the enthusiasm of the students to take participate in the tests, is not high. Moreover, feedback after the test is not timely. There is no professional guidance for students according to the results based on the physical fitness test. Test data cannot be saved and analyzed effectively. Therefore, the test sample as a whole makes little difference. The actual operation of the problems due to various factors greatly, reduced the credibility of the test. And also, the lack of viable monitoring mechanism makes the poor effectiveness of the test.

RESEARCH ON THE STATUS OF SOME UNDER-GRADUATED STUDENTS' LIFESTYLE HABITS AND PHYSICAL EXERCISE IN BEIJING

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The group of College students is a special group which is worthy of attention. First of all, under-graduated students are potentially the main force of consumption and social dynamics. However, just get rid of the restraint of parents, inexperienced college students are vulnerable to adverse effects of interference, especially in this information explosion and impulsive social atmosphere. Secondly, university life is an important stage of life, many good or bad habits are likely to start from this time, which would be have a significant impact on the future of life of the lifestyle and health habits. Therefore, this study is to analyze impact of college students' habits, exercise habits, reasons on whether or not participate in physical exercise.

Methods: A questionnaire: a questionnaire survey targeted at University students in Beijing, including the students on sports or not in sports universities and the students on sports or not in normal universities. Focusing on the design of the questionnaire on daily habits of students and after-class arrangements to participate in physical exercise, time and motivation to take exercise, the subjects in major universities in Beijing, and ones were randomly selected eligible participants, a representative to a certain extend 398 valid questionnaires compared with a total of 420 questionnaires sent, the effective rate 94.76%; Forum survey: subjects were selected for discussion for some important and special questionnaire, specific knowledge of the daily habits of students such as the actual situation were discussed;

Mathematical statistics: the questionnaire was classified statistics and comparison;

Results and Discussion: students who major in sports were 100, 106 questionnaires were non-sports students in normal universities; students who major in sports were Questionnaire 96, 98 questionnaires were for none. In conclusion, whether students who major in sports or not in sports universities would have much longer time for exercise than students in normal universities; For some reasons, students who major in sports universities pay more time for exercise, perhaps for the reasons on atmosphere. Nevertheless, for lifestyle, such as whether to eat breakfast, use the computer, there is no significant difference.

Reasons for the low participation in physical exercise varied, not only by schools and organizations and other venues open to the influence, but also with the students understand the sense of their own. I believe that institutions of higher learning in school sports will help them increase awareness of "lifetime sports" ideas. Developing good habits of university graduates into society can play full force during exercise and the role of leader. I recommend that major colleges and universities focus on the student's awareness of fitness training, and promote physical education curriculum reform, convenient venues opening up, adhere to students regularly monitored, to further participate in physical fitness for students to create good conditions for exercise.

SURVEY OF UNIVERSITY STUDENTS MOUNTAINEERING IN BEIJING

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There are large amount of mountains in China, which has gives more chance to the students in China to take part in the activities to amount high mountains.

Since 1990, some students in university took participation in the clubs which would have purpose to amount the high mountain. Most of them chose the mountains in Xinjiang, Tibet, Qinghai, Yunnan, in these places, climbers have to face more difficult situations such acute mountain sickness or others. In this survey, people would see more and detail materials about the extreme activity among the university students in Beijing. What's more, I would like to provide more effective help to who would take part in the activity.

Methods: I talked to the leaders of the climb clubs and the students who amounted maintains more than once. Other information came from the Internet and the records of the clubs from 1990 to 2010.

Conclusion: In order to carrying out extreme sports cultivate characters, fostering co-awareness and survival skills, making them awareness of the need to strengthen security, universities and associations relative should increase professional training. The most important way is, the schools and the relevant departments try to enhance the understanding of extreme sports and professional training to give students. Secondly, more management is needed. Not only we require students to self-government by communities, but also need sports associations and Mountaineering Association to support the management. Students and other climb clubs should also be appropriate to strengthen management and restraint. Universities make relevant preparations to ensure the safety of students. Public opinion on the students' climbing activity should be strengthened guidance positively. Even though university students suffered in Xixiabangma in 2002 and also in 2010, public should pay less on the roles of the famous university students. People should pay more attention to the way to help them and encourage them to take part in the extreme activity safely.

THE SPIRIT AND ASPIRATION OF LEISURE SPORTS - FROM A PHILOSOPHICAL PERSPECTIVE

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The spiritual culture of leisure sports, which embodies what leisure sports are striving for, lies at the heart of leisure sports cultural system. This paper will take the spiritual culture of both the Han-oriented Chinese leisure sports and the Ancient Greek-oriented western leisure sports as the research objects, apply methods of documentation and comparison to analyzing the similarities and differences between the two cultures, and conclude the distinctive characteristics of both cultures from the aspects of sport value, aesthetic value and educational concept. This paper considers that it is the disparate philosophical systems that give rise to the different spiritual culture of leisure sports between Ancient China and Ancient Greek. A philosophical interpretation of such differences can not only reinforce our cognition and understanding of leisure sports, but also provide useful references and suggestions for the integration and communication of the spiritual culture of leisure sports. Along with the acceleration of the process of globalization, leisure sports, a carrier and manifestation of national culture, is regarded as a valuable tool for cultural communication. In face of differences, we should foster strengths and circumvent weaknesses, strengthen communication, endeavor to integrate different leisure sports culture, and construct a unified and harmonious cultural system of leisure sports in the world.

THE VALUE OF LEISURE SPORTS RESEARCH FROM THE POST-MODERNIZATION PERSPECTIVE

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In recent years, as an increasingly large proportion of a highly flexible service offerings, leisure sports activities have gradually become a social phenomenon and lifestyle. In the process of continuous development of industrialization and urbanization, the value of leisure sports experienced by the evolution of traditional, modern, modern stages.

From the post-modernization perspective, this thesis applies Document-data method, Logical method and comparison to analyze the value of Chinese leisure sports, indicates the trend and reasons of post-modernization leisure sports.

The conclusion of the research consider that post-modernization leisure sports advocates freedom while opposes mechanical rational; embraces culture diversity against simplification; In face of differences, we should provide useful references and reasonable strategies for the integration and sustainable development of post-modernization leisure sports.

THE INTEGRATION OF OLYMPIC SPIRIT AND CHINA'S LEISURE SPORTS EDUCATION

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Since the date of the Olympic movement, Olympic spirit already contains one. As the core of the Olympic culture, it is rich in connotation and educational value. With the development of productivity and the improvement of social civilization level, human beings have gradually entered the Leisure Era. Leisure sports as a kind of healthy, civilized and scientific life-style, has gained the worldwide attention and concern. Leisure is a kind of acquired behavior and attitude, so the people who have acquired leisure capability through the education can get more joy and happiness. At present, China's leisure sports education is developing vigorously, and Olympic spirit is of great significance to it. Education is the starting point and end-result of the Olympic movement. The research of the relationship between the Olympic spirit and China's leisure sports education not only can enrich the connotation of the Olympic spirit, promote the diversification of Olympic education, but also can provide support and reference to the wide dissemination of Olympic spirit around the world.

This paper aims to explain the essence, connotation and the educational function of the Olympic spirit, and to analyze the significance of it for China's leisure sport education. It also aims to put forward solutions and suggestions from the perspective of the Olympic spirit to the crisis and problems which China's leisure sport education faced.

Methods: Documentary analysis method, expert interview and case analysis method.

Results: The Olympic spirit is the mutual understanding, friendship, unity and fair competition. Olympic Spirit includes the contents of the educational philosophy: competitive ethics education, care education, international education and life-long sport education. They are highly fit to the goals of China's leisure sports education. Taking Olympic spirit into the system of China's leisure sports education and combining it with family education, school education and social education can provide effective methods to solve the crisis and problems China faced

Conclusion: Olympic spirit is helpful to strengthen people's leisure sports consciousness, cultivate people's leisure sports value and achieve the goals of leisure sports education. It caters to the trend of the integration of Eastern and Western cultures to take Olympic spirit into the system of China's leisure sports education.

ANALYSES ON RELATIVE FACTORS TO DIFFERENTIATE SUSCEPTIBILITY TO HYPOXIA AMONG INDIVIDUALS

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With the combination of the scientific tests in the simulated hypoxic chamber and plateau during the process of climbing, the research is aimed to explore parameters of the susceptibility to hypoxia at acute high altitude exposure for novice climbers among university students.

Methods: The study arranged 12 subjects to come to normal environment to test height, weight, forced vital capacity (FVC), saturation of blood oxygen (SpO₂) and heart rate (HR). And then, the subjects went to hypoxic chambers for high altitude (4700m, oxygen concentration 12.3%) to test the following tests about 6 hours. First, after resting 30min, Lake Louise Score for the diagnosis of Acute Mountain Sickness (LLS), SpO₂, and FVC were recorded in detail. Then, all the subjects were asked to take exercise on the cycle ergometer with decubitus position for 20min. During the exercise, SpO₂, HR were recorded every 5min. When finishing exercise, LLS, SpO₂, FVC were tested as well. Furthermore, LLS, HR, SpO₂, FVC were tested after staying in the hypoxic chambers in 4 hours and 6 hours. Finishing the tests in the hypoxic chambers, the subjects climbed the Mt. Muztag-Ata to take some other tests about HR and LLS in the altitude in base camp (4400m) and camp C1 (5300m).

Results:

1. It shows that susceptibility to hypoxia can significantly increase Ratios of Forced Vital Capacity and Body Surface Area after taking exercise when exposure in acute hypoxia ($p < 0.05$) while decreasing Forced Vital Capacity and saturation of blood oxygen when staying still in acute hypoxia ($p < 0.05$).
2. Heart Rate tested in Base (4400m) among the subjects who are susceptible to hypoxia is significantly higher than who are not in the first day. However, there is no apparent difference between 4400m in the third day and 5300m in the first day. The subjects who are susceptible to hypoxia gain lower score than who are not susceptible but the difference between groups is not significant.
3. There is remarkable correlation between Ratios of Forced Vital Capacity and Body Surface Area, Forced Vital Capacity, saturation of blood oxygen in acute hypoxia and Heart Rate tested in Base (4400m) in the first day reaching it. Ratios of Forced Vital Capacity and Body Surface Area, Forced Vital Capacity are related to LLS in Base (4400m) when reaching it in the first day.
4. The performance of the climbers in the plateau has been badly influenced among the subjects who are susceptible to hypoxia. The subjects who are susceptible to hypoxia could not amount the peak of the Mt. Muztag-Ata while the subjects who are not susceptible can amount the top of the mountain.

Conclusion: During the acute hypoxic exposure, SpO₂, FVC and Ratios of Forced Vital Capacity and Body Surface Area are significantly different among the hypoxic susceptible subjects and the non-susceptible because of difference of individual requisite quantity and availability ratio of oxygen. SpO₂, FVC and Ratios of Forced Vital Capacity and Body Surface Area can be used to differentiate the hypoxic susceptible subjects.

THE COMPARISON OF PHYSIOLOGICAL PARAMETERS OF DIFFERENT POPULATIONS IN EVEREST BASE CAMP

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Mountaineering is a challenge for human's physiological limit. More and more university students appreciate to taking part in the sports and have to suffer from some dangerous situation. In this study, there are two kinds of people participating in mountaineering, mountaineers and thei Sherpas. Many studies have demonstrated that the difference of athletic performance between them is not significantly different in plain, but mountaineers' exercise capacity decrease more than that of Sherpas when altitude increases. Although some climbers will monitor their own physiological parameters, there still lacks the comparison between different populations.

Objective: The aim of this research is to observe if there is a difference of physiological parameters between mountaineers and the Sherpas when climbing in high altitude areas.

Methods: 70 Everest climbers were recruited and divided into two groups based on their nationalities life-long living altitudes. Group A includes 38 Sherpas whose average living altitude is 2634 meters. Group B includes 32 Europeans whose average living altitude is 442 meters. Their SpO2, HR and BP were tested in the Everest base camp of which the altitude is 5200 meters. The adaptation processes of them before entering base camp were similar. The differences between the two groups were analyzed via independent test.

Results:

Data	Group A	Group B
Height(cm)	165.50±11.18	180.25±6.03
Body Weight(kg)	68.87±9.70	77.59±7.74
Resting Oxygen Saturation (%)	84.65±2.84	86.03±1.90
Resting Heart Rate(bpm)	80.21±8.11	68.81±11.33
Pulse Pressure(mmHg)	48.03±16.68	57.38±11.04

**All of the parameters of Group A are significantly lower than those of Group B, p<0.05.*

Conclusion: The surface area of group A is smaller than group B because it is in a direct proportion to height and body weight. Basic metabolic rate of group A is lower; therefore they need less oxygen to maintain their physical activities. The lower resting oxygen saturation of group A demonstrated that their oxygen utilization in highland areas is better than group B, the higher resting heart rate of group A indicated that their body satisfy the blood supply by increasing heartbeat, the smaller pulse pressure manifested that pumping ability of their heart were better and the peripheral vascular resistance was smaller, which contributed to the oxygen delivery.

RELATIONSHIP BETWEEN COACHES' MENTAL FATIGUE AND ATHLETES' MENTAL FATIGUE

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The coaches and athletes are two special groups in the field of sports. Due to their unique living and working conditions, the complex social roles, and the enormous social pressure they should face, mental fatigue phenomenon will inevitably be produced. This article focused on the relationship between the mental fatigue of coaches and athletes. The use of qualitative research and quantitative research methods are combined. During the research, we interviews and questionnaires on the coaches and athletes to study the relationship between their mental fatigues, aiming at getting a reliable evidence-based conclusions, which can be used for the daily training of the team, the preparation work of competitions, and helps a lot for the development of relevant policies.

Research suggests that coaches and athletes are positively related in the dimension of emotional and physical exhaustion of mental fatigue. In this dimension, coaches' emotional and physical exhaustion predicts athletes' exhaustion than the latter predicts the former. The conclusions provide theoretical support for the practice, with a new way for the training of sports psychology: as soon as athletes have psychological fatigue in the dimension of emotional and physical exhaustion, we should focus on the mental fatigue state of both coaches and athletes. More actions should be taken into helping the coaches reduce fatigue, in order to achieve the mental fatigue intervention of athletes more efficiently.

COMPARATIVE STUDY ON REGIONAL RESOURCES OF CHINESE OLYMPIC SPORTS TOURISM AND PROPOSALS FOR DEVELOPMENT

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For the development of the Chinese sports tourism, the comparative study on regional resources of Chinese Olympic sports tourism had been done in this paper. By analyzing the advantages of regional sport of tourism resources and the short comings of current development situation, some proposals for the management and development of the Chinese sports tourism had been offered as well.

Methods: The Chinese seven geographical regions (North China, Northeast China, Northwest China, Southwest China, East China, Central China and Southern China, and the minority regions are selected as the objects of the study; the methods of comparative study are used in regional sport tourism resources in this paper.

Discussion/Conclusion: The Chinese sports tourism has plenty of resources, and has formed regional characteristics and advantages. How to further develop and improve the sports tourism industry? It is necessary to analyze the advantages of regional sports tourism resources and shortcomings of current development situation. Some proposals for the management and development of the Chinese sports tourism are recommended as follows: 1. Development projects of sports tourism in all regions should focus on its own advantage resources. 2. The great efforts should be paid to train the appropriate sports tourism professionals in advantage resources. 3. In the market development of sports tourism, it is necessary to strengthen micro business market research work, and full use of 4P marketing strategy. 4. The sustainable development planning and using source of modern scientific management methods are indispensable. 5. The government and relevant authorities should introduce and improve the corresponding regulations and policies of the sports tourism, to protect the safety of consumers and provide a good development environment for the sports tourism operators.

WHO SHOULD BE RESPONSIBLE FOR SPORTS INJURY ACCIDENTS IN THE UNIVERSITIES?

IN THE PERSPECTIVE OF THE ANALYSIS OF LEGAL RESPONSIBILITY

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With the success of Beijing Olympic Games and the deep development of the notion of "Sunshine Physical Education", sports arouse wide passion in the whole society. Especially in the area of universities, physical activities play a unique role. However, sports injury accidents increase continuously with this situation. In 2012, the news reports about sudden death of university students caused by long-distance running appear in lots of newspapers and networks, which attracts huge attention of the public. Nevertheless, the dealing of sports injury accidents lacks of effective mechanism and even the situation of both parties appear in the courts happens. The article analyzes the legal relationship and approaches of legal responsibility and ascertains the responsibility undertaking of accidents to make the relationship of rights and obligations between the parties clear. Then the passage discusses the way of relief of sports injury accidents and the author hopes to offer reasonable advice to deal with sports injury accidents in the universities.

INTERNATIONAL SPORTS COMMUNICATION IN THE PERSPECTIVE OF NEW MEDIA

TAKING BEIJING OLYMPIC GAMES AND LONDON OLYMPIC GAMES AS EXAMPLES

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The success of 2008 Beijing Olympic Games urges China to develop from a major sports country to a world sports power. In the new historical period, sports communication becomes a key factor in the construction of sports power of China. Especially when new media has a great significance the whole world over, it is crucial to recognize and utilize the function of new media in international sports communication correctly. Nowadays, advanced technologies like network video, mobile phone media and IP television play an increasingly significant role in the field of sports communication. This article takes the news reports of Beijing Olympic Games and London Olympic Games as an entry point, defines and elaborates the notion and characteristics of new media and analyzes the specific applications of new media in major sports events. Then the passage illustrates the optimization and adjustment of traditional media facing the challenge of new media. I hope it can be helpful for the practice of international sports communication.

THROUGH THE SINO-WEST CONFLICT ON SPORTS CULTURE IN MODERN TIME TO DISCUSS THE INHERITANCE AND DEVELOPMENT OF CHINA'S TRADITIONAL SPORTS IN THE UNIVERSITIES

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The sino-west conflict on sports culture occurred during the 1920's-1930's have a significant impact on the Chinese sports development, the focus of the debat is whether west sports or represented by martial art of China's traditional sports should dominate the path of Chinese sports development.

As one of the eight optional items of the Olympic projects, the martial art is Chinese culture chief treasure,and of course,it also belongs to the whole world,but as we know,the Chinese traditional sports' development are very lag behind of Western sports in Chinese universties.

This paper has reviewed and reflected the backgroud, progress, result, and meaning of the conflict, considering the present situation of its development in Chinese universities, analysising the causes of China's traditional sports development lag behind, aiming to explore a way for the two kinds of sport culture to communicate and integrate. Finally, providing some feasible suggestions to the China's traditional sports for its better inheritance and development in the universities.

STUDY ON THE IMPACT OF NEW MEDIA IN 9th UNIVERSITY GAMES OF PEOPLE'S REPUBLIC CHINA

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New media refers to the information technology, network technology, digital technology, new communication methods to achieve the spread of new media. In recent years, the rapid developments of new media affect our lives. 9th University Games of People's Republic China in Tianjin, China, and the media is connected with the audience bridge sporting events, the new media to spread a new form of sporting events.

This paper uses literature review, questionnaire, logical analysis, mathematical statistics, and some research methods.

The main results: In 9th University Games of People's Republic China period, the new media to enhance the audience's viewing experience, made better communication effects.

Audience access to 9th University Games, the main source of new media is a network media, followed by the mobile media and TV media. Internet media occupies in the new media in a more important position. The micro-Bo in the online media and mobile media has wide application, the 9th University Games played a better dissemination of results.

New media for 9th University Games has a large role in promoting. New media for 9th University Games to play an effective advocacy role in promoting the impact to enhance the visibility of the Games; the role of new media with public opinion and create a good tournament in 9th University Games, the environment, and nurture of Good Sports Culture in the 9th University Games. Promotion of new media is an essential channel for the 9th University Games; it will display the elegance of the 9th University Games to the public, causing people to interest in sports, and keep still, as the new media propaganda, rendering more and more people about sports. Involved in new media 9th University Games, integration and development events resources to richer and more attractive, more vitality, and promote the improvement of the new media technologies, increasing the impact of the new media, the economic profit. 9th University Games in the new media phenomenon of some good exposure played a role in prevention and supervision, so that principles of fair competition further enhance the sport.

SURVEY OF OUTCOMES OF PRESENCE THE STUDENT ATHLETES OF NATIONAL TEAMS IN UNIVERSITY SPORT COMPETITIONS

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The aim of this study is the survey of outcomes of presence the student athletes of national teams in university sport competitions.

Sport and physical activity, plays a crucial role in strengthening the values, attitudes and aspirations of every human society.

The role of sport is an inevitable, asocial phenomenon in crucial human relationships and social interactions in the machine era, because the sport and sport competitions by creating balance in tendencies and interactions of human, physical, psychological, social, cultural and political has a worthy role in development and growth of current societies.

Sport phenomena can provide a platform to ascend the progress and success bridges and create the social validity and bring honor for involved in sports, it may affect the neglects that its constantly threatens, lead to sudden descent from the peaks of welfare and remains the dark future and vague from self.

Consequences of cultural, social and athletic student-athlete participation in national competitions of university sport is one of the major challenges of the university sport administrators.

The research method used in this study is descriptive qualitative and questionnaire were used for data collection. Reviewed and confirmed the validity of research tools by 14 person's faculty members of management. The questionnaire was made in three dimensions: social, cultural, and sport technical. After data collection, it means, standard deviation (SD) and percentage were calculated by using SPSS software. Fridman was used for statical analysis at $p \leq 0.05$. The sample of this research consist of 120 Iranian university students, administrators of physical education in universities, major sport management. Sport technical outcomes are the first priority and social and cultural consequences were at the next priority.

Results showed that at sport technical aspects of sports; presence the national athletes will cause the increase the self-confidence at the other athletes, rise of the spirit of cooperation, increase the team coordination at the group sports, more attention of the coaches to the non-national athletes. In the social dimension; acceptance of various social responsibility, control of moral deviations in national athletes and having continence spirit in national athletes and in cultural dimension; expansion hard work culture, and tolerance of losses, promotion the culture of obedience from coaches at competitions were the most positive outcomes.

A SURVEY OF MOTIVES AND FACTORS AFFECTING THE ATTENDANCE OF GYMNASTIC SPECTATORS

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The aim of this study is the investigation of the motives and factors affecting the attendance of Gymnastic spectators. This study is a descriptive- analytic one and it has been done by means of a fieldwork. For determining motivations and factors affecting the attendance, the spectators of Iran-Tehran Heydarnya club were surveyed. A questionnaire with 27 questions of the motives and factors affecting the attendance of Gymnastic spectators was used for gathering data. Consists of 9 part named team, player, drama, vicarious achievement, excitement, costumer services, entertainment, escape and knowledge. The degree of reliability of the questionnaire used in this study was calculated 0/756. The results of this study showed that 47.2% of spectators were in range of 19-24 years old. 71.8 of spectators were single. 38.4 of them had high school education. 35% of them had 1-3 attendance each year. 31.1% had 200-350 thousands tomans income each month.

The mean of motives was: player 4.6, excitement 4.5, knowledge 4.4, vicarious achievement 4.3, drama 3.8, escape 3.6, costumer services 3.2, entertainment 3, and team 1.7. Investigating relationship between motives and attendance showed that attendance had significant relationship with team, drama, excitement, costumer services, entertainment, escape and knowledge but attendance had no significant relationship with player and vicarious achievement.

Investigating the affects of all motives on attendance with multi regression showed that costumer services, excitement, team, players, knowledge, drama had effect on attendance. Independent variables explained 12.8% of variance in attendance.

RELATIONSHIP OF SCHOOL MANAGERS' LEADERSHIP STYLES WITH EFFICIENCY OF PHYSICAL EDUCATION TEACHERS

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By adopting an appropriate leadership style for conduct their employees, according to the culture of the organization and organizational maturity, managers lead the willingness of staff to the effort and more efficiency. The aim of this study is to examine the School Managers' Leadership Styles with Efficiency of Physical Education Teachers in province of Mazandaran - Iran. For this purpose, 56 male & female physical education teachers and 400 girl & boy students were selected from guidance school as random cluster. The measurement tool applied in this study is a questionnaire of School Managers' Leadership Styles with Efficiency of Physical Education Teachers which have high validity and reliability. For analysis of given data, the descriptive statistics (mean, percentage, standard deviation calculation) inferential statistics (chi-square test and t-test) was used. Findings of statistical calculations showed that between school managers' leadership styles with efficiency of physical education teachers, there's a significant relationship.

RELATIONSHIP BETWEEN LEADERSHIP STYLE OF MANAGERS AND CREATIVITY OF PHYSICAL EDUCATION TEACHERS OF MAZANDARAN PROVINCE

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The objective of this study is to consider the relationship between leadership style of physical education managers and physical education teacher's creativity in mazandaran Province. The sample was consisted of 1388 physical education managers and creativity questionnaire (Randsepp). The results showed that the average score of leadership style was 131.4 (out of maximum score of 200). The average score for male and female physical education teacher's leadership style were respectively equal to 128.2 and 125.3. Amongst the leadership style indices, the mean value of physical education teacher's perception of managers' pragmatic leadership was 26.32 (out of 40). The mean value of this perception was equal to 26.54 for male teachers and 26.1 for the females. In transformational leadership index that the maximum score was 160, the mean value of female education teachers' perception was 107.12. The mean value of this perception for the male and female teachers was equal to 109.22 and 105.02, respectively. According to the findings of this research, the correlation between leadership style and creativity was 0.54 which was significant in range of $P=0.01$. This result demonstrates the theoretical basis of this study; accordingly the leadership style as the facilitator and stimulator agent affects the individuals' creativity directly and indirectly.

RELATIONSHIP BETWEEN SOCIAL CAPITAL AND ITS DIMENSIONS (STRUCTURAL, COGNITIVE, RELATIONAL) WITH KNOWLEDGE MANAGEMENT AND IT'S DIMENSIONS (CREATE, TRANSMISSION) IN IRAN NATIONAL OLYMPIC COMMITTEE

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Modern organizations move toward knowledge orientation and this requires establishment of suitable interaction with all factors and elements interfering in success of the organization. The propose of this research is investigation of Relationship between social capital and it's dimensions (Structural, Cognitive, Relational) with knowledge management and it's dimensions (create, transmission) in Iran national Olympic committee. Statistical population of this research is 30 persons of export of national Olympic committee that all of them be choosen as sample and data gathering method was questionnaire. Validity of the questionnaires was confirmed by the related specialists and its reliability was obtained with use of Cronbach Alpha coefficient to be 0.86 for knowledge management questionnaire and 0.81 for social capital questionnaire, kolmogrof-smirnof and liner and stepwise regression were used to analyze the data. Research results showed that level of both knowledge management and social capital were in average and there was significant relationship between social capital and knowledge management. also there was significant relationship between structural and cognitive dimensions with knowledge creation and significant relationship between cognitive dimension with knowledge transmission as well.

LIFE QUALITY DELIBERATION AND ITS RELATIONSHIP WITH SELF REGARD BETWEEN STUDENTS OF SUPPLEMENTAL STUDY

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Whereas life quality involves sense of wellbeing and satisfaction as general health and ghost hygienic indexes, in this research the life quality and its relationship with self regard had been deliberated.

This research is kind of padding and that 180 student (90 girls and 90 boys) had been deliberated. For evaluation of life quality, misoalaovitas (MVQOLI) and for evaluation of self regard, questionnaire of Robson's self regard had been used. Data has been resolution with help of statistics T- test, Pirson's correlation factor and regression analysis.

Results showed that there is a semantic relationship between self regard and life quality ($p < 0.05$), but a semantic difference had not seen in students life quality ($p > 0.05$). Also , with existed of statistics semantic between each of five components of life quality and self regard , separately, but , regression analysis show that through quintet components of life quality. Three components of interpersonal components, idealism and function have the most forecast power of life quality.

There is relationship between evaluations of life qualities of student self regard.

EFFECT OF PHYSICAL HEALTH ON BURN-OUT SUB-SCALES IN MEN AND FAMELESS PHYSICAL EDUCATION TEACHERS

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The result of difference research show that, job burn- out is a major factor that have significant effect on teachers self- efficiency. Therefore the main object of this research were Effect of physical health on burn- out sub- scales in men and fameless physical education teachers. The popular statically consist all Rasht P. E. teaches (n=134) that finally number of (n=114) men and fameless P. E teachers participated in research. Weinberg and Richardson (1992) burn- out inventory that consist of 3 sub- scales (emotional burn- out, physical burn- out and attitude burn-out and GHQ-28 questionnaire was used to measure 4 sub- factors physical health, anxiety, sleep disorder, social efficiency and finally depression in physical health were used. To analyses data, after use of (K-S) and conceived about normality, descriptive statiscal, t test and Pearson test used in level (0.05). The result show although there weren't significant relationship between physical healt with attitude burn- out ($r=0.086$, $p>0.05$), depression with attitude burn- out ($r=0.067$, $p>0.05$) and peression with, physical burn- out ($r=3.59$, $p>0.05$) but there were significant relationship between physical health and job burn- out ($r=0.37$, $\text{sig}=0.0381$).

THE ROLE OF MASS MEDIA IN STUDENT'S SPORT DEVELOPMENT AT MAZANDARAN PROVINCE

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The purpose of this research is the role of Mass media in student's sport development at Mazandaran province. Descriptive Survey research and field data collection are used. Questionnaire of the researcher made by Moradi (2011) was used with validity of 0.92. Statistic society was consisting of around 1748 of teachers and trainers of sport in Mazandaran universities. Descriptive statistic includes tables, frequency, and frequency percentage. In Inferential statistics, for investigating the meaningfulness of assumptions, χ^2 test is used. And freedman test is used for grading fourfold role of sport media in student sport culture. Student sport should be investigated in programs and find approaches for creating more interaction with media to exit from this condition and enhance its medial position. For precise planning, recognizing recent condition of Mass media in student's sport development is necessary.

HOSTING THE OLYMPICS: LEGACY PLANS AND STRATEGIES

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During my studies in Sport Economics, as part of the Master programme in Sports Management, we had the opportunity to research about the economic impact and the legacy of the Olympic Games (OG). Planning the legacy is an important task of the Olympic Games Organising Committees (OGOC), attending to the considerable investments made by the countries and host cities.

This approach about the legacy tries to analyse the plans and strategies developed by the OGOC and how the cities and future generations can benefit with the organization of the OG at social, economic, environmental, and urban and sports level.

Methodology: The research was based on the review of official reports presented by OGOC (London 2012 and Rio 2016), from documents published by the International Olympic Committee (IOC), from Olympic Games Impact studies and analyses of the bid documentation of the candidate cities for the 2020 OG.

The social, economic and environmental dimensions of the Games should contribute for a sustainable development of the host cities. Considering that for IOC the Olympic Games should be more than good memories from 16 days of competitions, is fundamental that hosting cities and countries create strategic plans for the legacy management. In this sense, in 2003 the IOC also created the Olympic Games Impact study to assist and help the candidate cities.

The case study of London 2012 legacy plans can demonstrate how important is the development of strategies to achieve the major benefits with the Games in the phase "post-Games". An example how politicians have a commitment with London 2012 legacy, is the words said by the Mayor of London, Boris Johnson, during a press conference in August 2012. He said "A golden Games to be followed by an incredible legacy".

Preuss (2008) mentions that the legacy must be well planned to maximize the quality of what it is offered without making expensive projects connected with the event. Besides the legacy in economic terms, which happens with the realization the Olympic Games, we have to consider also the planning of programs and projects that generate the legacy at different levels.

Conclusion: The literature and documents review showed the importance of planning the Olympic Games legacy. The benefits will be tangible and intangible and the effects could be significant at local, regional, national and international level in the areas of education, culture, innovation, urban regeneration, youth and sports.

STUDY ON THE KEY FACTORS THAT INFLUENCE THE CHOICE OF RECREATION SPORTS FOR COLLEGE STUDENTS

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With the rapid economic development of recent China, recreation sports have gained increasing popularity and attention. This study examined the key factors that influence the choices of recreation sports for college students and established a subjective multi-principled evaluation system for them. The study provided universities and colleges a helpful reference for the management and development of college recreation sports.

Method: A total of 668 college students in Wuhan city were selected and surveyed, among which 665 were responded (with a response rate of 94.8%). The Analytical Hierarchical Process (AHP) was employed to average the weight of each index in the same level by Consistency Index ($CI \leq 0.1$) and Consistency Rate ($CR \leq 0.1$) in order to establish my evaluation model for the choice of recreation sports for college students.

Results: 1. The study is constructed by four levels: first, "intentions": the purpose of college students to participate in their choice recreation sports. Second, "causes": include both individual internal and external causes. Third, "factors": internal factors include physical, mental and interest factors; and external factors include social, environmental and costs factors. Finally, "evaluation indexes": a 24-index model was established for the choice of recreation sports for college students. 2. By integrating the weight of the indexes at each level, key factors influencing the choice of recreation sports for college students were revealed. Internal factors (0.54) were found to be higher than external factors (0.48). It was evident that internal factors were overarching in people's choice of recreation sports. Among the internal factors, interest index ranks the top (0.55), followed by physical index (0.24), and then by mental index (0.20). In terms of the interest index, the value of technical depth of interest is the highest (0.39), followed by richness of interest (0.28), then the depth of the interest (0.21), and finally the challenging extent of interest. Among the external factors, environment index ranks the top (0.38), followed by social index (0.32), then by expenditure index (0.27). In terms of environment index, the value of sport environment is the highest (0.34), followed by the ease of site accessibility and transportation convenience (0.27), and finally the site capacity (0.20). For social index, sense of belonging ranks the top (0.39), followed by social networks (0.27), then social popularity (0.18), and finally family relationships (0.15). Expenditure index has site expenditure as the highest value (0.62) and then equipment (0.41). 3. The multi-criteria evaluation model indicates that among the weight values of each index influencing the choice of recreation sports technical ones rank the top (0.116), followed by richness of interest (0.089), and finally site costs (0.076).

Conclusions: The factors that influence the choice of recreation sports for college students include both internal and external ones. However, internal factors play the leading roles. Interest is not only the original motivation for recreation sports, but also the most appealing impetus for college students. As interest and techniques are the priority concern for their choice of recreation sports, colleges should focus more on popularizing the types of recreation sports that are with richer interest, higher techniques, and lower site costs.

ASSESSING THE EFFECT OF SPORTS PARTICIPATION ON ACADEMIC ACHIEVEMENT OF STUDENT-ATHLETES OF UNIVERSITY OF EDUCATION, WINNEBA

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Sports participation has been proven to be beneficial to individuals and society at large. Universities have expanded their sports programmes to able to tap talented students to improve on their image. Student-athletes have also benefitted in diverse ways through their participation in sports including their academic enhancement. A healthy balance between academic performance and sports participation should be encouraged for the relationship to continue.

Participation in university sports is every student's right (UNESCO Charter, Article 1.1, 1978). University sports have become popular and competitive. The general public and university authorities strive for students to balance their academic work and sports participation. Different perceptions on the importance of sports have lingered for years among parents, teachers, administrators, lecturers, coaches and students. These groups have argued about the importance and significance of sports within academic circles. There are three differing views on university sports participation: those who love and support it, those who despise it speak against it, and those who do not seem to care. There is often a subtle agitation by forces opposed to sports that use unestablished relationship between sports participation and academic performance to discourage students from participation.

Aim of the research: the purpose of this study was to determine whether sports participation significantly affects academic achievement of student-athletes of UEW.

Methods: A two-group post-test only quasi-experimental design was used for the study. A random sample of 125 students was selected from the student-athlete population for the 2012 Ghana Universities Sports Association (GUSA) games. A second sample of 125 non-student athletes was selected from the general university student population. Cumulative Grade Point Average (GPA) scores of the 250 students for the 2011/12 academic year were obtained from the Examination Officers after approval from various Heads of Departments. Independent t-test (two-tailed) was used to determine whether difference exists in academic achievement. Chi-square (χ^2) test of independence was also used to determine whether the type of academic programs pursued by the student-athletes had any significant effect on their participation.

Results: Gender had no significant influence on the GPA scores of the student-athletes; $t(123) = 0.14$; $p > 0.05$. The kind of academic courses pursued by students influenced their sports participation; $\chi^2(7, N = 167) = 23.02$, $p < 0.05$.

Conclusions: These findings are consistent with earlier research with a few conflicting results slightly favouring female participants. Future studies should control for this phenomena for a better understanding of the issue. Universities should institute academic support systems to help alleviate problems student-athletes encounter as a result of their participation in sports.

STUDY ON THE SLEEP QUALITY AND MENTAL HEALTH OF THE AEROBIC DANCE COLLEGE STUDENTS

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Sleep disorder is not only one of the important factors that affect the physical and mental health of modern people, but also affect the healthy development of college students. This study examined the influence of aerobic dance with different intensity levels on the sleep quality of college students, in the purpose of evaluating the health of college students and expanding research area of physical education.

Methods: In order to examine the sleep quality of college students, the study employed the Pittsburgh Sleep Quality Index (PSQI), Symptom Checklist 90 (SCL-90) and Physical Exercise Rating Scale (PERS). A total of 478 of college students in Hubei Province were surveyed on their sleep quality. Also, 68 students with sleep disorder problems were intervened by aerobic dance excises so as to examine how aerobic dance impact their sleep quality mentally.

Results: 1. the sleep quality of most of the college students was on or above the average level. Specifically, among the total respondents surveyed, 66 (12%) of them were above the average level, 374 (68.1%) of them were at the average level, and 109(19.9%) were below the average level. However, 13% of them were shown to have sleep disorder problems. 2. The Pittsburgh Sleep Quality Indexes (PSQI) of those respondents who have participated in physical exercises were significantly higher than those who do not ($p<0.05$). Also, the indexes for male students were significantly higher than those of females ($p<0.05$). However, there was no statistical significant difference in terms of grade ($p<0.05$) 3. The examination of the relationships between sleep qualities, mental health and physical exercise has shown that the better the mental health, the better the sleep quality. 4. The mental health was significantly associated with sleep quality. The negative life experiences, learning pressures, and interpersonal relation tensions were found to be the main factors that affect the sleep quality of college students. An in-depth examination found that personality, however, was the actual factor that affects their sleep quality. Students who are outgoing, open-minded and mentally stable were shown to have better sleep quality; yet those who are depressive, refrained, and mentally unstable have worse sleep quality. 5. With appropriate level of exercise, the more aerobic dance students have, the better the sleep quality. 6. Both individual and collaborative exercise of aerobic dance can effectively improve sleep quality and promote mental health for college students. Collaborative exercise was also found to have better effect than individual ones.

Conclusion: The sleep disorder for college students worth our critical attention. Aerobic dance is a physical exercise that not only helps ameliorate college students' sleep quality physically in a direct way, but also helps promote their sleep quality in an indirectly way by lessening pressures, reducing depression, and changing personalities of college students. Appropriate level of aerobic dance exercise and different exercise methods can help promote the sleeping quality and mental health of college students to different levels.

BADMINTON AT UNIVERSIADE AS EXPERIENCE ON THE OLYMPIC PATHWAY

David Cabello

University of Granada Bastian Kruse (EUSA), Madrid, Spain

Beside the Olympic Games and the Continental Games which take place every four years, the Universiades (World University Games) organized every two years are one of the worldwide largest high performance multisport events. The performance level of the sports organized at the Universiade is higher than 90% of the performance level at the Olympic Games (BUCS study comparing performance levels of the Olympic Games, Commonwealth Games and Universiade 2011).

For Badminton being an optional sport at the Universiade 2007, 2011, 2013, 2015 and 2017 the performance level to win medals is very high and raises with each FISU event (World University Championships and Universiade). In addition the Badminton World Federation offers no Under 21 or Under 23 Championships to close the "age" and "players performance" gap between U 19 World Championships and the World Championships and Olympic Games. The percentage of students taking part at the Olympic Games raises over the years. There are several examples of badminton players taking part at a WUC/Universiade and qualifying for the Olympic Games or even winning Olympic medals.

Therefore the question comes up in how far WUC/Universiade organized every two years are used as high performance tournaments by National Badminton Federations to develop their players on their path to the Olympic Games, giving them the chance to make preolympic experiences.

In the first part of the lecture a quantitative evaluation is made regarding the overlapping of the Top 10 Nations and their players participating at the two events at the university and at the Olympic level the age average at the event, and the order of participation at the events. We are planning to complete this quantitative, already collected data, by a qualitative study about "double starters" from the great badminton nations which will be carried out in the nearest future. They were interviewed on the basis of an interview guide to the framework conditions, the sporting significance of the FISU events, and their personal experience gained. Core Statements of the interviews will be filtered and presented.

Finally some recommendations are derived for the future.

“SHUTTLE TIME” – THE BADMINTON WORLD FEDERATION (BWF) TEACHER TRAINING INITIATIVE

Prof David Cabello, Ian Wright

Badminton World Federation, Kuala Lumpur, Malaysia

The BWF has developed a user friendly teacher training resource which is designed to give candidates, with or without specific sports experience, confidence in delivering a positive sporting experience through badminton. Through the programme School children receive a fun, safe and positive badminton learning experience, where they are supported to progress according to their own level of ability.

The programme incorporates an 8 hour teacher training course designed to be delivered either as a one day course for existing teachers or as 8 x 1 hour modules. This course aims to equip teachers with sufficient knowledge and badminton skills to enable them to give children fun badminton experience, whilst developing children's general physical literacy.

The resource consists of series of flexible lesson plans which cater for varied age and ability levels. The lessons are part of a development structure which allows the pupils to learn badminton skills at an appropriate pace, to ensure a positive and successful sporting experience.

The lesson plans are supported by online video clips of the exercises and techniques, designed to support the teacher and allow them to deliver a quality badminton experience with minimal sports specific knowledge.

Due to the project's success, and the demand from Member Associations, BWF have developed a version of the “Shuttle Time” resource suitable for delivery as part of a degree course. This examinable resource, specifically produced for teacher training courses, is currently being piloted prior to publication.

Badminton has many advantages as a curriculum sport:

- Boys and girls play badminton in the same environment
- A low impact, non-contact sport
- Develops a full range of fundamental physical skills
- Offers children of all abilities a positive sporting experience (the first 10 lesson plans can be adapted to both physical disability and learning difficulty situations)
- Relatively inexpensive activity.
- A true 'sport for all' accessible to people of all ages and abilities.

Progress

During 2011 pilots projects were conducted on all five continents, the feedback and information gathered from these projects were used to adapt the resources to regional and culture needs, whilst also informing our implementation guidelines which were produced to assist our members.

Landmarks

- Shuttle Time has been implemented in 27 countries
- Trainers/ tutors have been trained from 63 countries
- A minimum of 29 countries will implement in 2013
- Resources have been translated into 8 languages
- Implementation guidelines have been produced from 'one year' experience.

Whilst the resources have been offered free of charge to all of our members, BWF have provided funding and support to our less developed and developing members to implement. We have also used the training resources to support various social projects carried out in collaboration with 'Peace and Sport' and have established success training and delivery projects in places such as; Columbia, Timor Leste and Haiti.

BWF feels that this project is an example of International Federation 'best practice' on many levels and is extremely motivated to use it as a means of developing a closer relationship with universities and their governing bodies.

STOCK MARKET REACTION TO 26th UNIVERSIADE GAMES ANNOUNCEMENT

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The benefits of a city to host mega sport event include increasing reputation, tourism, and economic activity. In order to better understand the economic activity of the city which winning the game bidding, we like to use event study to examine the effect that winning the mega sport event has on the stock market. Accordingly, we like to adopt the Summer Universiade Games as the mega sport event, to analyse stock market reactions in Shenzhen, China, competing to hold the 26th Summer Universiade around the time of the winning bid announcement. We employ event study analysis in order to assess the abnormal returns (AR) and cumulative abnormal returns (CAR) in Shenzhen's stock exchange. The empirical results indicate significant positive abnormal returns at the announcement day and the next day. Further, we find positive cumulative abnormal returns last 6 days from the day after the announcement day in stock market. Our findings are in line with previous studies: the announcement of hosting mega sport event has positive impact (both AR & CAR) for the bid winner's stock market. Therefore, we may conclude that, the day after the announcement day could be a great time for investors to invest in the winner's stock market.

THE STUDY OF RULES AND REGULATIONS IN UNIVERSITY BASKETBALL ASSOCIATION AND UNIVERSITY VOLLEYBALL LEAGUE IN TAIWAN

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The purpose of this research was to investigate basketball and volleyball coaches' satisfaction with the rules and regulations implemented in Chinese Taipei University Sports Federation (CTUSF) basketball and volleyball competitions. Utilizing customer satisfaction theory, a survey "Questionnaire of Rules and Regulations for Collegiate Sports" (QRRCS) was conducted and completed by 133 basketball coaches and 111 volleyball coaches. T-test and one-way analysis of variance were used to examine the distinct from different personal attributes on coaches' satisfaction with current rules and regulations. Results of the study indicated that: (a) Basketball coaches have highest satisfaction with "Competition dates and sites" (M=3.13), followed by "Athlete qualification" (M=3.08) and "Championship structure" (M=2.93) in regulations and rules. (b) Volleyball coaches have highest satisfaction with "Competition dates and sites" (M=3.10), followed by "Championship structure" (M=2.75) and "Athlete qualification" (M=2.52) in regulations and rules. (c) There are no significant differences of basketball coaches' satisfaction in rules and regulations. (d) There are significant differences of volleyball coaches' satisfaction in "Athlete qualification" and "Championship structure".

FACTORS AFFECTING THE PARTICIPATION OF ZIMBABWEAN FEMALE UNIVERSITY STUDENTS IN INTERCOLLEGIATE SPORT

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This study was carried out to identify the key determinants of gender imbalances in sport participation at intercollegiate level among Zimbabwean University Students. Fitting with the positivist approach, data was collected from one hundred and twenty purposively sampled female students from four Zimbabwean Universities through survey questionnaires and document analysis. The SPSS data analysis software version 19 was to analyze the data. The findings suggest that Zimbabwean female university students have a lower preponderance to participate in intercollegiate sport when compared to their male counterparts. It identified psychological and socio-cultural factors as the main factors affecting the levels of participation by Zimbabwean female university student's intercollegiate sport. The study has policy implications for the implementation of sustainable advancement strategies for women. The findings suggest that the culture in Zimbabwe has not changed much; hence the implementation of women advancement strategies borrowed from the west has not been sustainable because they are not compatible with Zimbabwean realities. It suggests ways to address the low sports participation levels by female students that incorporates cultural dimensions of gender in the society.

DETERMINING THE CUSTOMER-BASED BRAND EQUITY OF THE ZIMBABWE UNIVERSITIES SPORTS ASSOCIATION GAMES

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The purpose of this paper is to determine the customer-based brand equity of the Zimbabwe Universities Sports Association Games. The study sought to increase knowledge on how producers of core sports products can enhance the competitiveness of their brands for survival in globalised sports markets.

Yin's (2003) model for comparative case studies using multiple sources was adopted. This explains why a methodological triangulation of semi-structured questionnaires, focus group discussions and document analysis was used to collect data from purposively athletes, spectators, sponsors and officials who participated in the 2012 Zimbabwe Universities Sports Association Games, at the National University of Science and Technology. Quantitative and qualitative procedures were used to analyze data and descriptive statistical measures were used for data display.

The findings show that the Zimbabwe Universities Sports Association games have a negative customer-based brand equity since consumers react less favourably to their branding efforts. The games are facing serious competitive threats since the organisers are struggling to differentiate them from competing brands and deliver them in a way that ensures that consumers become and remain loyal.

SPORT AND SEX DISCRIMINATION – OLYMPIC GAMES CASE STUDIES

Dr Renata Kopczyk

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Very foundation of sports and the ideology of Olympism state says that it has to be free from any form of discrimination. Around the world, especially in Europe, the cradle of the Olympic ideology, sport fulfils essential social and cultural roles. It is also an important segment of economic activity. Participation in the ancient Olympic Games was limited to male athletes only. The only way women were able to take part was to enter horses in the equestrian events. Women participation in Olympic Games was increasing continuously though slowly. Against the militant movement of vigorous suffragists in countries in West Europe and Scandinavia, especially in England even Coubertin had to relent. On the background of disputes over Olympic rights for women there was almost the serious split in sport, when spokeswoman of women full of emancipation organized Women International Sports Federation and in 1921 organized in Monte Carlo "Feminine Olympics". Finally there was no drastic split in sport for men and women. However to the present day continues the process of fight for Olympic women's equality. Author in her presentation summarizes the current fight for women rights in the Olympic Movement. This case study describes the topic of women' access to sports, while it is also asking whether a woman in sports is still a 'weaker sex' and if we have legal instruments which can change this image. It goes without saying that current women' involvement in sports is much bigger than it was 50 years ago, but there's a very long ahead to make both genders equal in this aspect.

THE WOMEN'S RIGHTS IN SPORT IN INTERNATIONAL LAW

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Every State and every Nation in the modern world belong to the International Community. They create the rights and the obligations in the international relations and the interests of the Community are protected in the international law. Accordingly, international law consists of the legal rules and principles relating to different aspects of regional or global activity of the States such as treaty-making power, diplomatic relations, privileges and immunities, state responsibility, international security or human rights.

This presentation concerns the women's rights in sport which are improved and protected by the International Community by using the instruments of international law. One particular way in which the international law intervenes in this field is through anti-discrimination legislation - generally by treaties and the commitments of the States to the international organizations. Consequently, women's rights in sport are included in the international agreements and documents protecting human rights of many international and regional organizations (e.g. United Nations, UNESCO, Council of Europe, European Union). The general objective is to enhance the equality between men and women and to strengthen the opportunities for women and girls in sport, in the access to decision-making positions as well.

The international law confirms by the means of the treaties, conventions, resolutions, declarations and decisions of international organizations the complex role of sport - also as a tool in fight of the International Community with all forms of discrimination against women.

DESIGNING OF HEALTH AND WELLNESS SOFTWARE: PRIMARY VALIDITY AND RELIABILITY IN ATHLETE STUDENTS OF IRAN

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The ways of enhance, maintain and continues of motives to doing physical activity for health and wellness, based on sedentary life styles of students in the world, are one of the most important subjects in physical education domains. World Health Organization view, defined health is a state of complete physical, mental and social well-being and not merely the absence of diseases (WHO, 2005, 2011). Hence, the major purpose of this research was designing of software for measuring of different status that including: physical, mental and social well-being also the educated of difference ways to enhancing of health status.

Method: In the primary investigated of this software 531 students in Iranian universities randomly selected (M ages 42 ± 8.55 years; male: 294, female: 237) and participate in the first stage (Persian version) that including three phrases (pretest, post test one: two weeks and post test two: three month). The standard questionnaires used in the software. In the first phrase used the demographic questionnaire. In the second phrases physical status filled the primary information about physical, nutrition, injury and physiological background. In the next phrases used several scales like psychological well-being scale. The final phrases used the scales about social well-being. The software was consist three kinds (Mobile software, Website, Wan-Lan: Internal network).

Results: The primary validity of questionnaires by Cronbach Alpha coefficient revealed that all questionnaires were higher than 78 percent at the three phrases. The results of Pearson correlation showed that there were significant relationships between pre-test and one post-test. The results of software using after three months showed that there were differences in individuals' motives about tendency to physical activity and aspects of student's health. Also, the results of Analysis of Variance revealed that there were significant differences in three phrases in three aspects of tests (physical, social and mental well-being).

Conclusion: The finding showed that using of this software for persons who does not have enough time for physical activity was enjoyable and also had positive feedback in the primary phrase about tendency to it in Iranian's students. The important aspect of current research is discussable in different aspects of physical education and also is about time management. The finding of research can be useful to do studies for researchers. Finally, we are impatiently waited to get your feedback about it.

SOCIAL CONTEXT OF DETERMINATIONS OF WELL-BEING IN FEMALE ATHLETE STUDENTS

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Coach-Athlete relationships and determination of motivational indices and its effects on ill and well-being of athlete students is one of the most important factors which there has weaknesses in research literature. Grounded in the self-determination theory (STD) theoretical formwork (Deci & Ryan, 1985, 2000), and specifically the basic needs mini-theory (BNT) major purpose of this study was to examine the relationships between perceptions social contexts determination (coach autonomy-supportive, task and ego-involving climates), need satisfaction (autonomy, competence and relatedness) and well and ill-being (subjective vitality, positive and negative affect) in female athlete students.

Methods: 490 subjects (M ages: 21.82 years) completed the questionnaires assessing the coach autonomy-supportive behaviors (Williams et al, 1996) perceived motivational climate in sport questionnaire-2 (Newton, Duda & Yin, 2000), Satisfaction of the need for relatedness (Richer & Vallerand, 1998), perceived competence (McAuley, Duncan, & Tammen, 1989), perceived autonomy (Ntoumanis, 2001; Sheldon, Elliot, Kim, & Kasser, 2001), positive and negative affect (Watson et al, 1988), and subjective vitality (Ryan & Fredrick, 1997). For data processing used to the SPSS and Amos (SEM; Structural Equation Modeling) statistical packages.

Results: The results of Pearson Correlation showed that there were significantly relationship between autonomy support and task-involving with needs for autonomy and competence and indices of well-being (subjective vitality and positive affect) as well as there were significantly relationship between need for autonomy and competence with subjective vitality and positive affect. Also, there were negative relationships between ego-involving, need for relatedness and negative affect. The results of structural equation modeling showed that coach's autonomy supportive positively predicted need for autonomy and competence, task-involving climate positively predicted all three needs and ego-involving negatively predicted competence and relatedness. Autonomy and competence satisfaction positively predicted subjective vitality. All three needs positively predicted positive affect. Also, competence and relatedness negatively predicted negative affect. Partial support emerged for assumed mediation of the needs. Discussion: These results suggest that the coach- athlete relationships through coach's autonomy supportive and task-involving climate are the most important variable in well-being in sports environments for athlete students. This finding partial support for the facets of self-determination theory and basic needs theory. The implications of present study can be useful for coaches and sport psychologists in created of motivational climates in university sport especially in female domains.

WEST AFRICAN UNIVERSITY GAMES: A FESTIVAL OF YOUTH SPORTS

Lasun Emiola

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The friendly inter-university games between the University of Ibadan, Nigeria and the University of Ghana, Lagon, Ghana developed into the current West African University Games (WAUG) with its first Games held in the University of Ibadan in 1965. With the objective of the integration of West African youths and opportunity of high level international sports competitions as part of its objectives, WAUG now has over one hundred (100) Universities as active members from all the countries of West Africa. WAUG Games and WAUG Championships have also provided the much needed socio-cultural and sports education for our students in addition to some economic and developmental advantages to host Universities and their communities.

RELATIONSHIP BETWEEN BIORHYTHM (PHYSICAL CYCLE) AND ATHLETES' SPORT PERFORMANCE IN INDIVIDUAL FIELD SPORTS IN HAMADAN, IRAN

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The purpose of this research was to determine the relationship between biorhythm and sport performance among Hamadaninn athletes participating in individual sport fields. The research method employed was descriptive-correlated one. The statistical population includes all athletes participated in individual sport fields taking part in Hamadan province - match held in 1390-1391. Out of 680 subjects, based on Krejcie and Morgan Table, 216 were selected as the statistical sample. Biorhythm software and athletes' performance questioners (Charbonneau, 2001) with $r=0/91$ were used for measuring the obtained data. In addition to descriptive statistics, the inferential statistical tests such as Pearson Correlation Test, Chi-Square Test, T-Test and Analysis of Variance (ANOVA) were used to analyze the data. The findings of this research showed that there was a significant relationship between physical energy and athletes' performance ($p<0/05$). The result of one-way (ANOVA) revealed a significant relationship among different statuses of physical cycles and athletes' performance ($p<0/05$). The results of Tukey Post Hoc Test showed that the highest athletes' performance level assigned to the time which physical cycle was on the above of zero (17.67) and the lowest athletes' performance level was at critical point (12) or below the zero line (15.36). So, it can be inferred that the location of physical cycle on the different conditions can affect athletes' performance.

FIVE DIMENSIONS OF PERSONALITY AND RISK-TAKING STUDENTS (MALE & FEMALE) PARTICIPATING IN THE ELEVENTH NATIONAL STUDENTS SPORT OLYMPIAD

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Basically risks, occur when choosing a way of existing roads to access the utility, research has shown that risk is associated with personal characteristics. This personal characteristics can be divided into two categories: the internal and external characteristics, exterior features include individual characteristics, individual differences, they can lead to the appearance (e.g. weight, age, the education level) the second set of factors that have been associated with the risk is innate characteristics (e.g. intelligence, talents, and personality characteristics of individuals). From the internal characteristics we can point to personality. The purpose of this study was to investigate the relationship between personality and risk-taking individuals, the population of this study were students who participated in the eleventh national students sport olympiad in two groups: girls (n=1902) and boys (n = 2257).

Table 1: gender status sample

Gender	Number	Percent
Boys	2257	55%
Girls	1902	45%
total	4159	100%

The number of samples used Morgan charter was 351 students. The clusters were selected from the community that included 193 boys and 158 girls. The study has been included two questionnaires measuring instrument for determining personality types and levels of risk in this population. The reliability of the first questionnaire, by Cronbach's alpha was ($\alpha=0.75$) and for second one Cronbach's alpha was ($\alpha=0.74$). Results of independent t-test analysis and pearson correlation was used and finally the results shows between each of the personality dimensions of energy and experience and the challenge of risk-taking accountability and the honesty, emotional stability compromise and uniformity, of having all the significant positive relationship ($p < 0.01$) exists.

Table 2: The relationship between risk variables and dimensions of personality

Personality dimensions	Risk-taking			
	Uniformity	Sig	Be challenged	Sig
Honesty	R=0.41	0.00	R=0.06	0.20
Energized	R=0.17	0.01	R=0.45	0.00
Agree and compromises	R=0.38	0.00	R=0.08	0.10
Emotionally stable	R=0.42	0.00	R=0.08	0.07
Openness to experience	R=0.02	0.58	R=0.42	0.00

Finally, it can be concluded that each personality characterization effects on level of risk-taking individuals and Gender and type of sport effect on risk-taking.

Table 3: Average of risk variables in boys and girls team and single sports

Risk-taking	Type of sport			Gender		
	Single	Team	Sig	Female	Male	Sig
Be challenged	M=22.9	M=25.7	0.00	M=23	M=25.2	0.00
Uniformity	M=21.8	M=21.4	0.21	M=21.4	M=21.9	0.11

THE RELATIONSHIP BETWEEN GROUP COHESION AND TEAM EFFECTIVENESS OF MALE AND FEMALE STUDENTS PARTICIPATED IN THE ELEVENTH NATIONAL STUDENT SPORT OLYMPIAD

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In team sports, group cohesion is an important factor in the effectiveness as a team member. The purpose of this study is examining the effect of group cohesion on team goals for having an effectiveness person and the impact on others member in a sports team. The research population was students participating in the team fields include 1952 students, in the Eleventh National student sport Olympiad. According to Morgan chart 322 athletes from 24 sports teams, boys and girls were selected with cluster sampling.

According to Figure 1, 58% of subjects were boys (n=187) and 42% of subjects were girls (n = 135).

Measurement tool was included a Group Cohesiveness Scale (GCS) of 18 questions which planned by Carron, Vidmeyer and Brawely (1985) and on team's effectiveness Questionnaire from Batman Billy and Colin Wilson (2002). For analyzing data, descriptive statistics includes mean, standard deviation and inferential statistics including independent t-test and Pearson correlation in SPSS used. Significance level is $0.05 > p$.

The results show a positive significant relationship between group cohesion and effectiveness of participation in team fields in Olympiad. ($r = 0.731$, $p = 0.001$).

Table 1: Resulting correlation between group cohesion and effectiveness

Variable	R	Sig	N
Group cohesion and effectiveness	0/731	0/001*	322

* $p < 0.05$

Independent t-test results indicated that there are not significant differences between group cohesion and effectiveness in the two groups of boys and girls.

Table 2: Independent t-test for the effectiveness

N	Sig	T	Std.Deviation	Df	Mean	Gender
187	0/061 *	1/883 -	14/11	320	129/74	Boy
135			10/56		126/58	Girl

* $p < 0.05$

Table 3: Independent t-test for the group cohesion

N	Sig	T	Std.Deviation	Df	Mean	Gender
187	0/24 *	1/17 -	8/18	320	79/01	Boy
135			6/80		77/83	Girl

* $p < 0.05$

Individuals – social group attractiveness of team cohesion has the most communication with effectiveness.

Finally, we can conclude that teams with higher group cohesion have more effectiveness.

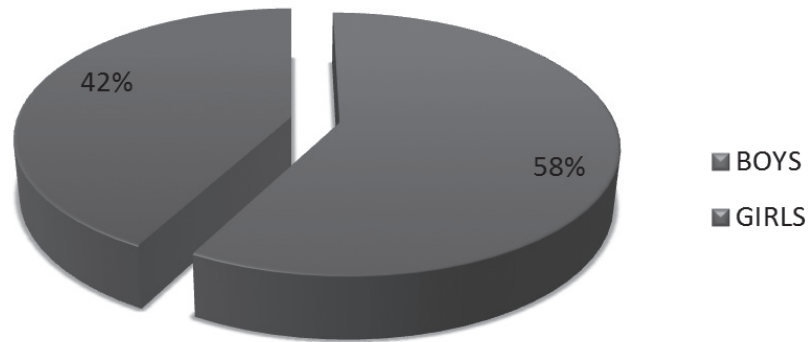


Figure 1: Gender status sample

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEAM EFFECTIVENESS OF MALE AND FEMALE STUDENTS PARTICIPATED IN THE ELEVENTH NATIONAL STUDENTS OLYMPIAD

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Many cognitive skills for an effective teamwork are necessary, that influence on positive emotions to enhance the ability to make quick and effective decisions. Emotions and intelligence govern them, play an important role in the interpersonal situations. The purpose of this study was examined the impact of emotional intelligence on a person's effectiveness in helping to the team, Group aims and also the impact on others as a member of sport team. The population of this research was students that participating in the sport teams included 1952 people, that have formed in eleventh national sports Olympiad of students. According to Morgan chart, 322 athletes from 24 sport's teams of boys and girls were selected as cluster

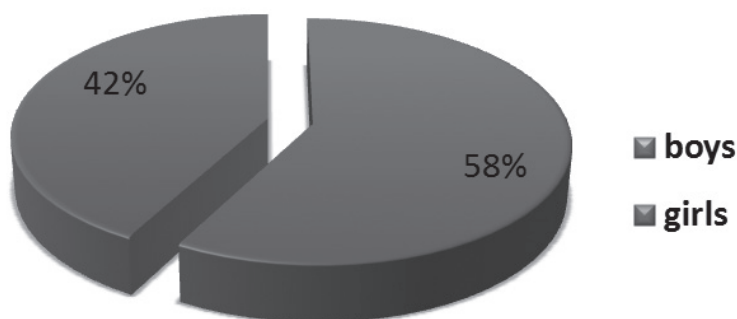


Figure1: Gender status sample

The Measuring Tools included an Emotional Intelligence Questionnaire Sybrya Shryng and Questionnaire on effectiveness of research teams from Batman Billy and Colin Wilson. For data analysis, descriptive statistics were used, including Mean, standard deviation and Inferential statistics including independent t-test and Pearson correlation in SPSS software. Significance level is of $p < 0.05$. The results show a significant positive relationship between emotional intelligence and effectiveness of participation in sports team. ($r = 0.627, p = 0.001$)

Table 1: correlation between emotional intelligence and effectiveness of the entire student

Variable	number	sig	result	r
Emotional intelligence and effectiveness	322	0.001*	Significant	0.627

Also Independent t-test results indicated significant differences between emotional intelligence and effectiveness in the two groups of boys and girls.

Table 2: Independent t-test for comparison of emotional intelligence in girls and boys

result	Std. deviation	t	min	df	sig	number	Gender
Significant	12.38576	-3.274	108.37	320	0.001*	187	m
	10.66135		103.34			135	f

Table 3: Independent t tests to compare the efficacy of both boys and girls

result	Std. deviation	t	min	df	sig	number	Gender
Significant	10.14782	-3.987	132.91	320	0.001*	187	m
	9.89985		127.69			135	f

A self-regulation component of emotional intelligence components has the most communication with effectiveness. Finally, it can be concluded that athletes with high emotional intelligence in the team appear to be more effective.

THE ANALYTICAL STUDY OF STATUS OF DEVELOPMENT OF SPORT IN INFRASTRUCTURE FACILITIES IN INTRAMURAL IRANIAN UNIVERSITIES

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The purpose of this study is to analyze the development of sports infrastructure facilities in intramural Iranian universities. In this study, the current status of sports infrastructure facilities of Iranian Universities Intramural interm of the number of indoor and outdoor Facilities and per capita of sports spaces sports analyzed and compared with fifteen years ago.

To do that, is used questionnaire made be researcher (with face, acceptable validity and reliability with 0.81 cronbach alpha coefficients). The statistical population included all Iranian universities and the statistical simple included 49 of total 60 University which covered by Ministry of Science, Research and Technology which is randomly selected. The research design was comparative methods that to analyze the process of development and measurement of difference in the variable has been performed through inference statistical methods (chi square test for comparison frequency) in level of ($p \leq 0.05$).

The Findings indicated that from totals 1.5 m² per capita of infrastructure facilities in sports Intramural Universities, 0.95 m² are Outdoor Facilities and 0.55 m² are Indoor Facilities. Interm of the development of the number of the sports spaces there was no significant difference between numbers of the stadium, gymnasium, indoor and outdoor swimming pool, futsal, basketball, volleyball and tennis spaces, but there was significant difference the number of the soccer Spaces. Hence, in totally interm of the development of the number of sports infrastructure facilities, there was significant difference with fifteen years ago in level of ($p \leq 0.05$).

Also Findings showed that interm of the development of the number of universities which has sports spaces (stadiums, soccer, futsal, basketball, volleyball and tennis) there was significant difference with fifteen years ago. But there was no significant difference between the number of universities which has gymnasium, indoor and outdoor swimming pool spaces. Hence, in totally interm of the development of the number of universities which has sports infrastructure facilities; there was significant difference with fifteen years ago in level of ($p \leq 0.05$).

THE ANALYSIS STUDY OF EFFECTIVE BARRIERS ON CREATIVITY OF IRANIAN UNIVERSITIES SPORT MANAGERS

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The purpose of this study was to analytical study of Effective Barriers on Creativity of Iranian Universities Sport Managers. In this study, Barriers related to, self-confidence and risk-taking, applying imaginative and abstract thoughts, career achievement, career adjustment, organized analysis, physical environment will be analyzed. The demographic questionnaire and barriers to Creativity (Pfeiffer, 1990) by the acceptable face validity and reliability, with Cronbach alpha coefficients 0/82 is used. The statistical Population included all Iranian Universities Sport Managers and the statistical simple included Sport Managers (68 applicants) covered by Ministry of Science, Research and Technology and Sport Managers (47 applicants) covered by Ministry of Health and Medical Education which was randomly selected. A research is comparative- analytical Study. Inferential statistics, U Mann-Whitney is used for differences creativity barriers among Sport Managers covered by Ministry of Science and Ministry of Health ($p \leq 0.05$) has been done. The results showed a significant relation ($p \leq 0.05$) between age and self-confidence of sport managers. There was also a significant relation ($p \leq 0.01$) between their educational degree and self-confidence. As well, their educational degree and managerial career adjustment had a significant relation ($p \leq 0.05$). In addition, a significant relation ($p \leq 0.05$) was observed between manager's educational degree and their imaginative thoughts. Furthermore, results did not show any significant differences between barriers against creativity of managers of Ministry of Science and those of managers of Ministry of Health, and neither between their sub scales. Finally, regarding the results, it is suggested that further studies to be carried out for recognizing the barriers against the university staff's creativity and achievemen

HIGH PERFORMANCE ATHLETES EDUCATION ENVIRONMENT AND SPORTS ENVIRONMENT INTERACTION IN THE DUAL CAREER ENHANCEMENT.

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The paper examines and analyzes the interaction of education and sport environment and how it helps high performance athletes manage their dual careers. This paper analyzes the scientific literature and high performance athlete questionnaire results. The author in the paper describes education (learning) environment and sport (training and competition) environment. Interaction results in a common operating environment that promotes high performance athletes dual-career soundly managed. At the end of the paper the author concludes that the main contributing factors for dual career environment is technically assured, appropriate to individual's needs, motivating and suitable work environment.

Over the last ten years in Europe are increasingly talking about high performance athletes dual career problems. To date, several authors have studied the training (learning) environment and sport environment apart from each other. When athletes' dual career role becomes more topical, there is a need to understand and get the information how an educational and recreational environment interact by fostering a dual career development.

Today, the environment is defined from different aspects. Environment is all the conditions and factors in both the living and non-living, which affects the body, or even a body's system throughout its life-cycle. The term "environment" can refer to the whole neighborhood, and on specific aspects of it (Ivanova & Zogla, 2011).

In creating dual career we are faced with education and sports environment, as well as with the social environment, which is closely related to the two previous ones. In this study, the author mainly focuses on education and sports environment.

In society (especially for children, young adults), high performance athletes are often seen as idols to emulate, so it is important for athletes to live in balance with the environment (such as not to pollute the surroundings, the use of ecological detergents and so on.). In literature we meet the natural environment, the physical and psychological environment. Sports environment is comparable to the learning environment, but under different conditions, because also in training and competition process happens learning. It is important in dual career - how high performance athletes are able to create the transition from education environment into the sports environment and vice versa, to find common factors in the interaction.

Aim of the research: to study and analyze the interaction of education and sports environment and how it helps high performance athletes manage their dual careers.

Methods. The study used a theoretical method - analysis of scientific literature and empirical - questioning of 150 high performance athletes.

The results of the research (scientific merit, novelty and practical application). To better understand the high performance athlete education and sports career development processes, it is necessary to analyze the environment in which students - athletes develop their competencies.

In an empirical study of high performance athletes environmental importance in dual careers, in calculation was used the Pearson correlation coefficient between two variables - education and sport environmental factors for successful conduct of dual career development. Students - athletes in survey indicate that a sports career is relatively short, so in early career it is important to pay more attention to sport and only then to education, but they also stress that in learning they should seek to obtain the highest possible ratings. So far, many authors in the world (eg, G. Paik, D. Selby, M. Markovitch, J. Gibson, H. Sam, etc.) have studied the environment and its issues.

Researchers Paik and Selby (1996) describing the environmental concept, name four interrelated elements that make it up: the natural environment, man-made environment, social environment and internal environment - the human as personality's physical, mental, emotional and intellectual level orderliness and balance.

In high performance athletes dual career process is important environment in which athletes - students spend most of the day (lectures, library, laboratories, training, competitions, etc.). Ivanova and Zogla (2011) point out that organizing

learning environment is determination if talking about the environment in school, but there are also incidental learning situations, which are deliberately organized, but the specific aspects allow an individual to acquire new or re-evaluate existing knowledge, skills, competence and values.

The quality of the learning environment is determined by: a positive psychological climate, initiative and interest of the persons involved, good technical and literature base, flexible and a variety of teaching methods, adequate human resources support - involved persons' knowledge, skills, values, attitudes and experience, based education policy guidelines for training results-oriented curriculum, provision of adequate financial and material support, technical services conformity to requirements, well maintained physical environment, infrastructure, school's shared purpose, established vision, academic support personnel professionalism and quality of service (McDonald, 1996).

In high performance athletes - students learning process a virtual learning environment plays an important role. E-learning is any form of learning, which uses a network for information supply, exchange or to facilitate the learning process (www.elerners.com/services/fah/g1.asp). E-learning environment enhances the quality and accessibility of learning, stimulates learning rather than teaching, especially athletes - students while in training camp or competition outside the country.

Also, analyzing education and sports environment from the survey of athletes, it can be concluded that for high performance athletes it is important to have assured technical and sport environment, as well as educational environment. There is a close correlation ($r \geq 0.87$) between the technically assured learning environment and athletes - students' interest in the courses that they have to acquire. Students - athletes (53.2%) noted that in the study process can be used e-learning, and (41.2%) can study after an individual study plan. This points to the fact that the athletes can in advance plan their study and training process, not being in university, particularly in the case of a laboratory and practical work.

Sport has always had high requirements and standards, and therefore it requires individuals who are highly motivated to work out and reach the expectations. Sports specifics is characterized by systematic, sustained, diligent sports trainings, generating a big adjustment mode of human life and living conditions, which is aimed at achieving a high score or the fight against the opponent. Sport offers many interesting ways to improve yourself, and significantly differs from all other types of activity (Malina & Clark, 2003).

Sports environment is characterized by macro environment as an important personality factor in the socialization process, which includes: the society - its economic, political, cultural, climatic, ecological, geographical and sanitary environment and the factors that interact directly with the personality of its life, a certain set of public circumstances - social, material and spiritual - in one way or another for personal formation and development. Particularly important is everyday life, prosperity, traditions and customs of a certain segment of society. The second, no less influential environmental factor is the microcosm. It is related to the athlete's daily activities surrounding social environment. Training and competitions need to create an environment in which all young people are given the opportunity to: fulfill their potential and skills in accordingly organized training and competitions, enjoy movement activities in a positive emotional environment, to train injury-free and without over-long physical and mental stress, to be correct, good, with a positive evaluation and self-esteem, even if victory is not achieved or some records, work out individualized according to personal growth and development characteristics; train with competent coaches with high ethical principles in sports, norms, values and personal priorities in sports, that are pointed out in Sports ethics and the coach's ethics code, simply to be young and enjoy a full and comprehensive life (Masteralexis, Barr, Hum, 2005).

Based on the theoretical insights the author defines sport environment as purposefully organized environment, where athletes make up their own experience, values, skills, achievements, knowledge and attitudes towards themselves and the world around them. Gathering information on education and sport environment, the author has compiled a table of factors where education and sports environment interact to proceed successfully in dual career.

Table No. 1. Dual career contributory environment

Physical Environment	Psychological environment
Clean neighborhood	A student-athlete can trust lecturer / trainer
Comfortable furnishings	Collegial attitude
Color of rooms	Respects the student-athlete as a person
Material-technical supply	Motivation, interest
Cosiness	Management support
Soundproofing	Objectivity
Transport of school and club	Responsiveness, empathy, support
Thoughtful study and training plan	Mutual politeness
Good lighting	Openness
Comfortable rooms (heat)	Respect for minorities
Medical service	Respect for heterodox
Lesson plan	Variety of job methods
Dining options	Lecturer / trainer qualifications
Student - athletes number in the group	Cultural events, entertainment
Clean and well-maintained rooms	The School / Club is a prestigious
Safe environment	A healthy psychological climate
The existence of a professional psychologist	Observance of moral norms
	The sense of belonging
	Responsive support staff

Almost all of the surveyed high performance athletes (73.4%) participate in planning their own workout plan, but only a few (13.3%) participate in the development of their study programs. This is due to the athletes' priorities and frequent, long-term presence in training camps or competitions outside the university, and athletes - students (63.1%) consider themselves more as athletes than students.

There is a strong correlation between education and sports environment in a number of components - technically assured ($r \geq 0.92$), corresponding to the individual's needs ($r \geq 0.97$), motivating ($r \geq 1.0$) and entertaining environment ($r \geq 0.98$) that is important to successfully organize a high performance athletes dual careers.

Athletes (81.3%) note that it is important for study and sport environment to be appropriate for the individual's needs, but in the real Latvian situation most of the sports infrastructure does not meet the high performance athletes' needs, especially are dissatisfied track and field athletes (91.3%). Consequently, the athletes a lot of time spend outside Latvia (especially in winter), being in higher quality training environment that interferes with a successful learning process.

Conclusions: In the course of the work, analyzing scientific literature, the author concludes that education and sport environment is characterized by the natural environment, man-altered environment, social environment and the human internal environment, which is divided into micro and macro environment.

In analysis of high performance athletes surveys on education and sport environment interactions, the author concludes that there is a strong correlation between education and sports environment in a number of components - technically assured ($r \geq 0.92$), corresponding to the individual's needs ($r \geq 0.97$), motivating ($r \geq 1.0$) and entertaining environment ($r \geq 0.98$), which is essential to successfully delivering high performance athletes dual careers.

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PREPARER LES FUTURES RESSOURCES HUMAINES AU MARCHE DU TRAVAIL: LE SPORT UNIVERSITAIRE ET L'OLYMPISME COMME PLATEFORME EDUCATIVE DES SALAIRES DE DEMAIN.

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L'apparition du sport moderne est concomitante de l'émergence de la société industrielle. C'est en effet au XIXe siècle que les grandes disciplines comme le football, le rugby, l'athlétisme sont apparues dans un but d'éducation des corps et des esprits. Si le sport a pu évoluer depuis cette époque, il n'en demeure pas moins consubstantiel de la pratique éducative et des objectifs économiques et politiques de la société. Il s'agira donc de resituer le lien entre le sport, l'éducation et les caractéristiques de nos sociétés modernes avant de voir en quoi le sport universitaire français peut constituer une passerelle vers l'entreprise.

L'objectif de cette communication est de montrer les dynamiques communes à la pratique du sport universitaire français et au monde de l'entreprise. Nous aborderons la place et le rôle du sport dans le cadre de la société française industrielle du XIXe siècle pour souligner le phénomène contemporain de la « sportivisation » entendue comme application et généralisation du modèle sportif dans toutes les sphères de la société, notamment économique et entrepreneuriale. Le mouvement olympique étant la figure de proue, vitrine médiatique et économique, de cette « sportivisation ». Ensuite, nous évoquerons le rôle de la gestion des ressources humaines (GRH) comme modèle transversal à l'entreprise et à l'éducation et comme grille de lecture de l'utilité sociale des individus. Enfin, nous présenterons les éléments qui puissent nous montrer en quoi la pratique sportive et la GRH constituent un ensemble homogène s'appuyant sur des notions communes pour former et préparer les étudiants à la vie active de demain. Le sport universitaire comme le mouvement olympique représentent un idéal qui, loin de se concrétiser seulement dans les compétitions, prolongent son discours dans des sphères non-sportives comme celle de l'entreprise et de la GR.

ASSESSING THE EFFECT OF SPORTS PARTICIPATION ON ACADEMIC ACHIEVEMENT OF STUDENT-ATHLETES OF UNIVERSITY OF EDUCATION, WINNEBA

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Sports participation has been proven to be beneficial to individuals and society at large. Universities have expanded their sports programmes to able to tap talented students to improve on their image. Student-athletes have also benefitted in diverse ways through their participation in sports including their academic enhancement. A healthy balance between academic performance and sports participation should be encouraged for the relationship to continue.

Participation in university sports is every student's right (UNESCO Charter, Article 1.1, 1978). University sports have become popular and competitive. The general public and university authorities strive for students to balance their academic work and sports participation. Different perceptions on the importance of sports have lingered for years among parents, teachers, administrators, lecturers, coaches and students. These groups have argued about the importance and significance of sports within academic circles. There are three differing views on university sports participation: those who love and support it, those who despise it and speak against it, and those who do not seem to care. There is often a subtle agitation by forces opposed to sports that use unestablished relationship between sports participation and academic performance to discourage students from participation.

Aim of the research: The purpose of this study was to determine whether sports participation significantly affects academic achievement of student-athletes of UEW.

Methods: A two-group post-test only quasi-experimental design was used for the study. A random sample of 125 students was selected from the student-athlete population for the 2012 Ghana Universities Sports Association (GUSA) games. A second sample of 125 non-student athletes was selected from the general university student population. Cumulative Grade Point Average (GPA) scores of the 250 students for the 2011/12 academic year were obtained from the Examination Officers after approval from various Heads of Departments. Independent t-test (two-tailed) was used to determine whether difference exists in academic achievement. Chi-square (χ^2) test of independence was also used to determine whether the type of academic programs pursued by the student-athletes had any significant effect on their participation.

Results: Gender had no significant influence on the GPA scores of the student-athletes; $t(123) = 0.14$; $p > 0.05$. The kind of academic courses pursued by students influenced their sportssports participation; $\chi^2(7, N = 167) = 23.02$, $p < 0.05$.

Conclusions: These findings are consistent with earlier research with a few conflicting results slightly favouring female participants. Future studies should control for this phenomena for a better understanding of the issue. Universities should institute academic support systems to help alleviate problems student-athletes encounter as a result of their participation in sports.

BODY COMPOSITION AND CARDIOVASCULAR HEALTH IN PRESIDENTS OF IRAN UNIVERSITIES: PHYSICAL ACTIVITY AS A MANAGEMENT STRATEGY FOR PREVENTION OF OBESITY

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Overweight/obesity is a serious public health problem that affects a large part of the world population across all age and racial/ethnic group. Overweight, specifically excess fat weight, increases the risk of cardiovascular disease, metabolic syndrome and premature death. Obesity demonstrates a direct relation with cardiovascular risk and all-cause mortality, while cardiorespiratory fitness demonstrates an inverse relation. Lifestyle modification, specifically changes in diet, physical activity, and exercise are key components for those seeking to effectively reduce and manage body weight. For example, current guidelines suggest that adults should accumulate about 60 minutes of moderate-intensity physical activity daily to prevent unhealthy weight gain. This study aimed to evaluation of the body composition and cardiovascular health in presidents of Iran universities.

Methods: A cross-sectional study was conducted on 65 selected male presidents of Iran universities from all national universities in Iran. Overweight was defined as body mass index(BMI) higher than or equal to 30 kg/m² and obesity as percent of fat higher than or equal to %28 using body composition system. Data on socio-demographic status, physical activity and diet were collected using confidential self-administered questionnaire. Furthermore, fasting blood sampling was collected for estimate markers of inflammatory and blood lipids.

Results: Results revealed a lack of awareness among overweight and obese presidents of Iran universities regarding excessive weight gain. In addition, data suggest a moderate effect size, such that levels of cardiovascular health were lower among overweight/obese presidents, relative to healthy weight presidents.

Conclusion: Thus, Public health prevention strategies are urgently needed to modify health behaviors and control overweight/obesity in Health in presidents of Iran universities. Moreover, monitoring of overweight, and obese and approaches for its management, should be formally integrated into routine care for control of the metabolic syndrome and cardiovascular events.

THE EFFECT OF AROMATHERAPY, MASSAGE AND AROMATHERAPY-MASSAGE METHODS ON ANXIETY AMONG FEMALE AEROBIC DANCERS

Rezvani M.H., Ghasemi B, Arefiniya. M.

As the effect of Sport on body and mind, in contrast mind and body factors can be affecting on Sport and Performance. Hence, the purpose of this study was to investigation of the effect of aromatherapy, massage and the combination of aromatherapy with massage methods on anxiety among female aerobic dancers.

Methods: 32 subjects in convenience sampling selected and assigned to three groups (aromatherapy, massage and those combination). Demographic and anxiety survey of Schpileberg (2009) were used. Independent and Paired Sample t-test, ANOVA and Post Hoc test (Tukey) used to data analyze.

Results: According to finding in pre-test, there was no meaningful difference between three groups on anxiety rate in the pre-test phrase. Also, the results showed that there was significantly relationship on state anxiety between pre and post-test on massage group ($p < .05$). The results of post hoc showed that differences between control and massage groups, control and aromatherapy-massage were quite noticeable.

Conclusion: According to the results, during the competition, application of aromatherapy-massage program had already been more effects on reduce of state anxiety. Therefore, experimentally suggest reducing of anxiety and enhancing of athlete abilities before the competition that use to massage and its combination with aromatherapy methods.

THE STUDY ON AWARENESS OF OLYMPIC GAME AND UNIVERSIADE GAME OF UNIVERSITY STUDENTS IN KOREA, JAPAN AND CHINA

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The purpose of this study was to investigate the awareness of Olympic Game and Universiade of University students in Korea, Japan and China.

For the purpose of this study, the methods were used by questionnaires to survey the awareness of university students for Olympic Game and Universiade game.

The subjects were engaged about 600 students of Universities in Korea (200), Japan (200) and China (200).

The items of questionnaires were as follows:

- The interesting and understanding of Olympic Game and Universiade game with history, spirit, solidarity and vision.
 - The fundamental information about Olympic game and Universiade game with qualification of athlete, periods of times of summer and winter Olympic game and Universiade game, place of holding City and country (2008, 2012 Summer Olympic game, 2011, 2013 Summer Universiade).
 - Commodity, mammoth figure, professionalism and amateurism of Olympic game and Universiade game.
 - Understanding of FISU, FISU conference, FISU Forum and education.
 - The effect of economic and political factors on Olympic Game and Universiade Game.
 - The future of Olympic game and Universiade game. The results of this study were as follows:
1. The university students more interested and understand in Olympic game than Universiade game in Korea, China and Japan.
 2. The university students had more the knowledge of Olympic game than Universiade game about history, solidarity activities including general knowledge such as periods of game, holding place, athletes, records of game, president's name etc.
 3. The results indicated that a few university students had information of FISU Conference and IOC Conference. About FISU Forum, almost university students didn't had an opportunity to aware an information.
 4. The university students wanted to participate FISU conferences and FISU Forum if they had given an opportunity to attend it.
 5. This study showed that university students pointed out the amateurism of Olympic game had been change in quality as like commodity and professionalism of Olympic game with mammoth figure and doping problem with undesirable aspects.
 6. This results indicated that the some countries suffered the lowest rank in athletic matches of Olympic game continuously, however, the some countries enjoyed as imperialist of Olympic game in position of highest rank continuously.

The Olympic game have drove away high and low levels groups of countries with economic and political aspects.

The country with lower level of economic power could not organize Olympic game.

In conclusion, IOC have been offered an academic program to educate history, solidarity, spirit, philosophy of Olympic game including Olympic movement to students and leaders of sportsmen and non-sportsmen for all nations of Olympic members countries for every year at Olympic City of Greece by Olympic academy of IOC.

The Olympic committee of all members countries have heed Olympic academy on Olympic seminar to educate the

education of Olympic game movement to their University students and general citizens.

FISU should organized and offered the FISU academic education program of FISU movement including history, solidarity, philosophy and vision of FISU to educate university students of the countries of FISU membership. FISU should make endeavor to inform aware and the FISU movement to university students and people of all countries.

IMPACT OF REQUIRED PE COURSES ON BODY SHAPE SATISFACTION OF UNIVERSITY STUDENTS IN HONG KONG

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Physical education (PE) programmes have introduced as a form of physical activity (PA) from kindergarten to high-school children. In tertiary level, there are five out of seven universities require their students to complete PE courses as a graduation requirement in Hong Kong. This requirement has been executing in Chinese Mainland, Taiwan and some universities in the United States for many years.

Research has investigated the long term value of required college PE. The immediate physiological benefits of participating PA were well documented. However, research on psychological benefit such as improvement of body image perception is scanty.

Body image relates to loose mental representation of the body's size, form, and shape. It has two dimensions: attitudinal and perceptual. The former examines the feelings and thoughts one has about the physical body, such as body satisfaction, body weight, and a feeling of attraction. The latter explores the accuracy of body size estimations and weight classification according to medical standards. Understanding the changes of the perception on body image of an individual after participating the required PE provides useful information to eating disorders and obesity prevention and intervention, the two most extreme weight-related health problems.

The purposes of this study are to compare: 1) the body shape satisfaction (BSS); 2) the Body Image Discrepancy (BID) between students who participated and who did not participate the required PE programme.

Methods: A convenience sample of 296 male (mean age: 20.2 ± 2.3 years; mean BMI: 20.9 ± 2.7 kg/m²) and 292 female (mean age: 19.9 ± 2.0 years; mean BMI: 19.8 ± 2.7 kg/m²) university students from four universities in Hong Kong were divided into two groups according to their required PE participation status. All students filled in a Chinese self-administered questionnaire at the period when the experimental group completed 13 weeks (2-hour/week) activity oriented course (tennis, squash, and swimming). The participants were asked to examine a series of nine schematic figures (male and female), ranging in size from 1 (very thin) to 9 (very obese). Their BSS was reported from 1 (very dissatisfied) to 5 (very satisfied). BMI was calculated using self-reported body weight and height. BID is calculated by subtracting their 'current' status from their perceived 'ideal' body size. A 2 x 2 factorial analysis of variance (ANOVA) was conducted to evaluate the effects of 2 gender (women versus men) and required PE participation (yes versus no) on BSS level. An alpha level of 0.05 was employed for all statistical tests.

Results: The independent samples t-test results indicate that the participation of required PE did not significantly affect their BID in males ($t=.80$, $DF=294$, $p=.43$) and females ($t=-.39$, $DF=288$, $p=.70$). The results of the ANOVA on BSS indicated that there was a significant main effect of gender (Male $M=2.96$, $SD=0.05$; Female $M=2.80$, $SD=0.05$), $F(1, 585)=6.45$, $P<.01$, partial $\eta^2=3.88$, and a non-significant main effect of required PE participation (Yes $M=2.88$, $SD=0.04$; No $M=2.88$, $SD=0.05$), $F(1, 585)=0.001$, $P=.974$, partial $\eta^2=.001$. There was a significant interaction between required PE participation and gender, $F(1, 585)=4.51$, $P<.05$, partial $\eta^2=2.72$, the simple main effects model was examined; that is the differences among required PE participation for men and women were considered separately. There were no significant differences between required PE participation for men (Required PE Participation: Yes $M=2.89$, $SD=0.77$; No $M=3.03$, $SD=0.83$), $F(1, 296)=.801$, $P=.37$, but there were significant differences for women (Required PE Participation: Yes $M=2.86$, $SD=0.71$; No $M=2.73$, $SD=0.81$), $F(1, 292)=7.51$, $P<.01$, with women participated required PE having significantly higher BSS level than their no participation counterparts.

Practical application: The study indicates that required PE participation did not affect the BID for both genders. This means that their desire to be bigger or smaller size is no difference regarding their participation status. However, women participated the required PE reported significant higher level of BSS. The long term psychological benefit of required PE is an area for further investigation. In fact, the value of introducing required PE programmes to school-age children, adolescents and university students in the curriculum is very important to 1) increase their PA level; 2) improve their health; 3) develop their positive lifetime attitude for and participation in PA; 4) offer a variety of PA or sports to reach their different interests.

USING DELPHI TO CONSTRUCT THE CORPORATE SOCIAL RESPONSIBILITY INDICATORS OF PROFESSIONAL SPORT INDUSTRY

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Sport organizations use corporate social responsibility (CSR) as an effective way to enhance their reputation, word of mouth, and customers' purchase intention. The purpose of this study was to construct the CSR indicators of professional sport industry. Delphi method and in-depth interviews were conducted with sport organizations' secretary generals and sport management experts. Findings indicated that CSR of professional sport industry contained 13 main indicators and 55 subordinate indicators. The main indicators include enhancing the performance of professional sport industry, increasing competitiveness of professional sport industry, protecting stakeholder's interests, obeying the law, complying the collective bargaining agreement, protecting environment, providing safe merchandise and stadium, assisting sport promotion, assisting employees' career development, protecting consumer rights, promoting sport, education and health programs, assisting philanthropy organizations, and enhancing community's life quality.

THE CONSTRUCTION AND OPERATION EFFECT RESEARCH ON THE SYSTEM OF MEDIA SERVICE FOR CHINESE UNIVERSITY SPORT EVENTS

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After the Beijing Olympic of 2008, the media service for major sport events has drawn more and more attention of the organizers. Researches show that qualified match products and promotions are not enough anymore. Based on the idea of integrated marketing communications, it would be necessary to set up advanced concept and system of media operation service, take major actions in terms of organization structure, service teams and crisis public relations according to different stages of the event and the type of the media, and provide the media with professional, high efficiency and targeted service no matter hardware or software. But problems that need to be amended about the current situation are as follows: international events are favored while domestic events are looked down; software service is not paid as much attention as hardware; government policies are more easily to be executed than the promotions of the brand; periodic service are bettered achieved than long-term service system building; professional events draw more attention than school events. The research also points that there's still long way to go compared with sports power states about either the concept or the team operations of media services since we are still at beginning stage.

Chinese University students Sport Association which has 33 departments organizes about a hundred events in and out China each year. Big gap about the capability of media service for sport events was found between Chinese university and those advanced international ones when compared with American university events such as NCAA.

The main researcher of this paper, Liu Yaping who is also the vice chairman of the News and Communications Department of Chinese University student Sport Association, has achieved a comprehensive and systematic research about the current situation and established a News and Communication Commission which has Xinhua news agency, CCTV, web portal, and new media as the core.

Media service operating structure and team are built suited for Chinese university sport events on the basis of a system designed for national university games and super league.

To provide the media with professional, high-efficiency and targeted service have a tremendous positive effect on the improvement of media operation and Chinese university sports events' brand influence no matter hardware or software.

THE LACK OF CHINESE SCHOOL SPORTS CONTEST CULTURE AND BUILDING STRATEGY STUDY

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During the first stage, the school physical education of Chinese had been under the influence of the System of Labor and Defense originated from the former Soviet Union which focused on cultivating constructors and workers to be full-developed, including moral, intelligence and physique. Under such background, teachers were seen as main body and teaching and physical exercise was the way that valued. It was a cramming method of physical education rather than getting the students interested and teaching them in accordance of their aptitudes. Therefore, students themselves did not care enough about their physical conditions in such atmosphere even though it was required by the society. Obviously students preferred the joy of success and incentive of honor from entertainment and competitions if analyzed from their psychological and physiological characteristics.

Due to the absence of this contest culture, Chinese schools pursuit the development of their students' body conditions through a way that paid most of its attention on syllabus and books. It led to same teaching contents passed through primary school, high school and universities and of course, the students' lack of passion for sport. The fierce competitive system of College Entrance Examination also made its contribute: students barely have access to sports learning beside their physical education class at school.

Under the current circumstances, school has lost the foundation of cultivating high skilled talents therefore professional players from "the whole nation system" have to play the major role in Chinese sport contest. It's a pattern of "sports school-sports team-national team". It accomplished china the reputation of "state of gold medal" but definitely not "state of sports". School students lost their interests and devotions toward sport contests with their resources being taken away by professionals.

The every 5 years adolescent health research started from 1995 to 2010 shows that students' physical conditions such as endurance, grip strength and speed have all dropped. The main researcher of this article who, also the deputy editor of the magazine "Chinese School Sport" found during his long term of observation that it will still fail to get students interested about contest sports if the changes were only made about the teaching method other than facing the lacking of contest culture. In fact, the modern way of state sport development has assured that only with the growth of campus contest sport culture which allows more and more students participate that a healthy talent cultivating pattern of "primary school-high school-university-professional-national team" can be achieved.

After the Beijing Olympic of 2008, the major researcher of this article participated the designing and executing of the 4 levels campus league matches hold by the Chinese University students Association and Middle School students Association. After lots of interviews with experts, he found that the key point of developing school sport is to build the contest culture between different levels, parting with the old traditional way of the simple combination of teaching and physical exercising. By letting the students emerged in such school sport contest culture, they can have their modern personality better shaped and truly practice what UNESCO advocate in "Declaration of Sport": sports is human right, is the important way to improve living quality and the key point of developing the value of human being.

Consequently aspects as below should be followed to build the sport contest culture in Chinese campuses:

1. Taking advantage of the state advocated program "Millions of teenagers sunshine sports" to organize campus competitions between classes, compounds, schools and whole country, draw the students to sport courses, fields, let them participate into activities filled with corporation and competition through which they earn confidence, honor and respect.
2. Grasping the opportunity of the China's higher education reforming. The college entrance examination enrollment has risen to 73.2% in 2012 from 5% of 10 years ago. Our education has been open to public other than elite. This gives Chinese school sport a chance.
3. The old way of "whole nation sport" has been challenged by the market economy after Beijing Olympics. Professional team has been failed to support the goal of "building sport state" because of real factors as "lacking of talents, activeness,

and the problems of retired players' job and their long term development". As a result, the development of school sports, school sports culture, become social consensus from all walks of life. Chinese University students Sports Association, Chinese High school students Sports Association, the Youth Department of National Administration of sport have all began to work on comprehensive research to build a sports talent cultivation system based on school physical education in future. This also provides a huge space for the construction of Chinese school sports culture.

THE EFFECT OF VISUAL STIMULUS TO TABLE TENNIS PLAYERS' COGNITIVE ABILITIES

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Table Tennis is a sport that demonstrates diverse spins and speed, and it requires fast response and agility to take certain skills and tactics. However, response and decision-making training is a tough question, because it is more complicated to train skills and physical fitness than one's perception. It is significant to find a training method to develop not only skills and physical fitness but also perceptive abilities.

The aim of this paper was to firstly examine the accuracy of the research in classifying participants into the correct skill level groups via discriminant analysis. The second task was to use a repeated measure ANOVA to examine whether participants were able to improve their anticipatory skills over ten weeks of experimentation. Using these outcomes, in conjunction with the physiological and biomechanical variables of the participants, we assessed the authenticity accuracy of the research and comment on overall effectiveness of the approach to training table tennis.

Methods: Participants: novice players (N=15), intermediate players (N=15), expert players (N=15).

Measures: Using computer software to assess participants' response. Participants would watch different clips of TT rallies being played, then followed by a still frame for participants would be asked to select the type of shot that was about to take place as well as the location that shot would be played.

Results: Skill level served as classification variables, with dependent variables in the analysis being represented by three different groups of factors: anthropometric factors (height, weight, age, experience), motor fitness factors (ball-shifting, crossover), perceptive factors (shot type, court placement, response time).

Results indicated discriminant analysis was effective in classifying ability level when using the perceptive factors test, however lightly less accurate when using the motor fitness tests. The motor fitness test produced 73.2% (Wilks' Lambda=.36, $P<.001$) and perceptive factors test produced 87.8% (Wilks' Lambda=.19, $P<.001$) correct classifications, respectively.

Repeated measures ANOVA were conducted to examine the change in score over the ten weeks of experimentation. Assumption of normality, homogeneity of variance and sphericity were met for all analyses. Results showed that differences between conditions were unlikely to have arisen by sampling error for beginner ($F(9,81)=59.19$, $P<.001$), intermediate ($F(9,81)=79.2$, $P<.001$) and advanced ($F(9,81)=88.88$, $P<.001$) An overall effect size (Partial η^2) showed that 81%, 84% and 91% of the variation in score can be accounted for by improvement over time across three groups respectively.

Conclusion

Participants in higher skill level groups outperformed participants in lower groups. Using discriminant analysis, the results indicated that the program was successful in predicting group membership with an accuracy of 87.8%. These results will hopefully provide implications for coaches to utilize this method in conjunction with traditional methods in developing training program. The repeated measures results also suggest that the method was effective in improving the overall time and responses relating to table tennis scenarios.

A TALE OF THREE CITIES: WORLD UNIVERSIADE GAMES LEGACIES IN BANGKOK, BELGRADE AND ERZURUM

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Much of the published work on sport event impacts has been devoted to mega-events i.e., Olympic Games, FIFA World Cup, and Commonwealth Games, with less attention on smaller or “second tier” international sport events (Turco, Berber, and Papadimitriou, 2011). Few sport event studies extend beyond a single assessment thus providing only a glimpse of their impacts on host cities. This study examines the legacies the World Universiade Games in three cities from 2007 to present: Bangkok, Thailand (2007), Belgrade, Serbia (2009), and Erzurum, Turkey (2011). The World Universiade Games is an international multi-sport event organized for university athletes by the International University Sports Federation (FISU). Summer and Winter Universiade Games are held every two years. Legacy is defined as “all planned and unplanned, positive and negative, tangible and intangible structures created for and by a sport event that remain longer than the event itself” (Preuss, 2007). A profile of participants at the 2011, 2009 and 2007 Universiade Games was generated to reveal and compare their consumer behaviors in the host cities and over time. Subjects were queried on-site during selected days of competition (n=441, 2007; n=221, 2009; n=260, 2011). Secondary data analyses were performed using financial and other records for each city, as well as a thorough literature review. Findings demonstrate remarkable consistency in participant characteristics and local spend from 2007 to 2011, though the amount spent per night was considerably less than the average per night spend by other types of tourists in the host countries, suggesting that Universiade athletes are not high-value tourists. Sport facilities and other structures constructed for the Games appear to be underutilized. Discussion and implications of findings to sport event and tourism destination scholars and marketers are presented.

THE DEVELOPING AND APPLICATION OF CAI COURSEWARE IN VOLLEYBALL CLASS OF UNIVERSITY

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The aim of this paper was to apply CAI courseware in volleyball class, which will promote teaching quality, inspire learning interests and optimize teaching process.

Methods: Literature study, CAI Developing, Experimentation, Statistical analysis were used in the study.

Results: The ANOVA was applied in study group and control group. The results showed that the two groups have obvious difference. The study group outperformed the control group in dig, pass and spike in average score. The skills and its characteristics were demonstrated animatedly in conjunction with the tactics and time order, because the application of video camera and 3D animation technology in study group. Subsequently the correct image of skills will come to students mind and the cognitive concept will be mastered by students.

Teaching Quality Comparison of Two Groups in Service, Pass, Dig Spike

	Skill assessment		Scores	
	S	F	S	F
Experiment Group	7.23	2.08	5.91	4.30
Control Group	6.46	3.98	5.46	4.82
t stat	3.007165		1.450022362	
p(T<=t)ST	0.0015174		0.07438669	
t STC	1.6538133		1.653269024	
p(T<=t)DT	0.0030348		0.148773379	
t DTC	1.9739339		1.973084036	

Conclusion: The application of CAI courseware in volleyball class will speed up the formation of correct skill concept, tactical awareness. By utilizing multimedia technology, the cognitive ability of students was inspired, and the study interests were enhanced, so students will study actively, and creative thinking ability will be cultivated. Meanwhile, the knowledge test system will get feedback of the situation of learning, strengthening the learning content. Accordingly the teaching process and study quality can be promoted.

A COMPARISON OF ONLINE MARKETING, MEDIA CONTENTS AND INTERACTION WITH FANS THROUGH OFFICIAL WEBSITE OF FOOTBALL CLUBS IN IRAN, ASIA AND EUROPE

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A sport like football has worldwide fans who are scattered over the world. Based on this a football team could have fans in a remote area, even in other continents or nations. The only opportunity these fans get for following the track of the matches is through TV or sporting press. For such a population who can't be presented in the football pitch and is deprived of any access to merchandise due to being far from the their team, the internet provides a media potentiality for them. This study was conducted to explore and compare official websites of professional soccer clubs of Europe, Asia and Iran in regard of providing media contents for fans and using online marketing strategies. For this purpose, official websites of all existing clubs of UEFA Champions League (16 teams), AFC Champions League (16 teams), and Iran's Premier League was carefully observed by using a researcher-made questionnaire which it's validity was approved by experts and faculty members in sport management area. The results showed that Iranian clubs websites had lowest media contents (26.90 out of 100) and lowest using of Interaction whit fans (14.89 of 100) and lowest online marketing strategies (8.19 out of 100). The results of one way ANOVA indicated that there is a significant difference between the official website of football clubs in Iran, Asia and Europe in 3 elements of online marketing, media content and interaction whit fans.

INTERACTION WITH FANS THROUGH CLUB WEBSITE AS A MARKETING TOOL: STUDY AND COMPARISON OF PROFESSIONAL FOOTBALL CLUBS OF IRAN, ASIA AND EUROPE

Meysam Rahimizadeh, Mehran Mizani, Seyed Nasrollah Sajadi, Mahmud Goodarzi

University of Tehran, Iran

This study was conducted to explore and compare official websites of professional soccer clubs of Europe, Asia and Iran in regard of providing media contents for fans and using online marketing strategies. For this purpose, official websites of all existing clubs of UEFA Champions League (16 teams), AFC Champions League (16 teams), and Iran's Premier League was carefully observed by using a researcher-made check list which its validity was approved by experts and faculty members in sport management area. According to results, there were not significant relationship between providing media contents and using online marketing strategies with ranking of the team. There was a significant relationship between providing media contents and using online marketing strategies among European soccer clubs ($P < 0.035$). In other words, providing media contents through club website was a prelude to marketing merchandises and services of club and obtaining financial benefits.

RESEARCH ON RADIO LOCATION TECHNIQUE & ITS APPLICATION OF MOTION CAPTURE IN VOLLEYBALL TRAINING

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Trajectory analysis is one of those key techniques that improve the training level of volleyball players, which is helpful for ability training of moving to the right position at the right instant of time. Among present motion capture technologies, such as high speed digital optical video processing, infrared radiation video camera processing, electromagnetic induction censoring and etc., radio location technology is the most suitable choice for its benefits of high accurate measuring, multiple target tracking and non-contact high dynamic measurement.

The rationale of radio location is to solve the equitation set which describe the receiving three of more signals from different sources at the same instant of time which includes parameters such as transmission duration, time of arrival, time difference of arrival, angle of arrival and received signal strength indicator.

The motion capture system which based on radio location usually divided into two parts. The hardware part has several micro radiator set which stick on wrists or ankles of players and working on ISM frequency 2.4GHz, at least four high quality synchronized receivers and one high performance signal processing computer.

The software part is one professional motion capture program which has the function of 3D location based on the algorithm of LANDMARC which is revised to improve accuracy and efficiency in data processing.

Computer simulation showed that the presented system has the accuracy of 28 centimeter in the mean square sense within the volleyball court. Prototype test showed that the system realized the function of motion capture for players.

In brief, it's presented volleyball motion capture system which is based on radio location technique and it's discussed the system rationale, estimation of key parameters, implementation and testing mechanism. It's introduced a revised location algorithm which combined LANDMARC and weighted centric location algorithm.

THE DELIVERY FRAMEWORK OF THE SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS (HEIS) SPORT MANAGEMENT SYSTEMS

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The paper is motivated by the changing landscape of higher education in South Africa and how it affects the place of sport, with evidence located in a recent study concluded in 2010. Higher education sport departments across South Africa have different philosophies, strategies and models towards sport and service delivery on a continuum of development through sport (value add) and high performance sport. The research identified three clusters of sport delivery institutions, challenged by a lack a clear national guiding philosophy of University Sport, exacerbated by a silo implementation of diverse sport entities within and amongst universities.

Changes in the global context within which sports operate affect the internal functioning of the system, their dependence on external resources, the appearance of new initiatives and the support given by the public system. In the case of South Africa, the mergers of certain universities and closure of others, affected the place of sport in the education system.

It is evident that collaboration and networking exist in some cases between universities and federations, sport academies, government, etc., and has an impact on the place of sport in the education system, and varies based on the pillars of sport delivery of each HEI.

The paper provides a brief history of HEIs sport in South Africa; unpacks the three clusters of sport delivery institutions and their seven pillars of sport delivery.

CONSTRUCTION AND STANDARDISATION ON A QUESTIONNAIRE ON GENDER DISCRIMINATIONS FACED BY THE ATHLETES RELATED TO PARTICIPATION IN SPORTS

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The 20th century has been marked by a widespread movement towards gender equality. Though, this has led to better opportunities for women, especially in industrialized countries, sometimes shocking pictures were seen in a few developing countries where equality is still a faraway goal. The mortality rate for girls and women, for example, is much higher in South Asia and China in comparison to their male counterparts. In spite of many efforts by the government, sports and voluntary organizations, the participation and overall performance of women in sports has always been generally low. One of the reasons might be due to the gender discrimination existing in this field.

The questionnaire on gender Discriminations Faced by the Athletes related to Participation in Sports (DFAPS), did consisted of seven dimensions and before the first trial 90 items were there and after the final construction 49 items were selected under the following heads: (i) Public outlook towards participation of women in sports (7 items); (ii) Feelings of family members towards participation of women (7 items); (iii) Approach of sports organizers (7 items); (iv) Attitude of officials (7 items); (v) Attitude of peer groups (7 items); (vi) Approach of teachers and coaches (7 items); (vii) Press and media (7 items)

The validity of the questionnaire was established based on expert suggestions and opinion. This expert validation ensured face validity and content validity of the constructed questionnaire. The reliability of the questionnaire was established by the split half method and the reliability co-efficient thus obtained was 0.84.

A COMPARATIVE STUDY OF CONTENT ANALYSIS OF IRANIAN SPORT NEWSPAPERS AND THE SPORT NEWSPAPERS OF 21 COUNTRIES

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The dominant culture among people is influenced by several social factors. Such factors can affect beliefs, attitudes, and performances. Mass media is one of the basic instruments to inform, instruct, examine social problems, and model social values. It seems that media as forth democratic pillar can play a predominant role in enlightening people especially the adolescents and youth; if playing role properly, the media can prevent them to follow unhealthy recreation. Physical education and sport as one of social phenomena have been developed in recent years. They have influenced most of people. Mass media is considered an effective factor in modeling social values. Sport programs and subjects of mass media can influence considerably the development of the sport (Moradi, Honari, & Ahmadi, 2011).

The mass media includes radio, TV, and the press considered prominently all over the world as the reasons follows:

1. Being a developing industry
2. Being the tool of power
3. Presenting the social problems
4. Developing culture
5. Showing the social events
6. Declaring culture, beliefs, and thoughts of different social groups
7. Conducting the social changes.

The press as one of mass media has above functions. Moreover, the press functions better in some occasions due to some characteristics. The major role of the press is informing and supplying news however radio and TV are mostly entertainment oriented. The mass media - the most significant communicational way- is the mediator between the audience and the world. The role of the press is stronger and constant (Kordi, 2007). The sport newspapers also influence the development of the social sport as a subset of the press. The purpose of present study was to do a comparative study of content analysis of Iranian sport newspapers and the sport newspapers of 21 countries.

Methods: The research method was applied - descriptive-comparative- and data collection was done through library study. Iranian sport newspapers were Abrar Sport, Iran Sport, Alborz Sport, Keyhan Sport, Sport News, Isteqlal Javan, Goal, and Ninty, Piroozi. Moreover, the sport newspapers of 21 countries were analyzed. The countries were Australia, Brazil, Canada, America, Denmark, England, France, Germany, Greece, Malaysia, Holland, Portugal, Romania, Scotland, Singapore, New Zealand, Switzerland, South-Africa, Republic of Slovakia, Slovenia, and Nepal. Descriptive statistics (tables, frequency percent) was used to describe data.

Results:

Table 1 presents the comparison of Iranian sport newspapers and the sport newspapers of 21 countries based on the news paper readers.

Table 1. The comparison based on the news paper readers

	players	Coaches and managers	Sport organizations	fans	others	whole
Iran	30%	30%	2%	2%	36%	100%
21 countries	52%	14%	4%	-	30%	100%

Table 2 demonstrates the comparison of Iranian sport newspapers and the sport newspapers of 21 countries based on the information resources.

Table 2. The comparison based on the information resources

	journalists	News agencies	2 or 3 news centers	pseudonym	anonymous	whole
Iran	8%	4%	15%	-	73%	100%
21 countries	62.6%	14.6%	0.3%	8.3%	14.2%	100%

The most of Iranian sport newspapers were about male sports (96%) and few ones regarded female sports (3%). Only 1% of the newspapers did not consider the gender. In the 21 countries, the most of sport newspapers were also about male sports (85%) and few ones regarded female sports (9%). The rest of the newspapers did not consider the gender (6%). The dominant content of Iranian sport newspapers was about football (79%) and the rest were about other sport fields (21%). However, in the 21 countries, it was 42% about football and 58% about other sport fields.

Discussion: The results showed that the dominant content of Iranian sport newspapers was football however, in other countries, it was considered less than Iranian newspapers. The most of the sport newspapers in Iran and other countries focused on the subject of male sports. Regarding the information resources, the most of Iranian sport news in newspapers were anonymous (73%) and a few ones were anonymous in the 21 countries (14.2%). The overall content of the whole sport newspapers varied according to seasons of year (competition season). The news was mostly related to the competitions. It was concluded that Iranian sport newspapers are designed similarly to the other countries. The only difference is the rate of consideration to the subjects.

EFFECT OF YOGIC PRACTICE ON PERSONALITY AND PHYSICAL FITNESS FACTOR AGE BETWEEN 12 TO 16 YEARS

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Yoga is science of right living; it works on all aspect of Human being i.e. Physical, Psychological, Social and Spiritual and gives knowledge of his true self. The science of yoga has a sprat division devoted to a thorough care of the human body and all of its functions. Purpose of the present study was to see the effect of yogic exercise on personality and fitness factors of school children. A total group of sixteen students was selected randomly for the present study underwent eight weeks of specific type yogic training. To determine effect of yogic practice personality 14 and physical fitness 4 factor total 18 factors were selected.

The data were collected before and after the yogic treatment and analyzed by Sir William Gosset's (1905) Student t-test. The Paired sample t-test analysis of all 18 variables indicates that the treatment group of 16 participant the mean scores of A, B, D, E, F, G, H, I, J, O, Q1, Q3, Q4 of 18 Factors calculated t-test of value of 13 Factor falls in critical region. we accept H1, the Hypotheses stated earlier support the case of 13 variable that is why it is accepted and in the case of C and Q2 the result does not support to hypothesis that H0 and it is rejected in the case of Conclusion mean value is showing positive difference and increase in mean indicate that there is significant effect of yogic practices on variable A, B, D, E, F, G, H, I, J, O, Q1, Q3 and Q4.

The result reveals that yogic practice have significance effect on personality and fitness factors. A well Planned and conceived yogic exercise program can be make immeasurable contribution to the wellness of individual. The importance of yogic activity has been substantiated across life span from pediatric to gerontology perspectives and has been shown to be a significant mediator in coping with life pressures (Iambart et.al. 1988).

THE SITUATION OF SUNSHINE SPORTS MOVEMENT IN UNIVERSITIES OF HARBIN

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Objectives: This paper made investigation and analysis on manage system, teacher resources, activity content, policy guarantee and implementation effect of university sports, in order to provide theoretical reference for promoting Sunshine Sports Movement

Methods: Literature Study, interview, Questionnaire, Statistical Analysis were used in this study.

Results and Discussion: By investigation, we found that students were reluctant to participate in physical exercise. University presidents paid least attention on Sunshine Sports Movement. PE Teachers special ability was weakening. The salary of PE Teachers did not match with their workload. PE Teachers teaching manner was earnest. Students were inactive in winter jogging. Health broadcasting was needed. Organization needed to be diversified. Sports facilities were limited per capita. Financial investment needed to promote. First aid system needed to be promoted. Winter sports events were little.

Conclusion and Suggestion: University sports movement should set up health idea. More PE teachers should be added in PE Class. Teacher's salary should be increased. Teacher's specialty should be promoted. The presidents should focus university sports. Sports facilities should be advanced. Sports financial should be increased. Security management should be strengthened. Campus culture should be promoted.

EFFECTS OF ACTIVE VS. PASSIVE RECOVERY ON BLOOD LACTATE AFTER SPECIFIC TAEKWONDO – TASK

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Previous studies indicated that blood lactate disappearance was facilitated during active recovery compared to passive recovery, but these effects associated with a taekwondo specific technique such as Up-Chagi is still unknown. The aim of this study was to investigate the effects of active vs. passive recovery on blood lactate after specific taekwondo-task in highly trained taekwondo players. Ten young taekwondo players with average age of 17.93 ± 0.34 and weight of 65.8 ± 1.41 Kg and 6.09 ± 0.3 years volunteered to participate in this study. All athletes have international level experience and they were elite that also they were numbers of Iranian male taekwondo national team. The taekwondo players performed in random order, over two separate sessions, consisted of a taekwondo Task-induced hyperlactacidemia (Up-Chagi technique) with 10 min of passive (PR) or active recovery (AR). After 10 min of recovery, no differences were found when comparing PR and AR to reduce hyperlactacidemia. However, both recovery protocols (PR and AR) led to decreased levels of blood lactate concentration when compared with the post-task moment.

THE SIMULATION OF CRAWL SKILL'S MOTOR PATTERN

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Swimming instruction through simulation is one of aiding teaching tools that may be able succeed in transferring science movement pattern positively embracing swimming tetratlone skills, using the least facilities. This research is designed to describe the correlation between implementation of crawl techniques out of water. The statistical population includes students who have taken the physical education course with a focus on swimming. The samples include 50 students who are randomly chosen on the basis of the Morgan table. Observation by 3 well-experienced trainers, made a mark of 20 for the performance of movement pattern by subjects. The gathered data here are analyzed descriptively and cognitively using the correlation quotient presented by Pierson. According to the finding of this research the correlation – quotient, processed by SPSS software stood at $R=0.365$ with a margin of error of $p=0.009$. The common point was $R^2 = 0.136$. That means the swimming techniques could be applied out of water on vaulting horse (simulator).

BEIJING – 2008 OLYMPIC LEGACIES CERTAIN OUTCOMES

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The concept of legacy is relatively new within Olympic circles: it appeared in the 1990s, during the organizational phase of the 1996 Atlanta games. In the wake of historian Richard Cashman's work on Olympic legacies, a distinction between hard and soft legacies emerged; that is, between material legacies such as sports facilities – relatively simple to identify – and non – material ones, such as socio – cultural development, which are harder to distinguish.

According to Cashman, legacies can be broken down into six categories: an economic legacy, a legacy of the built and physical environment; an information and education legacy; a legacy of public life, politics and culture; a legacy of sport; a legacy of symbols, memory and history. The advent of ecological ideas within the world of Olympism can be seen as a legacy of public life, politics and culture.

Recent host cities to the Olympic Games have left legacies with both intended and unintended consequences.

The results of the positive legacy:

- The 1956 Melbourne games introduced the now standard practice in the closing ceremony of athletes entering the stadium in mixed parties;
- Satellite and colour TV coverage, now normal, were first introduced in the 1964 Tokyo games;
- The 1984 Los Angeles games made private sponsorship and marketing a common practice;
- The 1988 Seoul games had twin legacies: South Korean economic and political advance;
- The opening ceremonies of the 2000s Sydney games and the 2004 Athens games metonymically raised the ceremonial spectacles – and so on.

The analysis of Beijing – 2008 Olympic Games legacy is represented in our research.

The intangible positive legacies, with the necessary caveat that precise measurement were difficult if not impossible, from a Chinese perspective included the internal adsorption and dissemination of Olympic ideals and values, the sharing of multiple cultural experiences, the accumulation of positive memories, and the experience of community cohesion and patriotic pride through national accomplishments. One hoped – for intangible legacy should be singled out for special mention – the publicity China attracted globally from hosting a virtually no-expense-spared Olympics – unique in cost, and arguably, in effort.

The intended tangible legacies of Beijing 2008, obvious and measurable, including new buildings, new sports structures, new traffic infrastructure, a massive influx of tourists, and many other changes, are well publicized and well known.

Beijing's successful bid for the 2008 games coincided with Chinese entry to the World Trade Organization in 2001. It had a significant impact on China. In addition, between 2002 and 2007, some 1.92 million jobs were created in the Beijing hospitality industry. China ranked fourth in the world for foreign visitors.

There is a downside to the Beijing boom. While housing prices in Beijing have soared in recent years, the games have injected additional tremendous growth in the cost of Beijing real property. In 2001, following the award of the 2008 games, investment in real property surged dramatically, growing by 50.12%. This is in part an unfortunate legacy of the games.

Sport at elite and mass Level: Ambitions, Aspirations and Potential Obstacles.

Plan to Win Glory in the 2008 Olympics' was drafted in 2002. According to the plan, Chinese athletes participated in all 28 sports competitions and obtained 100 medals (302 all in all) and took the second place after USA.

Since 2002, a special budget for Olympic-related research projects has been available. Special workshops on the prevention and treatment of athletes' injuries have been provided.

To motivate athletes to commit themselves totally to the Olympics, for example, an athletes' insurance system has been established, and their incomes have been increased following the reform of the athletes' income distribution system.

In 2007, athletics was included as an independent occupational category for the first time in the National Management System of Public Enterprises' Staff. Furthermore, a series of educational and psychological activities were organized for national teams and individuals to assist them in their mental preparation for the games. There are two potential legacies arising out of these superlative preparations, one positive and the other negative: elevated personal and national self-regard and pride if the athletes are successful or lowered self-esteem and humiliation for both athletes and people if the athletes are unsuccessful.

One trumpeted legacy of phenomenally expensive new facilities is the long-term advantage to mass sport. The majority of the sports venues and facilities that have been built for the games, are used for public recreation and leisure after the games.

Mass sport, incidentally, has already a positive games' legacy. China has combined a national fitness programme with the build-up to Beijing 2008, encouraging people to enthusiastically support the Olympics by getting a feel for sport through participation in it. Nearly 100 million people now participate in a variety of programmes.

Various kinds of activities such as the Ice and Snow Event for a million teenagers a national display of hundreds of millions of women fitness enthusiasts, a national sunshine physical education and sport for hundreds of millions of students and a national display of exercises for hundreds of millions of the aged have been established. In addition, attention is now being given to the fitness of farmers.

There can be no doubt that staging the games helped to raise the generally low level of popular participation in sports, especially among the young. That legacy is already in place.

In summary, on the positive side, what the games may provide is a legacy of a successful bid that involves an upsurge in national sport, pride, morale and cooperation; on the negative side there is a danger of nationalistic over-reaction and not far from hyperbolic chauvinism.

OLYMPIC SPORTS IMPACT ON A HUMAN'S HEALTHY LIFESTYLE

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Significance. Subject of a healthy person's lifestyle is still relevant. In discussing a question of the man's belonging to sports people mistakenly often believe that the mental and physical development have performed as separate parts in the formation of human's healthy personality. Although, in general, in our country physical education and sports are considered to be one of the most important means of upbringing a person, harmoniously combining healthy lifestyle, spiritual wealth, moral purity and physical perfection. So, the issue of Olympic sports impact on a person's healthy lifestyle is still important, moreover, the government makes a big bet on sports.

The purpose of this research is a theoretical and methodological substantiation of the influence of Olympic sports on a healthy way of humans.

Research methods: theoretical analysis, synthesis of scientific and methodological literature, interviews.

Research tasks:

1. To determine understanding of the phenomenon "healthy lifestyle".
2. To identify the factors that cause the greatest damage to a healthy way of a human.
3. To substantiate the theory of influence of Olympic sports on a human's healthy lifestyle.

Research results and its discussion:

So, in the course of solving the first task we tried to determine theoretically understanding of the phenomenon "healthy lifestyle". Here are the most suitable for our research views of scientists, offering their definitions. Thus, a healthy lifestyle (HLS) is the behavior and thinking of the person providing him the protection and promotion of health. HLS – a model of individual behavior in the particular circumstances of life, reducing the risk of diseases. HLS – a system of life, providing adequate and optimal human exchange with the environment, thus allowing to keep health at a safe level. Taking into account all said above, at the present stage of scientific understanding a healthy lifestyle gets a new meaning: health is not a self-goal but only means allowing to realize fully the potential of the individual. Health must be understood as an integrative characteristic of the person, which includes physical, mental, social and spiritual aspects.

If we consider that the factors that affect the health are divided into five main groups: the living environment, production factors, social, biological and individual lifestyles. In this context, the main factors affecting physical health are: the nutrition and breathing systems, exercises, hygienic procedures. Since the nutrition in this series has been in the first place I would like to stop at this issue in greater detail, which was the reason for the relevance of this research topic. And there is a strong substantiation.

Thus, according to the National Center for Disease Control and Prevention in the United States over the past 30 years, obesity has doubled among children and among adolescents has tripled. The proportion of children who suffer from obesity in the U.S. has increased from 7% in 1980 to approximately 18% in 2010. In addition, the percentage of adolescents aged 12-19 years old who were obese increased from 5% to 18% over the same period. We specify that biologists define overweight and obesity as a result of "caloric imbalance" that is, too few calories spent on the amount of calories consumed and the organisms of people are suffering from various genetic, behavioral and environmental factors.

By the way, according to the same staff of the National Center for Disease Control and Prevention, childhood obesity has immediate and long-term effects on the health and well-being of the human body.

Among the immediate effects on the health of children and adolescents are the following:

- Obese young people are more likely to have risk factors for cardiovascular disease such as high cholesterol and high blood pressure.
- Among the population on the basis of the samples from 5 to 17 year olds, in 70% obese young, at least one risk factor falls on the cardiovascular disease.
- Obese adolescents probably already have diabetes, a condition in which the blood glucose level indicates a high risk of developing diabetes.

- Children and adolescents who are obese are at greater risk of acquiring diseases of bones and joints, social and psychological problems such as stigmatization and low self esteem.
- For long-term consequences of obesity on health of the young men and children the following factors are included:
- Children who are obese are likely to obese as well as adolescents of 11 to 14, and hence are more at risk for adult health problems such as heart diseases, type 2 diabetes, a stroke, certain types of cancer, and osteoarthritis. One study found that obese children as young as aged 2 were more inclined to obesity in adulthood.
- Overweight and obesity are linked to an increased risk of development of many types of cancer, including a cancer of breast, colon, uterus, esophagus, kidney, pancreas, gall bladder, thyroid and ovaries, cervix and prostate.

Now, when each of us read carefully again all of the above are likely to understand that the problem of obesity at an early age of the person can lead to more serious consequences in the future – in about 20-30 years it may first destroy one nation, and subsequently destroy the whole world. The marked problem should not leave any of us indifferent.

In discussing the man's belonging to sports people often mistakenly believe that the mental and physical development perform as separate from each other components in the formation of the human personality. In fact, worrying about the spiritual development of the individual student teachers often recommend to visit theaters, art galleries and museums. However, they rarely remember about the need for the same purpose to go in for sports, although on the whole, in our country the physical culture and sports are considered to be as one of the most important means for the upbringing a human, harmoniously combining spiritual wealth, moral purity and physical perfection. Therefore the question of the influence of sports on the healthy development of the human personality' health is still relevant, especially since that the state has made a big bet on sports.

In this paper, we would like to share the most interesting, in our opinion, results of our theoretical research to understand how Olympic sports develop a "healthy" personality of a professional athlete.

Thus, studying the experience by R.M. Zagainov – a psychologist of one Olympic teams, worked with such outstanding athletes champions as S. Bubka and B. Saneev (track-and-field), A. Karpov, G. Kasparov, N. Gaprindashvili, M. Chiburdanidze (chess), A. Fadeev, V. Petrenko, E. Vodorezova (figure skating), N. Deryugin, A. Anpilgov (sports games) and many others, we have concluded that this elite category of members are located as if it were over the core group of athletes: characteristics of their behavior, reactions, self-regulation (especially in crisis situations) are rather peculiar and individual [1]. Author claims that this phenomenon is linked to the unique personality of the champions mentioned above and ones like them in the world of professional sport, namely the inherent specific traits. Let us consider only the characteristics that distinguish best an athlete champion from the ordinary athletes or other groups of people.

Self-motivation. It is understood as a quality of a person focused on an obligatory success in work and life.

Will. The will of a man clearly manifests and develops in the conscious actions to achieve specific goals and associated with overcoming obstacles. Sports training sessions and competitions involve the emergence of a variety of obstacles.

Concentration. Totally concentrated personality is an obligatory condition of the stable successful functioning of an identity system, such as in the case when it is necessary to provide a state of concentration of the organism to certain period of time.

Professionalism. In practice, most researchers of almost every area put a quality of the person in the first place. Meanwhile, professionalism of professional athletes means much more than a professional attitude and loads of modern sport, but also as the ability of an athlete for many years to lead a professional life (image, behavior, nutrition, etc.).

Stability. Champion athletes are stable in their main activity, which is expressed primarily in the fact that they never fall below a certain level of competitive activity, in the manifestation of the same fighting qualities and technical and tactical skills. Also champion athletes are stable in their own behavioral manifestations, which are based on the most severe self-control.

Resistance. Human resistance to the hostile world surrounded by natural instincts and own complexes is meant.

Invincibility. RM Zagainov considers this characteristic out of the complex of personal qualities of a champion athlete because it (the "unconquered") is a sort of quality symbol of identity belonging to its image. He says, "The fear of defeat distinguishes personality of an athlete champion making his daily life filled with a lot of stress and anxiety." This quality of the person is proof that Olympic athletes have set themselves the maximal tasks in the out of sports life, where, as a rule, they are successful.

Conclusion: Thus, Olympic sports can form in a human so needed self-confidence in own abilities, the dominant positive emotional background and optimism. Influence of the Olympic sports on the development of traits mentioned above is largely connected with formation of human's healthy personality and lifestyle. Of course, not all the aspects of the impact of Olympic sports on the development of the formation of a human's health mentioned in this work. I doubt whether it could be possible in a short work. Year by year, sport is becoming harder, smarter, more interesting, and more and more people are showing an active interest in this sphere. So, impact of sports on the formation of the human's health is only increasing.

RESEARCH OF PRESENT SITUATION ON CORE STRENGTH TRAINING OF BEIJING COLLEGES'S HIGH- LEVEL TRACK AND FIELD TEAMS

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1. Aim of the study: Core strength training are new training ideas and methods raised from fitness rehabilitation field and entered into track and field in recent years. This paper selects representatives of Beijing high level track and field teams, study the present core strength training situation , aimed to enrich the strength training system, and promote college high level sports teams to improve the competitive ability.
2. Study methods:
 - 2.1 Referring to related literature: Through the retrieval of the database of Chinese Journals and EBSCO exercise science database referring to 34 concerned paper, the theoretic basis of this study was founded.
 - 2.2 Questionnaire survey method: Distribute questionnaire to 15 coaches and 118 athletes from 10 colleges' high level track and field teams of Beijing and carry out the validity and reliability test.
 - 2.3 Mathematical statistics method: All data were processed using the statistical software SPSS17.0, The processed data calculation and figure composition was completed by Excel2003.
3. Result and analysis: Coaches and athletes' cognitive analysis on core strength training

3.1 Analysis of core strength training's functional definition

"Core strength training is focused on strength exercise under unstable condition, it can raise more muscle groups involved in the work, The traditional strength training is very difficult to stimulate deep muscles, the core strength training is carried out especially in unstable condition, so it can be more effective to solve this problem." It emphasizes the power link and transmission; emphasize the combination of strength, coordination, flexibility and agility. It is effective to promote coordination and strength quality obviously .13 experts agree on this point, accounted for 86.7%, 2 experts don't agree with this point, accounted for 13.3%. This shows that the experts basically hold affirmative attitude on core strength training.

3.2 Coaches and athletes' cognitive analysis on core strength training

Through the investigation of 10 colleges that recruit high level athletes, three of the colleges adopt systematic core strength training compare with the other teams who rarely use core strength training. Part of these colleges do not understand their adopted core strength training method. Therefore the core strength training method has not been universal applied in Beijing ordinary colleges' high level track and field teams.

Only 6 coaches who understand and have experienced professional core strength training ,accounted for 40%; 5 coaches generally understand core strength training, accounted for 33%; 4 coaches do not know core strength training ,accounted for 27%; As the athletes are concerned,29 athletes know core strength very well, accounted for 25%, 41athletes generally understand core strength training ,accounted for 35%; 48 athletes do not know core strength training, accounted for 41%; The data above show that most coaches and athletes are in the first stage of core strength, core strength training method is not widely spread in Beijing colleges' high level track and field teams ,and still need to promote.

Currently the most widely used method of core strength training is bare-handed practicing on mat and Swiss ball training, The main reasons are: firstly, these equipment are easy to buy; secondly, the use of these two training methods are adoptive to more training categories; thirdly, the training by using this two method is efficient. Balance plate and air cushion are not used frequently and let alone other training methods. Although vibrating strength training can effectively improve the athletes' relative strength, it is not widely used. Currently, Swiss ball, bare-handed practice on mat balance plate and air cushion are the main core strength training methods. The training feedback results is pretty good, and still need to further expand the development of more training methods into practice to promote raising athletes' performance.

3.3 Application analysis of core strength training

3.3.1 Frequency and effect analysis of core strength training

Weekly, the use of core strength training frequency is different in different track and field events. Core strength training is often used in throwing events, about 3-4 times/week; sprint, hurdling, high jump and long jump events is 2 times /week; middle and long distance races, heel-and-toe walking race is 1 time/week. Therefore, the core strength training is basically adoptive in track and field events. At the same time, the core strength training methods can effectively raise athletes' coordination ability and strengthen waist and abdomen strength, improving athletes' performance. 53 athletes consider that core strength training can raise special movement performance obviously, accounted for 45%, This also proves that core strength training can meet the requirements of raising athletes' special strength.

3.3.2 Extending and learning of core strength training in colleges

Core strength training is a new training method, although technique requires more compare with traditional training method, it offers various forms, higher interest, good training effect and wide application range, can effectively mobilize the training enthusiasm of the athletes, so, both coaches and athletes should reinforce to master advanced training theory and methods. Enable coaches to get approach to new things, and effectively promote athletes to use new training methods. Sports management department should organize coaches to exchange experience and study new training methods, promoting the widely use of new training methods and tactics and fully grasp the coach team construction, constructing an effective operating system which can well promote the development of sport.

4. Conclusions and Suggestions:

- 4.1 Through the training effect, it was found that both coaches and athletes approve core strength training method, and core strength training method is indispensable for athletes' fitness training. It emphasizes the power link and transmission, emphasize the combination of strength, coordination, flexibility and agility. It is effective to promote coordination and strength quality obviously .
- 4.2 The main core strength training equipment used in Beijing colleges' high level track and field teams are: balance plate, Swiss ball, foam tube, air cushion etc. Even though core strength training method is not widely used, as a new effective training method, core strength training should arouse more attention by college coaches and athletes.
- 4.3 Coaches and athletes of high level track and field teams approve the high value of core strength training, holding approval attitude on raising athletes' special ability, the future prospects of core strength training is bright.
- 4.4 Propose attaching importance to high level track and field teams' construction seriously, increasing investment and talents introduction work. Coaches' training theory and methods should be updated as soon as possible, introduce and digest core strength training methods and means.

RESEARCH OF THE INFLUENCE OF THE CONSTRUCTION OF SMART BEIJING OLYMPIC VENUES ON 2011 SHENZHEN UNIVERSIADE VENUES

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This paper analyzes the construction of Beijing Olympic Venues. We find that, with using such systems as equipment management systems, information technology system infrastructure, special facilities system, information application system and IT rooms, it has exerted a strong influence on the construction of 2011 Shenzhen Universiade venues. The fully integrated smart systems have directed the construction of venues and resulted in the full application of products tested by the so many computerized projects. The new design concepts of smart venues have also been applied in the 2011 Shenzhen Universiade. Thus the construction efficiency and the operation management have also been in great progress.

RESEARCH ON COMPETITION VENUES TECHNOLOGY OPERATIONS IN THE LARGE-SCALE COMPREHENSIVE SPORT EVENTS – FROM BEIJING OLYMPIC GAMES` PERSPECTIVE

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Competition venues technology operations (VTO) are more and more important in major sports events. VTO is one of the most crucial elements which influence the running of the games, just as nervous system to human body.

It is to analyze the impacts of VTO in Beijing Olympic Games and apply the solutions to international university sports games or other events.

Methods: literature, field observation and interviews.

Findings:

- 1.Competition venues technology operations center (VTOC) did not support enough infrastructures to the competition group. It was not considered as the first. Many facilities such as computer, TV and WLAN services were insufficient for the competition group.
2. VTOC didn't fulfill the service duty between different groups. Most venue staff knows little of INFO2008, and cannot get the required information from Games Management System. VTOC didn't touch with other groups to know and feedback it to TOC, so the problems cannot be solved.
3. There are too many interfaces to VTOC struggling to deal with. It must meet the need of external technology part including Top, Beijing 2008 Partners and other contractors or sponsors, and satisfy the inter-venue part such as Broadcast, Spec Services, Logistics, and Sport groups especially.
4. Resources must be reserved by VOTC for emergencies. The needs of the clients were changed probably in last-minute or process of the games.

Discussion:

1. Olympic Games are not a "Technology Event". Competition is the core content, so VTOC should strengthen services for competition group. Only proven technologies are deployed to support core services and operations.
2. Although more than 95% of the problems are needed to solve inside venues, VTOC should establish a rapid feedback mechanism with TOC and other teams in venues to solve unplanned problems.
3. To some nonprofessional interfaces, VTOC should play the role as a supervisor or coordinator. At the same time, the third-part test and experts are recommended.
4. For emergency changes, VTOC should make different prediction schemes cooperating with other groups in venue.

THE CONCEPTION OF MODERN UNIVERSITY AND THE PRACTICE OF OLYMPIC MOVEMENT OF TSINGHUA UNIVERSITY

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Abstract: Based on the concept of modern university that the training of qualified personnel as the center and the teaching, research and service to the community as their own responsibilities are discussed, the important function of modern university is exposed in the development of Olympic movement. It is also discussed through the specific participation of Tsinghua University in Olympic movement if their own characters could be realized and positioned better in the modern universities, conditions will be created to contribute to the development of Olympics.

Introduction: Universities are China's important disseminators of modern sports, and many modern sports concepts and sports projects are spread through university to the community. With the coming of knowledge economy era, the modern universities have moved from the margins of society toward the center. As the cradle of talents training, the base of knowledge innovation and the social institutions connecting sports and education, universities have both the responsibility imparting knowledge, creating knowledge and serving society and the mission developing and disseminating sports. Consequently, it is also a direct and meaningful work of personnel training and community service for universities joining in Olympic movements.

Tsinghua University in Beijing which had just spent the centenary in April 2011 is internationally a reputable university having long sports tradition. In a century, the Tsinghua University not only cultivates a large number of scientists, engineers and key personnel in all walks of life, but also it is well known for her to lay great emphasis on sports and participated actively in them. The sports concept of school that educating people is first and physique and personality are emphasized together and the university concept of competitive sports at a high level that pursue excellent constitution and learning have been formed in the long educational practice. Centering on the practice of the Olympic movement, the participation of the modern Olympic movement for Tsinghua University is talked about in the paper.

Olympic concept of environmental protection and the practice of Tsinghua University.

The earth is the common homeland of all mankind. Protecting Mother Earth and achieving sustainable development are the common aspiration of mankind, the concept of the Olympic Movement. As far back as 1995, the idea of green university which the construction of green education, green technology and green campus are regarded as the main content is proposed, and it is implemented with the support of State Environmental Protection Administration. The face of Tsinghua University is not only changed with the construction of green university campus and the conception of green university campus and values of sustainable development are also deeply rooted in the hearts of all teachers and students through unremitting efforts. The courses of environmental protection and sustainable development are not only opened for students and the efforts that plant the variety of vegetation in campus are intensified by Tsinghua University in order to build Tsinghua University into a green ecological campus, but also multi-disciplinary advantages are played by Tsinghua University to carry out the concept of green Olympics and do a fruitful work for the achievement of 2008 green Beijing Olympics during the 2008 Beijing Olympic Games.

The scientists and engineers of Tsinghua University have assumed a very important subject from 2000, "The Integrated Control Measures of Air Pollution in Beijing", with the support of the ministry of Science and Technology. The study included energy use, traffic pollution and industrial pollution control and etc. Its purpose is the fact that makes the 2008 Beijing's air quality meet the national air quality standards and creates a clean blue sky for the Olympic Games. Based on the principle of study and service both together, some research results of the project has been applied in the course of the study, such as providing the 2008 air forecasts for Beijing's Olympic bid and some of the research results incorporated into environmental policies which the Beijing Municipal Government formulated.

Professors and engineers from the automotive engineering department of Tsinghua University has engaged in the research and development of clean vehicles for many years, the subject about the R&D of fuel cell of city bus had been finished in 2006 and a number of vehicles based on the findings were used in the operation of Beijing's urban public transport as a "zero pollution" demonstration during the 2008 Olympic Games. The city bus used the fuel cell also played a role during the 2011 World Collegiate Games in Shenzhen, China.

Professors from the Electric Engineering department of Tsinghua University cooperated with some experts from related unit to assume the subject of 2008 Beijing Olympic Games about the solar pumping and lighting integrated application

system in 2001 to develop the intelligent solar lighting system and the solar pumping systems which are applied separately into the Capital Stadium and the Olympic Sports Center of Beijing during the 2008 Beijing Olympic Games and whose effects are well.

The concept of environmental protection and green Olympics for Olympic movement is the important issue related to the sustainable development of Olympic movement. Tsinghua University makes its own contribution to the environmental protection concept by using its own strengths of education and advantages of multi-disciplinary research.

Olympic concept of education and the practice of Tsinghua University.

The Olympic movement is a culture, and also an education. China is a country with 1.3 billion people including 400 million young people. It is very spectacular and ambitious to spread the Olympic knowledge and promote the Olympic spirit in 400 million young people so as to achieve the ideal combination of sport and education. Young people who are the expectation and the future of society, especially college students, are enthusiastic about sports and Olympic Movement, which has not only a significant impact on the students themselves, but also affects the future development of the Olympic Movement. Tsinghua University as one of China's most influential universities participates actively in the practice and development of the Olympic movement with other universities, which promotes Chinese young generation to understand the purpose, philosophy and spirit of the Olympic movement, and makes an important contribution to the development of human Olympic movement. The main approaches which Tsinghua University fulfills the Olympic educational ideas are as follows:

Physical education curriculum reform is carried out to promote more sports into the college classroom and make more students participate in sports. Different sports with different cultures are originated in different nations and countries. The exchange and dissemination of sports belong to a kind of cultural ones. However, it is difficult to realize truly a wide range of communication and popularization if sports are only confined in competitive sports arena. If they are become into the content of school physical education curriculum so as to let more students understand and master them through classroom teaching, it is possible for them to enter the community more widely and owned really by the community through more students' participation and dissemination. For this reason, based on traditional sports courses, Tsinghua University formulated a detailed program and implementation plan to enhance the construction of faculty and curriculum system, and made the physical education curriculum offered throughout the school increase from 21 in 2000 to the present 50. Additional physical education courses are as follows: fencing, diving, beach volleyball, judo, boxing, gymnastics, rowing, shooting, archery, swimming, rugby, tae kwon do, karate, cane ball, and so on. These courses which basically belong to the Olympics project from the sports project point of view are favored by students.

The different sports activities of the second class are carried out in extra-curricular time besides the reform of physical education curriculum system and the broadening of subjects and content to make multi-level, multi-scale and full range of sports counseling for students in Tsinghua University. These measures promote students to understand sports connotation and enhance their interest in sports so as to make them become imperceptibly the practitioner spreading Olympic knowledge and carrying forward the Olympic spirit. For example, a long-distance running which is an essential element in the physical education of Tsinghua University and a sports item offered in the second class of school attracts a large number of runners and marathon enthusiasts. There are many students from Tsinghua University enrolling in 5 km, 10 km, half marathon and full marathon at the annual Beijing International Marathon. The number of participants that got up to 6,000 people in 2003, 2004 and 2005 accounted for a quarter of the total people's number of Beijing International Marathon.

Exploring the way that the universities are taken as the bases, sports and education are combined, universities, secondary school and primary school are connected, high-quality and high-level student athletes are cultivated. The purpose which Pierre de Coubertin, founder of the modern Olympic movement established the Olympic movement is to educate young and promote the harmonious development of their body and mind in a new way. In the development of competitive sports, it is educationally meaningful for both the concept of education and the participation of the Olympic movement to make athletes educated more comprehensively to possess higher quality. Since the 1990s, Tsinghua University has explored to train a high level of student-athletes with other universities together. With the support of the relevant departments of the State Sports General Administration and the Ministry of Education, Tsinghua University has set up a track and field team, diving team, shooting team and other high-level sports teams of students. High-level students' sports teams of Tsinghua University have five main features which are as follows: (1) the university is taken as the base of learning, training and management; (2) the cooperation of sport system and university is embodied fully in the management system. The support of society and the department in charge of sports is provided in training, competition and capital, etc; (3) the convergence cultivation is done from primary school, secondary school to university according to different sports. Student-athletes' culture learning and training and competition are emphasized together

to prompt them to have a comprehensive physical and moral development; (4) the experience of professional sports teams of our country is absorbed, centralized accommodation and centralized management are carried out, and the training is implemented by high-level coaches; (5) the advantages of comprehensive research of university are brought into play and the study groups are formed by experts from different disciplines to provide strong scientific support for the cultivation of high-level athletes. The exploration of high-level students' sports teams of Tsinghua University has achieved initial success, and the student-athletes who are growing rapidly with both excellent physique and learning have performed well in national and international competitions.

The relevant researches on Olympic movement and modern sports research are done. Creating the platform of research on sports humanities and social sciences and doing research on sports humanities and social sciences are the proper meaning which the Olympic movement is practiced. In the year of 2001, the key research base of sports social science which Tsinghua University declared was approved. After this, according to the developmental needs of sports social science and the constructive requirements of sports disciplines of Tsinghua University, taking the theoretical and practical issues appeared in the development of sports of our country as a breakthrough, the experts and scholars of school from the field of humanities and social sciences are gathered to play the comprehensive advantages of Tsinghua University's scientific research, explore actively the new ways of multi-disciplinary research on sports humanities and social sciences, and carry out interdisciplinary research on sports humanities and social sciences. The research base of sports social science of Tsinghua University has completed 32 subjects subsidized by the National Social Science Fund of which include "the relations of the 2008 Olympic Games and China's economic and social development", "China's sports capital market", "The development of Western Sport Sociology in the 20th century: theory, point of view, paradigm and enlightenment", and so on. At present, Tsinghua University has built the doctor station of the first level discipline of sports science and the postdoctoral research station of sports science. The Olympic education is promoted on the level of scientific research through these efforts.

Conclusion: When the Olympic movement becomes an education, a concept, a social movement and the focus of the world, what kinds of concept, awareness and action universities should have in order to participate better in the Olympic movement is what we should think about and face. It is identified from the understanding and awareness of the modern university concept and the exploration of Tsinghua University's participation in the Olympic movement that they can create the conditions to participate over all in the grand social movements of Olympics so as to make contributions to the development of the Olympic Movement, as long as the universities which regard personnel training as the center and take the impartation of knowledge, the creation of knowledge and the service of society as their own responsibilities can understand and position their roles well.

RESEARCH ON IMPACTS OF THE OLYMPIC GAMES ON COLLEGE STUDENTS

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1. Research Target: The success of the Beijing 2008 Olympic and Paralympic Games not only enhanced the world's understanding of China and promoted their cognitive understanding of the people from all the countries, but also had a great impact on the ideas and behaviors of college students in our country.

2. Research Method: Literature, analysis, mathematical analysis

3. Result & Analysis

3.1. Stimulate Cohesion & Inspire the Spirit of Patriotism among College Students

The key reason why the Olympic Games could have such a great appeal to the people from all over the world is just because it can arouse people's strong patriotic enthusiasm and ethos to constantly strive to become stronger. The more the college students participate in the Olympic Games, the more the positive impacts of the centripetal force and cohesive affinity are imposed on college students.

3.2. Cultivate College Students with Enterprising Spirit

The Olympic Spirit of "Faster, Higher, and Stronger" spur the college students to practice and cultivate their own quality during their continuous process of fighting, thus it is helpful for the college students to form a positive outlook on life. For example, the indomitable fighting spirit of the disabled athletes on the Paralympic Games no doubt has strongly promoted the college students to be cultivated as being positive and enterprising.

3.3. Shape College Students' Sense of Value of Fairness

Fair competition is the ideal standard in the Olympic Games. The competition rules and game methods of each sports event are code of conduct that must be observed by every athlete, which is better for college students to view fairness as their private beliefs, principles of life, and code of conduct. It plays a positive role for the college students to shape a healthy personality, democratic consciousness, and social adaptability.

3.4. Promote the College Students' Sense of Participation

To take part not to win is the creed of the Olympic Games. There are mainly three kinds of participations for the college students: 1) as a volunteer, 2) as an athlete, 3) participate in relative activities related to the Olympic Games.

3.5. Strengthen College Students' Sport Consciousness

The related promotional activities held during the planning and organizing period of the Olympic Games could influence the cognition and understanding of college students towards the knowledge related to sports and events, thus it will improve their initiative to practice physical exercise and other related activities.

3.6. Improve Comprehensive Physique Development of College Students

The core of the Olympic Games is the people's education. In the Olympic Charter, Olympism is stated as "a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind" in the second item of the Fundamental Principles of Olympism. With the organization of the Olympic Games, the initiative of the college students to take part in physical exercise is increasing, which is better for them to form a healthy life style.

3.7. Enhance the Interchange and Friendship between College Students from all over the World

The aim of the Olympic Games is to enhance the interchange and friendship between young students of the world. There are two items composed the Olympic Games: 1) The Olympic Youth Camp. Since the 1964 Tokyo Olympic Games, the Olympic Youth Camp has become a part of the Olympic cultural activities. The aim of this part is to make the youth from all over the world to interact and study with each other under the atmosphere of the Olympic Games so as to understand deeply the ideal of the Olympic Games; 2) The project of "One School One County" is developed by the 1998 Nagano Winter Olympic Games as a innovative international understanding education project aimed at "educating international consciousness of friendship".

4. Conclusion: The impact of Olympic Games on the college students can be concluded as to stimulate cohesion & inspire the spirit of patriotism among college students, cultivate college students with enterprising spirit, shape college students' sense of value of fairness, promote the college students' sense of participation, strengthen college students' sport consciousness, improve comprehensive physique development of college students, and enhance the interchange and friendship between college students from all over the world.

SPORT AND HUMANISM ORGANIZATIONAL MODELS AND FORMS OF UNIVERSITY SPORT – IN CROATIA AND SLOVENIA

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SLO = Sport Education (Complementary activities);

CRO = Physical and health culture =PE (university competition)

In June 1999, higher education ministers from twenty-nine European countries, including Slovenia, gathered in Bologna to sign the Bologna Declaration outlining the course of development in the European higher education system until 2010. Tuning Educational Structures in Europe started in 2000. This is to link the political objectives of the Bologna Process, and at a later stage, the Lisbon Strategy to the higher education. This movement has developed into a constant process to re-designing, re-develop, re-implement, re-evaluate and enhance higher quality degree programmes. The Bologna Process is a political decision to converge the different national systems in Europe. For higher education institutions, these reforms create the platform for discussion of the comparability of curricula in terms of structures, programmes, and delivery. The main aim of the Bologna Process is to allow more opportunities for students and staff in European and international higher education institutions to cooperate and exchange. The Bologna process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on 19 June 1999 by 29 European ministers in charge of higher education. Today, there are 47 countries altogether in the European Cultural Convention and committed to the goals of the European Higher Education. As part of the Tuning Project, a methodology has been designed to understand curricular and make it comparable. First, reference points for generic and subject specific competences are created. In addition, a European Credit Transfer System (ECTS) has been developed as an accumulation system by linking credits to learning outcomes.

This paper focuses on the subject of Sport and Physical Education in the University Curriculum. The Bologna Process gives a new opportunity to enrich Physical Education and Sport with the theoretical contents ranged from basic humanistic, sociological to natural sciences. At the Faculty of Arts, University of Ljubljana, we designed a curriculum model for a subject called Sport and Humanism, which contains theoretical frameworks from Philosophy, Sociology, Medicine and Prevention and History with a wide selection of sports and is unique in European higher Education space. To form those subjects took three years of research work, collaboration with different experts, discussions and coordination.

At the same time The Faculty of Humanities and Social Sciences, University of Zagreb found its own original solution which is presented in this paper.

PLASMA VOLUME CHANGES IN AEROBICALLY TRAINED VERSUS SEDENTARY MEN CYCLING AT SIMILAR RELATIVE METABOLIC INTENSITIES

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Introduction. Blood volume and its plasma constituent are greater in aerobically trained individuals compared to aerobically untrained individuals. A greater total amount of blood volume allows for a greater venous return to the heart, which results in a greater stroke volume and a lower heart rate at rest or during work at any given absolute workrate. Also, plasma volume decreases as workrate increases in both trained and untrained individuals.

Aim of research. The purpose of this study was to compare the change in plasma volume when trained versus untrained men ($n = 8$) cycled at a light versus heavy relative metabolic intensity.

Methods. During one exercise session, subjects cycled at a light (approximately 45% VO₂ peak) and then a heavy (approximately 80% VO₂ peak) relative metabolic work intensity for 10 minutes at each intensity.

Results. Absolute VO₂ was significantly greater ($p < .0001$) for the trained than for the untrained group at both the light (26.4 vs. 16.9 ml . min⁻¹ . kg⁻¹ for the trained and the untrained group, respectively) and the heavy (46 vs. 29.2 ml . min⁻¹ . kg⁻¹ for the trained and the untrained group, respectively) intensity. After cycling at the light and then heavy relative intensity, the relative decrease in plasma volume, when averaged across work rates, was significantly greater ($p < .05$) in the untrained (12 ± 2.7 and 20.2 ± 1.3 %, respectively) than in the trained (6.5 ± 1.0 and 14.3 ± 1.4 %, respectively) group.

Conclusion. Thus when cycling at a similar light and heavy relative metabolic work intensity, untrained men exhibit a greater relative decrease in plasma volume than aerobically trained men.

MARKETING BARRIERS TO FANS' ATTRACTION AND DEVELOPMENT IN IRANIAN FOOTBALL PRO LEAGUE'S CLUBS

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Abstract: The purpose of this study was the Investigation of marketing barriers of attraction and development of fans in Iran's football pro league clubs.

The method that applied in this research was descriptive with survey approach. So, According to the nature of study, the population was total of executive managers of football clubs in Iran football pro league (90), the experts of football federation (150) and some professors of sport management in physical education university (120). The sampling of this study was 63 of executive managers, the experts of football (98 people) and 60 sport management professors.

Based on a review of the literature, questionnaire was developed with revise of 15 academic professors and football expert for reliability confirmation. Also for determining the construct validity of Questionnaire, statistical method of "Exploratory factor analysis" was used. In order to determine the correlation between variables, the Bartlett's Test of Sphericity was used. KMO of this study was 0/718 on a 0.001 level of significance for Bartlett's Test. Also the reliability of it has been computed with Cronbachs Alpha coefficient method (0/83).

After extraction of explanatory factors, seven factors (Public relation management, place, pricing, distributed channel, ultra organization powers, product and management of process and quality) with computing 49.56% variance became evident. According to mean rank of Friedman test, priorities of marketing barriers were Product (4.16), Place (4.09), Powers of market (4.01), Pricing (3.84), Public relation (3.72), Process (3.68) and Distributed channel (3.26). in addition according to result, it proposed that, sport marketing managers in different level of Iran football with attention to identifying factors and priorities of them, have effective planning in attraction and development of fans in Iran's football industry.

Introduction:

Sport has become a viable component of the marketing mix, which a comprehensive set of factors for evaluating the attendance factors of costumers who want to watch or play sport is still lacking (Wann et al., 2008). So the ability to draw attendees to performances is vital to the success of a sport organization. Sport managers and academics attempt to investigate barriers of attendance that drive decisions to attend events (Saatchian & Elahi, 2010). Also Football is the most attractive sport in the world and also in Iran. The Iran Pro League, (Persian Gulf cup) is a professional football league competition for Clubs located at the highest level of the system. However, among sports organizations, including customers, which encouraging them to support the football clubs match are the major propose of sport clubs marketers.

Today's Football fan Clubs; identify the important role in economic and social for football clubs and have undeniable role for sport clubs. Since the one purposes of holding sport events is earning incomes, so the first step to attract and develop of fan (as a basic customer of football industry) were identifying the barriers front them (Saatchian & Elahi, 2010). The researchers, fans are of the pillars are the sports industry. However, in addition to these very important benefits of fans role for the clubs, soccer events will lead to more attractive.

In other that increasing attendance is a major concern of clubs and increased knowledge regarding the factors that influence fan attendance at Iranian Super League soccer matches would be useful for clubs and other football associations in Iran.

Obviously, the implementation of marketing management with a focus on the fans, the club was able to learn to use information about their consumers and understand the attitudinal and behavioral differences that will result in the clubs. So the purpose of this study was the marketing barriers to attraction and development of fans in Iran's football pro league clubs.

Methods: The method that applied in this research was descriptive-survey and was carried out as a field study. According to the nature of this study, the population was total of executive managers of football clubs in Iran football pro league, the experts of football federation and some professor of sport management in physical education university. According to the distributed questionnaires, for executive managers (63 people), the experts of football (98 people) and sport

management professor (60 people) were gathering from samples of study.

Based on a review of the literature of other studies, questionnaire was developed for measuring the marketing Barriers of Attraction and Development. Then after gathering the initial questions, Questionnaire reliability was confirmed by eight sport management professors, eight PhD sport management students and four football experts. Also for determining the construct validity of Questionnaire, statistical method of "Exploratory factor analysis" was used in order to Measure the Adequacy of the Sampling, Kaiser-Meyer-Olkin (KMO) criterion was used. In order to determine the correlation between variables, the Bartlett's Test of Sphericity was used. KMO of this study was 0/718 on a 0.001 level of significance for Bartlett's Test (table,1). Also the reliability of it has been computed with Cronbachs Alpha coefficient method (0/83). Data were analyzed by k-s, binomial, exploratory factor analyses, Kruskal Wallis, Mann Whitney U, Friedman and Spearman correlation tests.

Results: After extraction of explanatory factors, seven factors with computing 48.208% variance became evident (tables, 2). The results factor analysis of the data from the views point of sample study show; following seven factors have basic roles in marketing Barriers of Attraction and Development of fans: Public relation, Place, Pricing, Game Planning, Ultra organization powers, Product and process and quality. According to Friedman test, priorities of marketing barriers were Product (4.16), Place (4.09), Ultra organization powers (4.01), Pricing (3.84), Public relation (3.72), Process (3.68) and Game Planning (3.26). Also according to abnormality of data, the Mann Whitney U test shows that, only deference between the executive and academic was in Distributed channel ($P < 0.05$).

Discussion and conclusion: The current research identified seven marketing factors thought to barriers of the Attraction and Development of Iranian pro League fans for attending in match. According to the finding Note that Product is the only factor that suggests in some countries such as Iran, so in other countries the opportunity to provide women with a family or individual is present. So it's necessary for officials with the optimization of culture on the basis of the stadium to eliminate negative attitudes.

The results showed that the components of "place" improper quality of service in the stadium, and the lack of specific sports and the problem of inadequate access to public transport, allocated the main items of the highest importance in this research. So since having the physical facilities and infrastructure specialist, is one of the most important characteristics of professional football clubs, so the government agencies required to be felt because of the high cost of building stadiums.

With regard to these findings, the football clubs planners and managers, legislators and national and regional (provincial), a limited view of the link between football and fans so they often lack the understanding of the roles and responsibilities of the organizations involved and their influence each other, has been approved.

Finally, knowledge of managements by identifying marketing Barriers of Attraction and Development of fans could help them to prosperous administrator of Attraction, maintenance and Development of this important source (fans) for Iran football pro league clubs. So it is recommended to sport managers to recognize marketing barriers priorities and ways of meeting them by considering conditions, and in this way increase their own clients and enjoy mentioned advantages of their attendance.

THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR AND BURNOUT AMONG COACHES AND ATHLETES

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Abstract: Recently, burnout in sport has received increasing attention, to the point that some scholars have even suggested that burnout has become synonymous with sports (Lai & Wiggins, 2003). The present research examines the relationship between leadership behavior and burnout among coaches and athletes. The population consisted of 218 swimmers and 50 coaches who participated in intercollegiate competitions. The participants completed a demographics questionnaire, Maslach Burnout Inventory (MBI), the Athlete Burnout Questionnaire (ABQ) of Raedeke and Smith (2001), and the Leadership Scale for Sports (LSS) of Chelladurai (1980). One-sample t-test and histogram charts were used to examine the differences between variables. Pearson correlation coefficient was used at the 0.05 significance level for hypothesis testing. The findings showed that there is no significant relationship between autocratic leadership and burnout among coaches. The subscales of autocratic leadership, however, were negatively associated with depersonalization and positively associated with reduced personal accomplishment. A significant relationship was observed between leadership style of coaches and burnout among athletes. Athlete burnout was negatively associated with training and instruction, negatively associated with positive feedback, and positively associated with autocratic behavior. Autocratic behavior was positively associated with all the three components of burnout among athletes. No significant relationship was observed between coach burnout and athlete burnout, but weak correlations were observed between coach burnout and reduced personal accomplishment and emotional exhaustion of athletes.

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.717
Bartlett's Test of Sphericity: Approx. Chi-Square	3979.114
df	780
Sig	.001

Table 2: Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	3.074	7.686	7.686
2	2.808	7.020	14.706
3	2.481	6.203	20.908
4	2.317	5.792	26.701
5	2.203	5.507	32.208
6	2.182	5.455	37.663
7	2.155	5.388	43.051
8	2.063	5.157	48.208

Extraction Method: Principal Component Analysis.

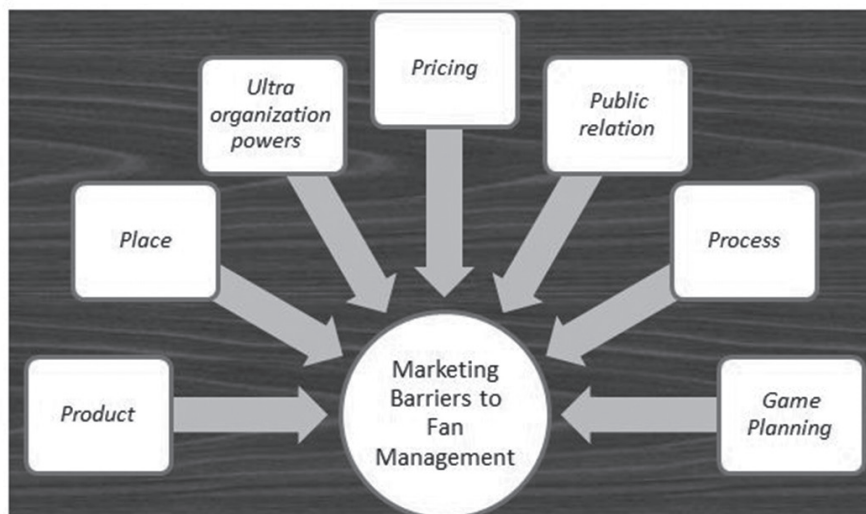


Figure 1: marketing barriers to attraction and development of fans in Iran's football pro league clubs

EFFECT OF SPORT EDUCATION MODEL INTERVENTION ON SELF-DETERMINATION, PERCEIVED MOTIVATIONAL CLIMATE OF FEMALE STUDENTS OF UNIVERSITY OF BIRJAND

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Introduction: The present article is focused mainly on the effects of sport education model (SEM) on self-determination and perceived motivational climate of female students of the University of Birjand.

Methods: This research is a semi-experimental study. Data were collected in pre-test, mid-test and post-test phases. The methodology is the concurrent-triangulation mixed method according to which the research was performed in two qualitative and quantitative stages. In qualitative stage, 34 students who were passing a general physical education course were elected and put accidentally into SEM and traditional groups using purposive sampling method. In quantitative stage, 14 members of SEM group had semi-organized interviews at the beginning and after the course using purposive sampling method. In order to evaluate the variables in quantitative section, two questionnaires were used: sport behavior regulation questionnaire and perceived motivational climate questionnaire. In qualitative section, a semi-organized method for interviews and the coach's checklists were applied. Analyzing qualitative data was performed by variance analyzing method and with repeated-measures ANOVA. In qualitative section, the analysis of data was performed using open and axial coding of Strauss and Corbin.

Results and Discussion: Findings showed that eta coefficient (η) of self-determination was 0.69, its ingredients: intrinsic motivation was 0.23, amotivation 0.25, identified regulation 0.03, and interjected regulation 0.06, and ingredients of perceived motivational climate: performance 0.001 and mastery 0.01. Indeed, results showed that SEM has had much influence on self-determination and ingredients of intrinsic motivation and amotivation. But the effect on identified regulation and interjected regulation and ingredients of perceived motivational climate (performance and mastery) was less significant. There was no significant difference among self-determination and ingredients of intrinsic motivation and amotivation of educational model group. However, there was a significant difference among ingredients of identified regulation and interjected regulation and also perceived motivational climate (performance and mastery) of sport education model group and traditional model. Qualitative and quantitative results indicated that SEM affected on group consistency of students more. The reason is the ingredients of intrinsic motivation and amotivation according to which students would make correct decisions. SEM couldn't affect perceived motivational climate (performance and mastery) by generating competitive climate. Mastery increased equally, because selection, playing pleasure and responsibility are factors which helped mastery climate generate. Perlman (2011) and Stockly (2008) are the proponents. In conclusion, results of the present study suggest that SEM is more effective on self-determination and perceived motivation of the students than traditional program.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE SUSSESS OF COUNTRIES AT THE BELGRADE 2009 SUMMER UNIVERSIADE WITH DEMO-ECONOMIC FACTORS

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The purpose of this study was to predict the success of participated countries at the Belgrade 2009 Summer Universiade Games by demo-economic factors. The present study was causal - comparative and applied. The statistical population consisted of 145 participant countries at the Belgrade 2009 Summer Universiade Games (not previously analyzed). The statistical sample was 56 winner countries in these games. The data were collected from different English sources and valid websites: World Bank and Belgrade 2009 summer Universiade. K-S, One way ANOVA and stepwise multiple regression tests utilized. K-S test determined data normality ($P < 0.05$); the results showed a significant relationship between the success of countries at the Belgrade 2009 Summer Universiade Games and all demo-economic factors (Population, GDP, Team size, Ex-host) factors. The results of stepwise multiple regression analysis showed that among demo-economic factors, Team size ($\beta = 0.75$) was able to significantly predict the success of countries at the Belgrade 2009 Summer Universiade Games ($R^2 = 0.76$, $P < 0.0001$).

DETERMINING THE VALIDITY AND RELIABILITY OF MEASURING SCALE FOR ENTREPRENEURSHIP IN SPORT

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Introduction

One of the largest and most important economic problems is providing employment and reducing unemployment especially among the educated class as a threat that can be turned into an opportunity as entrepreneurship is accepted as a job by most members of a community, that community will develop very fast. In the early eighteenth century, Bernard Doblidor, French economist, presented a more inclusive definition of entrepreneurship that was to buy the force work and ingredients in an undetermined price and sell products in the price in accordance with the contract.

Aim of the research

The present study aims to measure the entrepreneurship of graduate students of physical education.

Methods

Statistical population

The statistical population of the present study consists of senior students and graduates of Physical Education and Sport Sciences of Tehran universities. Due to the need to perform factor analysis (that the minimum sample size should be 200), to get more confidence about the research results, 300 individuals were selected from the entire desired population and senior students or graduates of Physical Education and Sport Sciences by random sampling stratified method and the studied questionnaire was implemented on them. In so doing, a 75-item entrepreneurship questionnaire was implemented on 300 last semester bachelor students of Physical Education and Sport Sciences in Azad and State universities of Tehran province, Iran. This scale consists of twelve subscales including responsibility, opportunity, and confidence, seeking opportunity, progress motivation, risk tolerance, perseverance, need to progress, creativity, intelligence, assertiveness and decision-making and 75 items with statements on entrepreneurship in sport. Face and content validity (expert's opinions), structure (exploratory and confirmatory factor analysis) were used to validate questionnaire and Cronbach's alpha method (0.90) was used for making the questionnaire reliable. After collecting the research data, given the type of variables and required information to test the research hypotheses, for doing descriptive and inferential analyses, exploratory factor analytical tests, the correlation coefficient and the Cronbach's alpha coefficient of software of statistical analytical, SPSS version 20 and LESERL edition 8.52 were used.

Results and Discussion

The results revealed that for entrepreneurial tool in sport, the priority of areas is: responsibility, chance, and confidence, seeking opportunity, progress motivation, risk tolerance, perseverance, and need to progress, creativity, intelligence, assertiveness and making-decision, respectively. It is necessary to do an action for recognizing the features, status and importance of entrepreneurs' works because entrepreneurship is the main factor of creativity and innovation. Without a doubt, studying characteristics of entrepreneurs and designing and constructing an instrument for identifying and supporting them are important.

IDENTIFY THE APPROPRIATENESS OF ERGONOMIC CHARACTERISTICS OF OUTDOOR FITNESS EQUIPMENTS WITH MEN ANTHROPOMETRICAL PARAMETERS

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Introduction: Ergonomics is the science of making the work environment safer and more comfortable for workers using design and anthropometric data. It tries to adapt the environment to the human base on the anthropometrical characteristics. On the other hand, anthropometry is the comparative study of human body measurements and properties. Ergonomics experts believe, although is not possible to consider the extreme range of anthropometrical data for designing and ergonomics. However, dimension and size could design base on percentiles (percentile ninety-five and five) of the physical dimension of the population. Moreover, the increment of people participation in sport and recreational program especially outdoor fitness equipments, can led to the both positive and negative achievements bas on the type and ergonomic characteristics of these devices. Therefore, the aim of this study was to identify the appropriateness of ergonomic characteristics of outdoor fitness equipments with men anthropometrical parameters.

Methods: The data are used for this study was: 1. Outdoor Fitness equipments of the Park space in Tehran city for the special Logo (Brand) named as SazehGostar. 2. 120 male age over 20 years old among Tehranian citizen were selected. The variables was included dimensions of the outdoor fitness equipments, and anthropometrical parameters of the sample subjects. Moreover, the plummet, engineering meters, rulers, Norma and static anthropometric kit (Caliper) for measuring of the anthropometric devices and users (according to Stephen Fyznt principle) was used. Then according to ergonomic standards, and fitness, exercise science, biomechanics and posture on park gym equipment, fitness devices have been evaluated. Descriptive statistics of the data, the Kolmogorov Smirnov test for normal distribution of data and single-group t-test (parametric data) and binomial (parametric data) was used.

Results: There was a significant differences between outdoor gym equipments and optimal anthropometrical parameters of male users ($P < 0.05$).

Conclusion: The results indicated that the outdoor gym SazehGostar Nirvana could not be considered as an ergonomic device for male users in terms of anthropometry. So it should be find some ways to do standardize for this kind of the equipments.

SERUM ADIPONECTIN AND INSULIN RESISTENCE RESPONSES TO AEROBIC TRAINING IN MALES WITH ABDOMINAL OBESITY

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Abstract: Accumulating evidence support the adiponectin role in genesis of obesity and insulin resistance. The objective of this study was to evaluate effect a chronic aerobic exercise on serum adiponectin and insulin resistance in obese men. For this purpose, at baseline and after 12 weeks of aerobic exercise training, blood samples were taken in order to measuring serum adiponectin, glucose, and insulin in twenty eight in sedentary obese healthy males that divided to exercise (60 min, 3 days/week for 12 weeks, n=14) and control (no training, n=14) groups matched for age and BMI by randomly. Insulin resistance was assessed using the homeostasis model assessment for insulin resistance formula derived from fasting insulin and glucose levels. Pre- and post exercise independent variables were compared using a paired-samples t-test. Significance was accepted at $P < 0.05$. No significant differences were found in serum adiponectin and insulin resistance at the end of the 3-month exercise program with compared to baseline ($p \geq 0.05$). Fasting glucose concentrations were significantly decreased by aerobic training program in exercise group ($P=0.01$). Despite to some previous study, in present study, we conclude that aerobic exercise training is not associated with improve in adiponectin or insulin resistance. Decreased glucose concentration is likely due to the other exercise induced hormonal changes.

SPORTS AND RECREATION POLICY UNIVERSITY OF MUMBAI MICRO MODULE OF OLYMPIC MOVEMENT

Uttam Kendre

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Abstract: Sport and recreation makes an important contribution to society and Mumbai University has consistently committed to supporting the development of a sustainable and diverse sport and recreation system in, that encourages participation, develops talent and contributes to the health and well being of individuals and groups.

The Mumbai University offers a multitude of diverse, student-oriented programs of competitive sports, social, cultural and instructional aspects of recreational activity and responsible for the practice of government policy and initiatives in sport and recreation. A key role of the university is to contribute to the healthy lifestyle of students, by increasing physical activity in the community through sport and recreation.

University is dedicated to pursuit of excellence in all its endeavors. Aspire to be an exceptional intercollegiate sports/games and physical education program by offering opportunity for all, valuing integrity in our actions and providing quality service to all of our constituencies.

To achieve goal of Olympic movement, extend technical and logistic support to Sports for all, Sports for fitness Sports and marketing, sport as therapy, yoga for life, Sports excellence High performance, encourage more students to be physically active. Provide leadership and coordination for sport and recreation services. Establish partnerships within the industry, across government & with other stakeholders. Provide Infrastructure, Equipment and facilities, Technical human resources/faculty and Finance, consultancy services and resource support to individuals, organizations and community groups delivering sport and recreation.

THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP WITH PRIVATIZATION IN SPORT INDUSTRY

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Introduction: Nowadays, economic, social, industrial and cultural conditions will demand new and different solutions for solving problems and patterns. Creative and innovative people as entrepreneurs have been a source of big developments in the service, manufacturing and industrial field and even they were mentioned as national heroes (1). In the fifteenth century, entrepreneurship was entered in economic theories and was known as main factor in creating wealth. Promote the entrepreneurship concept, bidder for supporting entrepreneurial culture and train entrepreneurial people (specially the educated class) is vital a necessary for all countries, specially developing communities. Human resources as an unlimited source of any development-oriented, new forms of work and activities (self-employed) lead to entrepreneurship find a key role in developing communities (2). Bolino (2002) in his research stated that social background enhance organizational performance. The social background of organization through rate members' trends to collective goals and shared confidence among them leads to improve entrepreneurship (1). Muller (2006) by researching entrepreneurship, social, financial and human capital stated that social capital will facilitate entrepreneurship (2). Iran is among countries that its structure is highly public so that 80 percent of economic activity in the public and only 20 percent of the private sector. Nowadays development is one of the common goals among man countries and governments introduced services privatization and people's participation in the affairs as important tool in developing and implemented in some communities (3). Farahani (1386) stated that by increasing the trust and confidence between physical education people, entrepreneurship will increase (4). Khodadadi et al (1387) expressed that the relationship between all fields of privatization with productivity is positive and significant (5). Privatization in some countries have been able to reach the shared of sport of transparency to 1 to 2%. According to programs of development, privatization is looking as a new approach in sport. But this approach has viewed from the top layer and private sector has not been considered (6).

Methods: The present study is a descriptive correlation type. In this respect, two standard questionnaire was used to entrepreneurship and privatization that their validity and reliability ($\alpha=0.83$, $\alpha=0.85$) were confirmed. The statistical populations in this present study are physical education office managers and club managers of East Azerbaijan province which statistical samples formed 77 people of this society. Data was analyzed in significant level $P<0.05$ by using descriptive and inferential statistics (Spearman correlation coefficient) and SPSS 17 software.

Results: according to results, the relationship between privatization and entrepreneurship and also relationship between components of privatization (areas of cultural, economical, legal and social) with entrepreneurship was positive and significant ($P<0.05$) from province sports administrators perspective.

Conclusion: In our country, despite legal barriers and social and economic specific conditions (circumstances), privatization will be successful when clear and realistic goal set for it and provide suitable equipments and conditions for implementing it and arrange accurate operational program for it. The sports private sector can be effective in developing public sports, championship and also goals such as increasing job and increasing efficiency of sport places and equipments. A finding of this study complies with the results of Bolino (2002), Muller (2006), Farahani (1386) and Khodadadi (1387). Therefore, privatization leads to entrepreneurship development and create occupations in sports industry by facilitating its fields.

RELATIONSHIP BETWEEN MOTIVATION AND GOAL ORIENTATION OF VOLUNTEERS IN 10TH STUDENTS SPORTS OLYMPIA

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Introduction: For that person to run the necessary motivation to find work should be coordinated with his goals. This is a reciprocal relationship. Sometimes you need that motivation of goals for sustainability efforts and provide access to objective (1). Psychologists describe the goal Orientation as personality traits of people. Some other experts, provides an important motivation factor to consider goals. Anshl (1993) motivation factor for the selection and for behavior and stability defines the goal (1). What is the people motivation for doind? Understand the needs that can goal to the task oriented and focused on their goal Orientation to be, make important components provide motivation (2). Volunteers are important set of human resources form many world organizations, sports and recreational. Voluntary movement has provided good opportunities for participation men and women involved in community sports and youth development (3). Sports organizations should be have an annual program to attract and use of volunteers (including an active committee). Sports organizations must use attract and keep volunteers working methods. Bahram (2005) showed that between goal oriented and ability factors perceived with take part motivation has a significant relationship, and for those task oriented factors, self-centered motivation for those factors internal and external motivation are more important (2). Rvnvard Vandalstvn (2006) also Voluntary in sport encouraged volunteers for exercise (3).

Methods: The study is descriptive - correlation and it has been done for survival way. The statistical include all volunteers participating in the sport Olympiad to male students is 144 people. The questionnaires were set up by author. Although, the admissibility and permanence of these questionnaires have already been studied, in a guideline the researcher has calculated its permanence which was (0/83 and 0/66) by the use of Kronbach's coefficient. Descriptive statistics (mean and standard deviation) and for data analysis Pearson correlation test and Friedman (Software SPSS17) were used.

Results: According to the Friedman test ranks, there was significant difference between task oriented and self-oriented, and the highest ranking is task oriented and lowest is self-oriented. There is a positive and significant relationship ($\alpha = 0/99$) between goal orientation style in volunteers with their participating motivation. Finally, there is a positive and significant relationship ($\alpha = 0/99$) between task and self-oriented volunteers with their participating motivation in sport Olympiad that is shown in Table 1.

Conclusion: Cox (1998) believes that the strategic goal orientation is cognitive - emotional function in promoting the volunteers role. People who goal orienting are motivated to achieve it and they efforts to refine their performance to achieve the goal (5). Roberts and colleagues (1998) showed that the volunteers use the skills of goal orienting have less anxiety, better focus, more confidence and performance (6). The best performance is obtained when the volunteers for themselves, to determine how to achieve it in every practice session and every race that must evaluate. People with task oriented style, motivational factors of energy and then discharge most group oriented have been highest percent and in the group oriented, motivational factors and self-centered energy have been evacuated. The results fully in line with development goals Nichols theory which stated, progress orientation and behaviors are influenced by the type of goals. Thus the task orientation people subjective assessment of success and progress within motivational factors such as personal development, learning, mastery, than can be spent working. While self-centered individuals to external factors such as motivational win, officials and business excellence awards and save the others are attributed. The study results confirm this theory in that the objectives of the self-oriented has had strongest relations with official ask of motivational factors.

AN ANALYSIS OF SPORT FOR ALL UNIVERSITIES IN IRAN

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Abstract: The aim of this research is to describe the available conditions of sport in universities and recognizing the strong and weak points in it. Therefore, 70 universities under the provision of the ministry of technology, research and science are included. The questioner is used for gathering information and analysis of the information is done through the use of inferential and descriptive statistics (tests of χ^2 , and Pearson correlation coefficient).

In conclusion, the condition of sport for all at universities, it can be said that in more aspects is faced with the lack. The meaningful relationship between the public sport factors with the other parts (all of them $P \leq 0/01$) illustrated this section can cause improving the university sport performance.

CRITERIA OF THE PERFORMANCE EVALUATIONS OF COLLEGIATE SPORT (A RESULT OF DELPHI STUDY)

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Abstract: The purpose of this study is to identify Performance evaluation indicators of the physical education offices at universities by using the Modified Delphi Method. Delphi panel members included physical education faculty members and physical education offices directors. The data collected by questionnaire. Its reliability was confirmed by a group of scholars in universities. The validity was calculated by Alpha Chronbach ($836/0=\alpha$). The study variables were analyzed, through percentages, Median, Mean and Kendall's coefficient of concordance. A strong level of agreement was achieved ($W=0/838$). Twenty indicators identified. Therefore, this study would provide tools to display the existent situation of physical education offices to foresee the process of their programs in future.

PERFORMANCE EVALUATION OF SPORT UNIVERSITIES BY BSC METHOD

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The present study aims to find a suitable method for the performance evaluation of physical education offices of Iranian universities. The method used is of descriptive-analytical with field-gathered data. The population was comprised of all the academic sports scholars including university lecturers, the physical education headquarters evaluators, and the managers of physical education offices of universities, out of which 25 were purposefully selected on level of education and job experience basis using Delphi theoretical framework. The Research tool was a researcher-made questionnaire whose face and content validities were approved by a group of lecturers and their validities by Chronbach's Alpha coefficient($\alpha=78\%$). Following two steps of Delphi implementation, the scholars came to an agreement($W=0.703$) putting a number of 13 elements with 61 criteria in the four main perspectives of Balanced Score Card(BSC). Subsequently, each criterion's coefficient was measured using factor analysis. The Criteria of Government Resources Acquirement, Executive Plans for Customer Participation, Management and Planning, and Growth enjoyed higher coefficients in Financial, Customer, Internal Processes, and Growth and Learning Perspectives, respectively. The proposed BSC can be a powerful tool for the evaluation and formulation of physical education offices of universities strategies available to the managers of such offices.

RELATIONSHIP BETWEEN SECLUSION AND SOCIAL WELL-BEING IN ATHLETE FEMALE STUDENTS PAYAM-E-NOOR UNIVERSITY

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Objective: The aim of the current study is to evaluate the relationship between seclusion and social well-being of athlete female students.

Approach: The research society consists of 2350 athlete female students participating in the forth sport Olympiad of Payam-e-Noor university out of which 300 individuals were selected by random sampling technique. To fulfill the objective two standard questionnaires were provided to survey seclusion (UCLA) and social well-being. The reliability and validity of the two questionnaires were approved by a group of university experts and the Cronbach's alpha test, respectively. Data analysis and assessment were managed by descriptive (mean, standard deviation and variance graph) and deductive (colmo gruff Smirnof and Pearson correlation coefficient) statistical factors. All the statistical procedures were done using the application SPSS 15.

Results: It is shown by the results that there is a significant negative relation between the seclusion and social well-being of athlete females ($r = 0.214$). There is also a significant negative relation between seclusion and social unity and perception. Considering the difference between team and individual sport groups, no significant difference is realized between seclusion and social well-being of the two.

Conclusion: Similar results are reported by other researchers (e.g. Gh. Afrouz, 1995; S. Vemot, 1976; Sh. Hojat, 2000; Laro, 2002; R. Vedoda, 2006; Bonital, 2000). According to Khademi (2010), team sport athletes feel less lonely as compared to individual sport athletes. However this result is not approved in the current research. It seems that this inconsistency is due to the male research society. It is apparent that sport has an effective impact on reducing seclusion followed by better social well-being as well as more responsibility and improved management.

COMPARE VIOLENCE AMONG STUDENT ATHLETES IN VARIOUS SPORTS DISCIPLINES AT THE UNIVERSITY OF TIRAN IN 2012

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Abstract: The aim of this study was to compare the rate of Violence among student athletes in judo, taekwondo, basketball indoor soccer at the University of Tiran. For compelling this study, 110 subjects with age ranged 18- 23 years old were selected. The students in the academic year 2012 in the town of Tiran are involved in sports programs. The subjects of this study were selected among student athlete male subjects. In this study, four groups of athletes in the judo, taekwondo, basketball and indoor soccer attended and individual athletes from 25 sports as a simple random sample selection for investigation and were used in analysis of descriptive and inferential statistics. The descriptive statistics used for the Evaluation of central tendency Index such as (mean, median, thumb) and the size of the dispersion (range, variance, standard deviation). In the inferential statistical test, one way ANOVA was used. Obtained results from the statistical analysis show that there is no significant difference between student athlete's violence in judo, taekwondo, basketball and indoor soccer ($p \geq 0.05$); in the other hand the trend of sportsmen with violent behavior is not only related to the sport.

OCCUPATIONAL MOTIVATE AMONG UNIVERSITY STUDENT VOLUNTEERS IN LAST UNIVERSIADE-SHENZHEN, CHINA

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The purpose of this study was the survey of Occupational motivate among university student volunteers in last universiade - Shenzhen, China. The sample of this research was (n=110) from voluntyrees individual who participated in that competition. Then the questionnaire of this study made and reliability alpha kronbakh ($r=0.85$) in significant level ($\alpha=0.05$) was measured. The collected data were analyzed by descriptive statistically and test of hypotheses using T and fridman ranking done. The findings show that emotional stimulus was in high rank than normality profiteer stimulus. There was a significant relationship between education grad and normality stimulus but no significant relationship between education grad and profiteer emotional, stimulus.

Also there was a significant relationship between age and emotional stimulus and no significant relationship between age and profiteer, normality stimulus.

STUDENT'S ENTREPRENEURSHIP IN SPORT COLLEGES: OPPORTUNITIES FOR COMMERCIALIZATION

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Introduction: Today, innovative and creative persons as entrepreneurs are original of many major evolutions in the backgrounds of industrial, productivity and services in the world and have been recognized as the national champions. Wheels of economic development always move with entrepreneurship development. In this regard, improving entrepreneurship, not only is necessary for economic health, but also it is critical for sustaining, improving and applying knowledge.

Entrepreneurship connects to central thinking of human resource management, so management needs entrepreneurial process for human resources. Thus, higher education can help to developing entrepreneurship regarding big human resource. In fact, attention to entrepreneurship education is very important. Entrepreneurship education is beyond job creation. Indeed this type of education helps to increase ability to describe and respond to social changes. The entrepreneurship education is education and training allowing student to growth and using their creativity and be creative, responsible and risk taker. Also, the definition of entrepreneurship education is different between developing countries (the way to develop positive attitude and self-employment) and developed countries (innovation and creativity) (Refaat, 2009). For example, innovation in UK sports is one of the examples for sports entrepreneurship that is known as educational key sector in sport universities. Since 2004 sports England, has operated research and innovation units with the aim of providing performance solutions in connection with the leading of Olympic and Paralympics sports. To date this project lead to delivery of over fifty individual performances focused which selectively have harnessed the best of British expertise from the academic, industrial and commercial sectors. In fact, knowledge development without implicated impact has an insufficient effect in investment. All of the research and innovation (R&I) investments to have an impact are essential so that the 'core' components of a World Class system corporate governance; talented athletes; talented coaches; access to facilities at the right time; medical supports; and scientific supports should be classified as 'best practice' before special projects could be really deliver outcomes. The vast majority of the R&I projects at the applied and development end of the research pathway, building on existing concepts and ideas where there is often a sound fundamental knowledge base. Therefore, innovation team in sport England is searching for the application and creation new ideas with focus on ideas of potential commercial which can be benefit for UK athletes to competence and training. Seddon and Baldwin (2008), introduced sport England as a representative of government for investing at supporting athletics and Olympic and Paralympic games so that sport England and technology institutes have acted to calling for entrepreneurs to the creation new ideas in sports. In fact, there are many opportunities in sport and physical education for innovation and applying these innovations for creation value and entrepreneurship.

Purpose: The purpose of this study is survey of opportunities for student entrepreneurship in sport colleges in Iran.

Methods: Research method is descriptive survey and application one. Statistical population consisted of professors and PhD students of sport management in Tehran's Universities. In total, statistical sample was selected 64 subjects simple randomly across Statistical populations (79), pursuant of Kerjeki and Morgan table.

Data was collected by literature study, semi-structured interviews. After factors had recognized (as quality), to determining priority of these factors was designed research designed questionnaires that their reliability ($\alpha=.95$) is obtained after its validity confirmation (by professors). The questionnaires determined opportunities of entrepreneurship in colleges which were consisted of 10 ranking questions in forms of Likert scale (5 values).

Result and Discussion: In survey of opportunities, having a knowledge and skill was one of the most important opportunity for entrepreneurship, because one of the factor for successful in twenty one century is having knowledge and specialist force (Teson, 2004). Increasing scientific and technology in sport, creating R&D and presenting appropriate courses can be other opportunities for sport entrepreneurship. So, we can say that opportunity for student in order to entrepreneurship is too wide, because sport has many grounds that it includes sectors of production, services, distribution and other aspect for students. Thus, the world of physical education and sport sciences is the position of many entrepreneurial activities.

ASSESSMENT THE FIELDS FOR SPORT ENTREPRENEURSHIP

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Introduction: Sport Entrepreneurship is new way for a society. The purpose of this research was study the physical Education teachers of universities and administrators attitude about fields of sport Entrepreneurship.

Methodology: The Research Method is Descriptive. The Statistical Society Includes Sport Administrators and Experts of Iran Sport Organization. They are 2500 Persons and The Subjects included 63 Administrators and 335 Experts, Which had Selected According to Morgan Table for Choose sample. The Research Instrument was A Researcher Made Questionnaire Containing 81 Questions. Statistic Tests included Factor analysis, ANOVA, T test and correlation.

Findings: Results showed seven fields in sport Entrepreneurship which are as follows: sport services filed, sport programming and administrating, pedagogy and research affairs, sport equipments and instruments, sport for all, championship and professional sport, propaganda, and cultural affairs.

Discussion: As Entrepreneurship means creating the opportunities for occupation and new jobs, and different fields of Social affairs can use for this propose. So, it seems that above found fields can be useful for entrepreneurship through Sport in Iran/

CREATING SPORT CULTURE AS FOUNDATION FOR EXCELLENCE

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Nowadays, sporting world is increasingly becoming competitive due to economic and political significance being attached to the medal tally in Olympic Games. Athletes and trainers are in the midst of a revolution of rising expectations and every nation is fired with an ambition of projecting its ever-best performance at international sporting events. Hence, youth sports currently hold high profile in realm of national agenda for achieve an excellence. The present trend has created strong interest amongst nations to accord high priority to Research and Development (R & D) for providing professional and scientific support to the elite athletes.

The emerging paradigm shift in scientific research and professional management of competitive sports has come of an age and has carved a niche, which Athletes and Coaches can ignore only at their own peril. As a result, the contribution of scientific support and professional management to successful athletic performance has proved to be indispensable. Accordingly, most sophisticated means and methods are being applied to win competitions at all costs.

Over a period of time, it is observed that there are certain grey areas in the present Indian Sport System which deserve immediate attention of policy-makers for streamlining and strengthening youth sports; with a view to create a sound base in the country. The selection and training process of potential athletes need to be based on scientific principles for enhancing sporting performance, enabling them to generate a "Will to Fight" during highly contested sporting events. Further, psychological conditioning is equally important to provide athletes with spirit of cutting-edge and winning impulse while facing cut-throat sporting competitions, wherein "Winners and Losers" are separated by insignificant difference.

A critical analysis of exiting National Sports Policy: 2011 reveals that "half the ills" of our sporting performance at international level are due to ignorance of scientific approach and other half arise from the lack of professionalism in development and promotion of competitive sports. The optimal utilization of (electronic and print) media will not only glamourize and revolutionarize modern concept of competitive sports but also attract younger generation to take-up sports as full time carrer option. This trend, if maintrained, is expected to work as a miracle and viable solution for sagging standard of Indian sports.

Finally, expert opinion indicates that India needs to create and sustain conducive environment, wherein top athletes, professional experts, sports scientists, policy-makers, specialized coaches, psychological trainaes etc., can work together as a team and contribute in ther respective field with freedom, dignity and without any fear or favour. Moreover, implementation of such strategic action plan may help to improve performance of Indian athletes drastically, leading to revolution in competitive sports, in near future.

BENEFITS OF HAVING AN ATHLETE IN YOUR BUSINESS

Michiel de Bruin

Small Business & Retail Management, Avans Hogeschool Breda, Breda, the Netherlands

Aim of the research: The aim for my research is to create a guide for student to convince the future employers that an athlete in their time is a must. I want to highlight the positive aspects of the athletes within a company. In this guide I will help the athletes to overcome the difficulties of being an athlete and an employer. Also the guide can be used for companies and employers to see the benefits the athletes bring within the company.

The results of the research and discussion: to make a clear image of an athlete within a company. Explaining all the benefits for the company and for the athlete. The guide can be used by an athlete for a job interview. Also it will show attention points for the athletes necessary to succeed with their career. Advice from former athletes prevent them from making the same mistakes. This guide will be everything they need to have a dual career.

CURRENT AND FUTURE SPORT UNIVERSITY DEVELOPMENT IN INDONESIA

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Abstract: Currently, educators believe that youth are resources to be developed and they are not a problem to be managed or solved. Previously, traditional educators viewed the children and adolescents' nurture as a model of prevention, as a destined to be broken that need to be fixed. This vision influenced the current model of youth development, including youth sport development. Current Sports University believed that the Youth sports is the prevention of youth problems. In the future, we believed that sports university is more like to be a 'building-blocks' of national sport.

Overview: In general, sports can be defined as a physical activity that is governed by a set of rules or customs, and emphasizes physical abilities and motor skills as the main determinant of success. This understanding is still very limited, due to the fact that the sport involves mental abilities, and no less important is determined by the sophistication of the equipment used. But, that is often raised explicitly in our everyday understanding. Lose-win often to size us when exercising.

However, we believe that we all agree to say that sport is a cultural product that is unique because of several factors, such universal appeal, emotional engagement, and collective togetherness opportunity to be 'together' in a general area. Because it is so that's all, as where will you all realize, the sport has become something very big influence in this globalized world.

Sport in the higher education is viewed as any sports activities in universities. The university athletes may become elite university athletes if they are a representative in a sport at a national or international level and if they are identified and recognized as an elite athlete by one of the sport organization.

What exactly is sports activity in university or college? Do we nurture students who have achievements in sports and activities as an athlete, or do we create athletes who have a college activity. Since, in the university there are several groups of students based on their interests. They can be joined in the group science, nature lovers, sports enthusiasts and art enthusiasts, speaking skilled and other interest group.

Sports in University. Sports at university or college level manifests in various forms, ranging from informal recreation opportunities just up to elite level competition opportunities and strictly organized. Sports facilities include fitness activities, aquatic, recreation, and sports programs, sports clubs, activities outside the classroom, to the league in the form of intramurals (which means "within the walls") (Siedentop, 1990; Danylchuk, 2007).

Sports Education and Recreation. On college campuses in the United States, sports activities for students housed within an umbrella program called "campus recreation". This program illustrates the protean recreation activities and use of leisure time is programmed in the campus. The mission of the program is to increase the health and well-being (to promote health and well-being). Likewise campuses in Canada, which often wraps sports program with statements that 'invites' like, "innovative promotion and delivery of recreation programs and services that inspire our diverse University community to live an active and healthy lifestyle," complete with its tagline that reads "Healthy body, healthy mind" (Danylchuk, 2007).

To be able to develop programs such ideal, campuses abroad superstructure supported by a strong, generally in the form of Sport Directorate or Department of Campus Recreation. The size of the department can be different, depending on the setting of the campus: but the goal is often very typical and main target of the program is the student, although the program is open to faculty, staff, and the surrounding community at large. At the national level, sports programs in the United States are embedded in the national association called the National Intramural-Recreational Sports Association (NIRSA), which helped set up and give guidelines in the organization and utilization of intra-campus sports. While in Canada, is the Canadian Association for Health, Physical Education, Recreation, and Dance (CAHPERD), which regulates the activity of the Canadian Intramural Recreation Association (CIRA) since 2003. Recreational sports opportunities present in various university campuses around the world. However, in some cases, there are differences in nuance, especially in the volume of coverage of the program, including the seriousness of the management (Danylchuk, 2007).

Discussion: Currently, the management of organized sports programs at campuses in Indonesia, in general student activities, including sports activities, is still handled centrally by the Vice Rector (PR / Purek) of Student Affairs. Student sport activities housed within Student Sport's Clubs, but the headquarters of the activities and personnel involved in

the majority of the faculty are in sports. Weaknesses, such programming model is not supported by adequate funding of universities, in addition to management is not supported by the mind (Lee, 2005) of the managers. University and faculty provide mentoring assignment of certain lecturers/professors, without also able to appreciate anything the lecturers concerned. Unfortunately, the Clubs program runs only as usual, without any effort to make any innovation.

DETERMINING THE SPORT STRATEGIES IN ISLAMIC AZAD UNIVERSITY BASED ON SWOT MODEL

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Abstract: The purpose of this research is to analyze the physical training and sport in Islamic Azad University based on SWOT Model. This research is based on descriptive-exploratory method and it has some practical aims. The views of 364 (nearly 70%) university professors and professionals in extra-scheduling of training sport in 16 out of 496 zones of Islamic Azad University in Iran were gathered. For gathering and measuring data a questioner consisting of 70 objective questions and 4 subjective ones based on Delphi Method and 10 values have been arranged. The format of questionnaire was reliable and its validity is measured by (C) Kronbakh Alpha (88%). The analysis of data is based on AHP method. Based on the important findings of this research, the sport in Islamic Azad University has 8 positive and 12 negative aspects. The most important positive aspects are regular arranging of sports, having professionals and suitable equipments and places. The greatest negative ones are having no independent vice-president, no data bank and no professionals for making decisions. The sport in Islamic Azad University includes 11 opportunities and 11 risks. The most significant opportunities are having possibilities of advertisements, necessities of research and having international branches. In addition, the significant risks are having no influence on law-making, broad decision-making and having hobbies with no movements, etc. The position of sport in University is WT. This paper suggests the universities to reduce their attempts for training athletes in those fields of sport, which include fewer volunteers, to give more independency to some branches, and to decrease the investigators, etc.

L'INFLUENCE DU SPORT OLYMPIQUE A LA VIE SAINTE

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Les résultats des recherches scientifiques indiquent que la pratique fréquente et intensive de la gymnastique, de l'exercice physique et du sport durant l'enfance et l'adolescence a une importance pour la santé et le bien-être, aussi bien immédiatement qu'à moyen et long terme. Une augmentation de fréquence de l'exercice physique n'implique pas de moins bonnes performances scolaires, mais au contraire des performances plutôt meilleures. L'activité sportive améliore immédiatement l'humeur des sujets. Pratiquée régulièrement, elle améliore la santé psycho-sociale et la qualité de vie des jeunes de manière très significative. Résultat des études scientifiques des dix dernières années, cet effet psychostabilisant a été trop peu mis en valeur jusqu'à présent. Par analogie avec les effets connus de l'entraînement sportif sur l'état physique (endurance, force musculaire, souplesse, coordination), on serait tenté d'attribuer à la pratique du sport par les jeunes des effets importants sur leur condition physique.

L'actualité de ce problème est évident: la preuve est maintenant faite que les bénéfices du sport professionnel s'étendent bien au-delà des effets positifs de l'activité physique sur la santé, ils sont reconnus depuis longtemps. Un ensemble croissant de rapports de recherche indiquent que le sport dans la société a comme rôle fondamental d'être un générateur principal de capital social et de ses bénéfices connexes parmi lesquelles on peut nommer l'éducation, le développement de l'enfance et de la jeunesse, l'acquisition de compétences déterminantes pour la vie.

L'activité physique accroît l'énergie, réduit le stress, renforce le cœur et les poumons, aide à atteindre et à maintenir un poids santé. Les exercices physiques, au moyen du sport, aide à améliorer l'estime de soi, à réduire le stress et l'anxiété et à soulager la dépression. Le sport offre aussi des occasions de relations positives, d'amitié et de soutien, qui favorisent la santé émotionnelle. La route vers l'excellence, et le cheminement vers chaque podium, commencent au sein de la société, que ce soit au terrain de jeu, à la piscine, à l'arène ou sur la piste. Il devrait en être de même pour l'esprit sportif.

Il est très important de mettre l'accent sur l'importance du sport professionnel et de l'activité physique en tant qu'éléments essentiels à une bonne santé, de prendre en compte les bienfaits économiques et sociaux d'une participation accrue aux activités physiques et sportives, de reconnaître l'importance d'une activité physique et sportive en communauté, de considérer le sport pour tous comme un investissement et non un coût ou une charge. Il est nécessaire de bâtir un monde meilleur en encourageant la pratique du sport pour tous les jeunes, en diffusant les bienfaits du sport pour la santé et la société. Une bonne santé est fondamentale pour le bien-être de la personne et sa capacité à réaliser son plein potentiel. Elle constitue également un actif économique d'une importance cruciale. Le sport aide ceux et celles qui se préparent et participent aux Jeux Olympiques à être en meilleure santé. Les athlètes de haute performance et de nombreux athlètes professionnels sont des exemples que l'excellence et l'esprit sportif sont des valeurs qui se renforcent mutuellement. Ils se font du souci devant les attitudes de «gagner-à-tout-prix», grâce au sport ils ont un caractère fort.

Afin de lutter contre le problème mondial de la baisse de l'activité physique et de l'augmentation de l'obésité la Journée Olympique a été créée en 1948. Son objectif est de promouvoir la pratique sportive à travers le monde, quels que soient l'âge, le sexe ou les aptitudes sportives de chacun.

La Journée Olympique a évolué, c'est plus qu'un événement sportif aujourd'hui. En s'appuyant sur les trois thématiques «bouger», «apprendre» et «découvrir», les Comités Nationaux Olympiques organisent également des activités sportives, culturelles et éducatives. Ces nouvelles activités incluent également l'organisation de rencontres entre les jeunes et les athlètes de haut niveau et la création de sites Internet invitant le public à développer des programmes de proximité.

Une autre solution du problème de manque d'intérêt des jeunes par rapport au sport c'est l'apparition de nouveaux bâtiments sportifs et l'utilisation d'équipement sportif le plus moderne. Ainsi on peut citer la création du complexe multisportif, des piscines, d'un grand stade à Kazan. Cette construction est liée avec la préparation des compétitions sportives pour les jeunes des pays différents, c'est-à-dire pour l'Universiade qui aura lieu dans la capitale du Tatarstan en juillet de 2013. L'organisation des Jeux Olympiques pour les étudiants du monde entier permet de promouvoir le sport dans la société et d'attirer l'attention de la population, et en particulier des jeunes, à la vie saine. Par conséquent, la participation des jeunes dans des sports différents a augmenté dans la république: de plus en plus de clubs ont été créés, plusieurs activités sportives ont été organisées, ce qui contribue à intégrer le sport dans les écoles et les universités locales.

Pour trouver des solutions à la tendance croissante de l'inactivité physique le Comité International Olympique organise régulièrement les Conférences mondiales sur le sport, l'éducation et la culture. La huitième Conférence s'est conclue le 27 novembre 2012 à Amsterdam sur une note positive. Selon le président du Comité Jacques Rogge, le but de cette conférence mondiale était de chercher de nouvelles et meilleures façons de partager les valeurs olympiques et les bienfaits du sport avec les jeunes, en s'adressant à eux dans leur langage. La Conférence, qui s'est tenue du 24 au 27 avril 2013 à Lima, Pérou, a réuni plus de 500 éminents experts dans le domaine du sport pour tous, originaires de près de 90 pays, afin qu'ils partagent leurs meilleures pratiques concernant diverses activités. Les thèmes de cette Conférence étaient les bienfaits du sport et de l'activité physique pour la société, l'importance de la mise à disposition d'installations sportives et d'espaces publics, ainsi que la promotion de partenariats.

De nombreuses organisations sportives à but non lucratif s'appuient sur le volontariat pour la mise en œuvre de leurs projets. Cela constitue la mise sur pied d'un programme dirigé par des volontaires avant d'aborder des questions plus pratiques: comment trouver des volontaires, comment les former, comment les inciter à rester. Les organisations différentes apportent leur soutien à des programmes de développement pour la jeunesse dont le but est d'assurer la vie saine, de l'améliorer, grâce au sport. En outre, les volontaires commencent à s'intéresser au sport et apprennent à incorporer l'activité physique à leur vie quotidienne.

L'activité sportive pratiquée au cours de la deuxième décennie de la vie constitue une chance, jusqu'ici sous-estimée et qui ne se reproduira pas, d'augmenter de manière significative la densité osseuse, facteur protecteur contre les fractures dues à l'ostéoporose chez le sujet âgé. D'autre part, il est prouvé que le sport influence positivement la condition physique, l'endurance et la force musculaire ainsi que les facteurs de risque pour les accidents cardio-vasculaires. Les risques encourus lors d'une activité sportive, notamment les accidents, ne doivent être ni passés sous silence ni dramatisés. Toute mesure appropriée visant à encourager l'ensemble des jeunes à pratiquer une activité sportive mérite, pour des raisons de santé publique, d'être soutenue.

En conclusion il faut souligner que le sport professionnel, la préparation et la participation aux Jeux Olympiques, à l'Universiade permettent aux athlètes de rester toujours très motivés et d'avoir la vie saine pour obtenir le meilleur résultat.

THE PROBLEM OF ENSURING ENVIRONMENTALLY SAFE AND BIOLOGICALLY VALUABLE FOOD PRODUCTS FOR STUDENTS AND SPORTSMEN IN THE CONDITIONS OF TECHNOGENESIS

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According to accepted international standards and criteria (Resolution 2001/25 dated 20th April, 2001 of UN Commission on Human Rights), sports food products is not to contain toxic, chemical, radioactive and other substances and compounds harmful to human life and harmful for health of athletes.

Global climate change and the consequences of natural and technogenic disasters resulted in the complex environmental and socio-economic situation worldwide, including Russia. Currently humanity faced the specifically pressing problem of ensuring food security for the population, resulting in the emergence of new sources of food and environmentally friendly technologies for food processing. In the conditions of environment pollution, the nutritional science is destined to develop a complex of scientifically grounded measures to ensure balanced diets enriched with macro- and microelements and vitamins for different age groups of the population. Therefore, the value of fundamental researches on nutrition science for athletes and students, teenagers living in various climatic zones and the conditions under technogenesis processes is increasing.

Our study concerned flows of heavy metals in the organism of teenagers and schoolchildren, living in conditions of oil and gas technogenesis in the south-eastern zone of the Republic of Tatarstan. It was established that the daily intake of heavy metals by children and teenagers exceeded the permissible levels 2-3 times. The developed new technology of ecologically safe food production of vegetable and animal products guarantees the biologically high-grade products and safety of youth and sportsmen-students inhabitation in industrially contaminated areas. To analyze this important state problem the map of agro-ecological zoning with three zones: the ecological welfare, environmental standards, and environmental risk was designed, and the effective measures to ensure the safe food production and to meet international and Russian hygienic standards were developed.

Nowadays to ensure food security the system of express-control of environmental contamination of food products imported from other countries and produced inland is being developed.

SOCIAL AND ECONOMIC ASPECTS OF STUDENTS' SPORT DEVELOPMENT IN RUSSIA

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There is increasing interest to students' sport nowadays in Russia both on the side of the state, and on the side of higher educational institutions (HEIs).

The number of competitions conducted under the auspices of the Russian Students' Sport Union has increased with each passing year so as the number of HEIs sending their teams to the competitions. For the latest 3 years there were conducted a lot of All-Russia competitions among students in 48 kinds of sports with 596 HEIs involved.

Beginning with 2011 students' competitions in 25 kinds of sports entered in the Unified Timetable of interregional, All-Russia and International sports events and sports activities of the Russian Ministry of Sports.

Summer and Winter All-Russia Student Games (Universiades) have been revived. The teams of 58 HEIs from 36 subjects of the Russian Federation competed in 7 kinds of sports in the 2nd Winter Universiade (2012). And in the 3rd Summer Universiade (2012) the teams of 120 HEIs from 57 subjects of the Russian Federation competed in 14 kinds of sports. Festivals of Students' Sport have become regular including 8 kinds of sport with 5 of them (streetball, badminton, table tennis, obstacle course, sport quiz) to assume a permanent character.

Development of student sports is promoted by establishing student associations and leagues in various kinds of sports by All-Russia Sports Federations. The most large-scale projects are the following: championships under the auspices of the Student Basketball Association (SBA), «Golden» and «Silver» League championship in mini-football, the International Student Basketball League championship, organized in 2012-2013 academic year.

Despite the large number of legal documents, regulating in varying degrees the development of students' sports, their shortcomings do not allow to address systematically the issues of budgetary financing of student sports clubs and teams. The question of finances allocation for the development of student sports at the HEI level fully depends on a rector's love and favor to this or that kind of sports. And the very concept of «student sport» entered the RF Law «On physical education and sports» only in November 2011 thanks to adopted amendments initiated by the Russian Student Sports Union. There is still no legal status of a combined student team, and this causes problems when sending students to Russian and International students' sport competitions.

This is particularly vital for HEIs of physical education and sports, for the participation of students in competitions is necessary for students' sport skill mastering that is an integral part of professional training for future work as a coach of sports. And considering that HEIs of physical education and sports train students in more than 30 kinds of sports, the question of finance resources search for students to be sent to competitions becomes the main one. It is connected with the fact that students' accommodation and meals costs for All-Russia and International competitions, except for the All-Russia Universiade and Festivals of Students' Sport, are made at the expense of HEIs. One should add to this transportation costs to travel to all the activities mentioned above. As examples one can refer to students' basketball team of Moscow State Academy of Physical Education. This team for the latest 3 years has been twice silver prize-winner, the Student Basketball Association Champion of 2012, the 3rd All-Russia Summer Universiade Champion, it ranked 4th among 24 rival teams at the 1st European Students' Games in Cordoba (Spain). The men's team in mini-football for the latest 3 years has been a champion and silver prize-winner of the «Golden League»; has been in the group of the strongest six at the European championship among students in mini-football (Finland, 2011). The Students' Ice-Hockey team plays in the Moscow Students' Ice-Hockey League and that of volleyball - in the Championship of Moscow HEIs. There are also women's sport games teams, as well as teams in individual kinds of sports, whose training and participation in competitions also require financial resources. Thus, the Academy has spent on the development of students' sports about 3.5 million rubles (150 thousand US \$) in 2012. And these costs were financed from extra-budgetary sources of financing.

In this respect, the situation of the HEI of not sport profile is easier. There is no need to develop a large number of sports. On the other hand, a large number of sports schools graduates, whose training has required money from the state, after completing secondary school, choose professions not related to sport. And in this respect, it is very important to create conditions to go on sport training in those HEIs, which they have chosen for further study. This is not only the economic aspect in order the funds, spent by the state on them, not to be spent in vain. In any case, the young people with the

experience of sports training will have better physical fitness and level of health, higher social adaptation. But it is very important for the young people after many years of strict sports mode to have an opportunity to go on sport training, even if they have got a profession not related to sports. This will have a great socio-economic effect both in short-term, and long-term perspective. As the people involved in sports can in the future achieve high labor productivity; they are less addicted to bad habits and predisposed to diseases, they are better adapted to economic and social problems, which they can meet throughout their life and career.

But for the full development of students' sports in the country it is necessary, in addition to addressing the key issues of its financing, to increase the motivation for physical culture and sports among students through the advocacy of physical culture and sports, even among those who has never been engaged in sports before. It is necessary to increase the motivation of heads of HEIs and regions, in which many institutions are city-forming ones, to create conditions for students' sports development in HEIs and regions, despite the fact that these institutions are in Federal subordination. But the most of the students have grown in this region, and their future work will also take place here. And future social and economic indicators of region development in Russia and, accordingly, in the whole country, in many respects will be determined by the extent to which today's physical education and sports will become an integral part, and, perhaps, the defining link of our higher education system.

COMPETITIVE WOMEN SPORTS IN INDIAN UNIVERSITIES AND DREAM TO PARTICIPATE IN THE WORLD UNIVERSIADE GAMES'

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Introduction- Intellectual Capability and Physical Efficiency is a major part of any Performance. Correct and quick decision in appropriate situation and implemented through muscular system. Sports are a biggest platform through which a human being can evaluate him/her self and develop the adaptation qualities of Intellectual Capability and Physical Efficiency. University Sports specially Women Sports are essential components of human resource development, positive impact on the holistic development of personality of the University Youth. It enhances the sense of achievement, national pride and patriotism, and national integration. Vision – To start a mass movement of Sports participation involving youth for producing World Beaters in competitive Sports for India at International Sporting Events. Mission- Spreading Awareness for building a strong sports base in Universities /Colleges. Educating Athletes on Injury and Drug awareness.

Affiliated Universities under AIU. Break-up of Participants:

Sl. No. Category No. of Women

1. All India Basis 12,091

2. Three Zone Basis 21,982

3. Five Zone Basis 28,592

Grand Total 62,665

Total Universities/ Institution in India – 293

East Zone – 68, South Zone- 77 West Zone- 78, North Zone – 70

- Zone wise Competition 9 disciplines (4 Zone basis)

- North East Zone wise 12 -do- (2 Zone basis)

- All India Basis Competition 18 -do-

World Universiade Games

FISU (The International University Sports Federation) is the main highest body in our University Sports. It is a federation that has made its mark in the international sporting world by organizing and promoting sporting events featuring University Students. Like a coin FISU dose two sides, one side devoted to sporting events, the other side to education and cultural events

26th Universiade Games 2009 in Shenzhen, China

24 Sports on competition program. 10000 athletes from 148 countries where India participated few games. Various venues for competition. New modern University Village with the capacity of 10000 residents 10000 volunteers engaged in organization of the games

Suggestion and Recommendation: Special Women camp for Combined University Teams. Appointment of qualified Sports Director, permanent physical education teacher. Organization of seminar, workshop, Inter National conference for promotion of sports. Introduce fitness program for all level. All the affiliated Countries of FISU, must take part in the Universiade Games (at least five events). Eligibility of the participants must follow as per FISU rules for Inter-University competitions, (Whole world follow the same). Physical Education and Sports should be mandatory in all level of Educational system to develop the general fitness of the society and to supply the maximum players for national teams from University platform. Referances- Chakraborty, Stojiljkovic Prof. Stanimir (2009), the role of University Sports in education and society – a platform for change, Belgred, Serbia. & Singh Dr. Gurdeep (2010), Annual Report, Association of Indian Universities, AIU House.

БАДМИНТОН И ПРОФИЛАКТИКА ДЕТСКИХ ГЛАЗНЫХ ЗАБОЛЕВАНИЙ

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В России очень остро стоит проблема активно прогрессирующего ухудшения зрения школьников и других категорий учащихся. Официальная статистика показывает, что в связи с неблагоприятными экологическими условиями, малоподвижным образом жизни и распространением Интернета в последние десятилетия резко ухудшилась ситуация в области детских глазных болезней. В последние десятилетия в нашей стране и за рубежом отмечается рост случаев приобретенной миопии (близорукости) у населения. В России близорукостью страдает в среднем каждый третий-четвертый взрослый житель. В младших классах школы этот показатель составляет 6-8 процентов, а к окончанию школы, то есть к 17 годам, уже 25 – 30 процентов, в гимназиях и лицеях – 50 процентов. Вполне очевидно, что профилактика развития и прогрессирования миопии должна проводиться именно в детском и подростковом возрасте.

Давно подмечено, что люди, с детства регулярно играющие в бадминтон, никогда не носят очки. При игре в бадминтон постоянное моментальное переключение зрения с близкого расстояния на далекое и обратно усиливает способность глаза менять фокусное расстояние (аккомодацию) и тем самым способствует не только профилактике близорукости, но и восстановлению полноценного зрения, так как ухудшение аккомодации как раз и является одной из основных причин ослабления зрения. Поэтому лечебно-профилактические меры при близорукости включают и физические методы воздействия именно на аппарат аккомодации, что существенно улучшает кровоснабжение и повышает функциональную способность органа зрения.

Летом 2010 года было подготовлено обращение к Министру здравоохранения и социального развития Российской Федерации Т.А. Голиковой с просьбой поручить проведение научно-клинических исследований с последующей объективной оценкой клинично-функциональных показателей органа зрения у школьников, занимающихся бадминтоном.

Министерство поддержало обращение и поручило проведение исследований Федеральному медико-биологическому агентству России (ФМБА) и Московскому НИИ глазных болезней имени Гельмгольца. Совместные Национальной федерации бадминтона России и НИИ глазных болезней исследования, посвященные лечебно-профилактическому воздействию занятий бадминтоном на зрение школьников, начались 1 февраля 2011 года.

Проведенные исследования доказали благотворное влияние занятий бадминтоном на функциональное состояние и гемодинамику глаз с близорукостью. Эти занятия были рекомендованы для профилактики возникновения и прогрессирования миопии.

Практика убедительно доказала, что специальным образом организованные занятия бадминтоном в детском и юношеском возрасте не только предупреждают возникновение близорукости, но и эффективно способствуют восстановлению зрения (в ряде случаев уже в течение первых занятий дети снимают очки). Так, у девушки Лихачевой Натальи из г. Омска, страдавшей сильной близорукостью (–7 диоптрий), научно зафиксировано улучшение зрения до 100 %.

О серьезности результатов говорит тот факт, что по окончании исследований Московский НИИ глазных болезней имени Гельмгольца подал заявку об оформлении на Россию патента о лечебном воздействии бадминтона на детское зрение.

В этой ситуации крайне важным стало возвращение занятий бадминтоном в школьную программу на уроки физической культуры. Соответствующее предложение было направлено Министру образования и науки Российской Федерации А. А. Фурсенко. Министерство целиком поддержало предложение Национальной федерации бадминтона России. С 1 сентября 2012 года бадминтон был включен в учебную программу школьных занятий по физкультуре (третий урок). Началось внедрение этого способа профилактики близорукости в школах и медицинских учреждениях.

Немаловажно, чтобы информация о возможности улучшить зрение посредством простых занятий бадминтоном в спортивных секциях, клубах, школах была доведена до родителей детей, имеющих проблемы со зрением, а также стремящихся не допустить ухудшения их зрения в дальнейшем.

Эта тема получила большое публичное значение, и эффективные варианты решения проблемы детского зрения активно обсуждаются в СМИ.

ОЛИМПИЙСКИЙ ПРОЕКТ «СОЧИ-2014»: СОЦИОЛОГИЧЕСКИЙ ПРОГНОЗ РАЗВИТИЯ

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Реализация наследия олимпийского проекта «Сочи-2014» послужит стимулом экономического развития региона, связанного с ростом инвестиций в сферу туристической и занятости населения; модернизации существующей инфраструктуры посредством инновационных спортивных технологий для занятий физической культурой и спортом; созданию условий для реализации культурного обмена, развития волонтерского движения.

Российская общественность, политическая элита посредством олимпийского спорта строит, развивает и открывает миру новую, процветающую страну, способную иметь статус великой спортивной державы.

Спорт обладает огромным ценностным потенциалом и способен выполнять многие социокультурные функции, в том числе формировать общественное мнение, стиль жизни людей, личностные качества человека, имидж государства. Уровень спортивных результатов в современном обществе часто рассматривается не только как достижение спортсмена, но и как показатель развития страны, ее науки и технологий.

В настоящее время ни одно государство, ни один город не возьмется за проведение крупных международных спортивных форумов исключительно из идеальных интересов. Сегодня Олимпийские игры как главное спортивное состязание мирового уровня служат не только миротворческим целям, но прежде всего демонстрируют престиж страны, ее идеологическую систему, политический строй. Выбор места организации Олимпиад к концу XX века стал во многом определяться политическими интересами государств. В то же время проведение Олимпийских игр становится экономически выгодным мероприятием. Тем не менее многие государства заинтересованы в принятии на своей территории Олимпийских игр в силу использования системы пропаганды идеологических и культурно-мировоззренческих ценностей общества.

Современная мировая система СМИ и огромное количество зрителей предоставляют стране-организатору широкие возможности для пропаганды и рекламы своего образа жизни и мышления, политических и экономических достижений. Известно, что Олимпиады изменяют сложившиеся стереотипы о стране, которая является организатором Олимпийских игр.

Спортивный имидж страны, образ спортивной державы формируется длительное время. Спортсменам необходимо постоянно в течение многих лет демонстрировать высокие достижения на соревнованиях самого высокого ранга. Поэтому спортивный имидж страны – это исторически обусловленное явление. Современная Россия унаследовала славные традиции и успехи советского спорта, поэтому мы видим смелые решения российского политического руководства на проведение крупномасштабных мероприятий, которые запланировали сроком до 2018 года.

Цель исследования: определить особенности спортивного менеджмента использования наследия XXII Зимних Олимпийских игр и его влияние на развитие российского социального института спорта.

Методы исследования: социологический анализ официальных документов, использование Интернет-ресурса.

Результаты исследования и их обсуждение:

Со времени объявления Сочи местом организации и проведения XXII Зимних Олимпийских игр в России определились группы сторонников и противников Олимпиады. Главная причина конфликта заложена в дорогостоящем финансировании олимпийского проекта, его экологической сложности и тех последствий, которые неизбежно возникают при интенсивном строительстве олимпийских объектов. Общеизвестно, что организация Олимпийских игр в Сочи затратный финансовый проект, так как, по-существу, создается новая туристическая инфраструктура, строятся скоростные дороги, туннели, газопроводы, мосты, создается новая спортивная материально-техническая база. При этом прямые доходы, получаемые от продажи билетов, телевизионных прав на трансляцию соревнований составляют довольно скромную сумму. Так, например, расходы на Олимпиаду в Афинах изначально составляли \$ 1,6 млрд, а по факту достигли \$ 16 млрд, в Пекине (2008) – от планируемых \$ 1,6 млрд. достигли \$ 40 млрд. По прогнозу специалистов, расходы на проведение Олимпиады в Сочи достигнут \$ 30 млрд. (Беляев А., Иваницкая Н., 2010).

Однако при этом необходимо учитывать, какое наследие и выгоды получит Россия от всемирного сочинского спортивного форума, а также какое влияние в ближайшее время он окажет на развитие физической культуры и спорта в стране.

В научной литературе понятие «наследие» включает в себя такие категории, как материальные и нематериальные ценности, которые связаны с определенным историческим периодом и передаются из поколения в поколение, дополняясь современными духовными и физическими объектами, несущими в себе ценную информацию. Наследие – это явление духовной жизни, быта, уклада, унаследованное, воспринятое от прежних поколений, от предшественников.

Исходя из понимания сущности спортивного наследия как совокупности исторически сложившихся ценностей и достижений, приобретенных в результате организации и проведения Олимпиады и Олимпийских игр, необходимо отметить, что согласно существующей системе оценки оно делится на материальные и нематериальные составляющие.

В соответствии с представленной структурой к материальным ценностям наследия проекта Сочи-2014 относятся: спортивные сооружения, краевая и городская транспортная инфраструктура, объекты туристической, Российский международный олимпийский университет.

К нематериальным ценностям наследия Олимпиады и Олимпийских игр можно отнести:

- развитие массового спорта и спорта высших достижений;
- формирование положительного имиджа страны на международной арене;
- формирование здорового образа жизни и потребностей населения в регулярных занятиях спортом;
- культурный обмен между участниками спортивного форума;
- развитие волонтерского движения;
- экологическое воспитание;
- повышение качества олимпийского и профессионального образования.

Образовательные программы, реализуемые Департаментом образования Оргкомитета «Сочи-2014», учителями школ, преподавателями вузов позволяют изменить привычный взгляд на наследие Олимпиады и Олимпийских игр как на появление множества спортивных и инфраструктурных объектов – стадионов, лыжных трасс, дорог, гостиниц и аэропортов.

Значительную, а может самую важную часть наследия проекта «Сочи-2014» составляют ценности и жизненные установки, которые формируются у людей, чувствующих свою причастность к грандиозному спортивному празднику. Мир, дружба, спорт – надолго станут жизненным кредом российских людей. Реконструкция и строительство туристических объектов и спортивных комплексов позволит привлечь к южному региону большое количество российских и иностранных туристов, а значит, появятся новые рабочие места, будет развиваться бизнес, выплачиваться налоги – все это создает новый экономический ресурс страны.

Однако главный эффект спортивного наследия должен сказаться на развитии социального института спорта. В ходе исследования нами выявлены критерии успешного развития любого социального института:

- качественная подготовка кадров;
- совершенная материально-техническая база;
- правовое обеспечение;
- развитие науки;
- СМИ;
- высокоразвитая потребность людей в социальном институте.

Положительное влияние наследия Олимпийского проекта «Сочи-2014» применительно к спортивному социальному институту выражается в создании Международного олимпийского университета, спортивной инфраструктуры в виде множества олимпийских объектов, развитии спортивной науки, детско-юношеского, студенческого спорта и спорта высших достижений, а также популяризации спортивного стиля жизни, регулярных занятий физической культуры и спортом.

Выводы. Реализация наследия Олимпиады послужит стимулом экономического развития региона, связанного с ростом инвестиций в сферу туристической и занятости населения; модернизации существующей инфраструктуры посредством инновационных спортивных технологий для занятий физической культурой и спортом; создания условий для реализации культурного обмена, развития волонтерского движения.

Проект «Сочи-2014» – это не только качество построек или престиж государства. Россия стремится к тому, чтобы Олимпийские игры изменили ее образ. Мировая общественность с недоверием относится к коррумпированности экономики страны, управляемой демократии, терроризму, экологическим просчетам. Российская общественность, политическая элита посредством спорта строит, развивает и открывает миру новую, процветающую страну, способную стать великой спортивной державой.

ВЛИЯНИЕ СПОРТИВНОГО НАСЛЕДИЯ ОЛИМПИАД И УНИВЕРСИАД НА РАЗВИТИЕ СТУДЕНЧЕСКОГО СПОРТА

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Аннотация

Универсиада 2013 в Казани затрагивает актуальное и одно из приоритетных направлений популяризации физической культуры и спорта в стране - вопрос о развитии студенческого спорта. Развитие студенческого спорта всегда играло главную роль в развитии спорта и физической культуры в России. Была специально создана Концепция наследия XXVII Всемирной летней универсиады 2013 года в городе Казани, основой разработки которой явилась стратегия развития физической культуры Российской Федерации до 2020 года. Таким образом, Универсиада в Казани будет способствовать использованию всех ресурсов в активизации массового спорта в целом и, безусловно, явится мощным импульсом для развития всей системы российского студенческого спорта.

Введение (актуальность) и постановка задачи

В преддверии XXVII Всемирной летней универсиады 2013 года в городе Казани и XXII зимних Олимпийских игр в городе Сочи 2014, а также по результатам проведения XXX Летних Олимпийских игр в Лондоне тема «Наследие Универсиад и Олимпийских игр: выгоды от проведения» является наиболее актуальной. Изучение закономерностей влияния спортивного наследия мегасобытий на развитие физической культуры и спорта на настоящий момент времени представляется весьма актуальным, поскольку позволяет раскрыть явления преемственности в сфере физической культуры и спорта, способствует более глубокому пониманию тенденций в развитии современного спорта.

Универсиада - 2013 - престижные всемирные соревнования - мощный импульс формирования здорового образа жизни молодого поколения, развития спортивной инфраструктуры и системы детско-юношеского и студенческого спорта. Проведение Универсиады-2013 в Казани станет колоссальным импульсом для дальнейшего прогресса и важной вехой в развитии студенческого спорта в России.

Универсиада позволит на новом качественном уровне способствовать внедрению инновационных технологий в образовательном, научном процессах, популяризации спорта, решить проблему активного привлечения детей и молодежи к занятиям физической культурой и спортом - важного фактора укрепления здоровья, улучшения демографической ситуации, снижения количества социально-негативных явлений в молодежной среде.

После окончания Универсиады Казань станет уникальным образовательно-научным университетским центром, и ее Деревня будет использоваться как универсальный многофункциональный комплекс для студентов Казанского (Приволжского) федерального университета и Поволжской государственной академии физической культуры, спорта и туризма. В распоряжении образовательно-научного университетского центра оказывается современная спортивная инфраструктура. [1]

Была специально создана Концепция наследия XXVII Всемирной летней универсиады 2013 года в городе Казани, основой разработки которой явилась Концепция долгосрочного социально-экономического развития Российской Федерации на период до 2020 года, основные направления деятельности Правительства Российской Федерации на период до 2012 года, Стратегия развития физической культуры и спорта в Российской Федерации на период до 2020 года.

Основой целью Концепции наследия XXVII Всемирной летней универсиады 2013 года в городе Казани является определение стратегии образовательного, научного и спортивного наследия Универсиады 2013, обеспечивающего равные возможности для обучения и доступа к современной спортивной инфраструктуре гражданам, повышение конкурентоспособности российского спорта в целом и студенческого, как одной из её составляющих частей.

Реализация Концепции и подготовленной на ее основе Программы позволит привлечь к систематическим занятиям физической культурой и спортом и приобщить к здоровому образу жизни жителей Казани, существенно повысить конкурентоспособность российского спорта на международной спортивной арене.

Подготовка к Универсиаде способствует обновлению и модернизации существующей спортивной базы высших учебных заведений, что позволит поднять развитие студенческого спорта на качественно новый уровень. В рамках программы строительства спортивных объектов ведется строительство при ВУЗах, которые станут основой для развития студенческого спорта. Указанные объекты предлагается передать ВУзам для выполнения учебной программы, организации учебного процесса со студентами, учебно-тренировочной работы, организации и проведения универсиад, межвузовских соревнований среди студентов и профессорско-преподавательского состава, и организации подготовки студенческих сборных команд.

По предварительным расчетам на сегодняшний день в ВУЗах, на базах которых строятся современные спортивные сооружения, обучается около 80 тысяч студентов, из них на очной форме обучения более 50 тысяч студентов, на заочной форме обучения 30 тысяч студентов.

Спортивные сооружения при высших учебных заведениях станут межвузовскими спортплощадками, на базе которых во внеурочное время в рамках студенческих универсиад будут проводиться соревнования по соответствующим видам спорта. Студенты учреждений среднего профессионального образования (ССУЗов) также будут иметь возможность проведения соревнований на современных спортивных сооружениях.

Модернизация вузовской спортивной базы позволит качественно улучшить преподавание дисциплины «физическая культура», организовать деятельность спортивных клубов в вузах и создать качественные базовые условия для развития студенческого спорта.

У Казани есть уникальная возможность провести Универсиаду на самом высоком уровне и получить положительный эффект для развития города от роста его международного имиджа и использования объектов материального и нематериального наследия. В преддверии летней Универсиады-2013 Казань будет располагать необходимыми условиями для подготовки спортивного резерва, развития спорта высших достижений и подготовки спортивных сборных команд России для успешного участия в международных соревнованиях и Олимпийских играх.

Научная новизна и теоретическая значимость:

- впервые проведен анализ влияния спортивного наследия Универсиад на развитие студенческого спорта в России и за рубежом;
- обобщен опыт различных стран в рамках спортивного наследия в сфере развития студенческого спорта;
- определены тенденции и предложена система социально-педагогических норм спортивного наследия, направленных на развитие студенческого спорта;
- определены основные принципы и разработаны социально-педагогические основы концептуального характера и формирования спортивного наследия.

Практическая значимость работы

Теоретические и практические результаты исследования могут служить основой для разработки законодательных и нормативных актов, национальных программ развития спорта, в том числе студенческого, для усовершенствования действующих социально-педагогических норм в области студенческого спорта.

Выводы

1. В настоящее время развитие студенческого спорта становится гармоничным при условии организации научно обоснованного педагогического управления.
2. Содержание нормативных, финансовых и организационных условий позволяет конкретизировать область компетенции центра (федеральный уровень), государственно-территориальных образований (субъектов РФ, муниципальных образований) и университетов в педагогическом управлении развитием уровней (собственно вузовский, местный, региональный, федеральный, международный) студенческого спорта.
3. Успешность педагогического управления студенческим спортом зависит от сформированной организационной структуры его развития, комплексности и объективности количественных и качественных показателей.

ОСНОВНЫЕ НАПРАВЛЕНИЯ РАЗВИТИЯ СИСТЕМЫ ФИЗИЧЕСКОГО ВОСПИТАНИЯ И ОСОБЕННОСТИ РЕАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ В ОБЛАСТИ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В ДОШКОЛЬНЫХ, ШКОЛЬНЫХ И ПРОФЕССИОНАЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

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Аннотация. В данной статье автором рассматриваются вопросы активизации физкультурно–спортивного движения; понятия «физическая культура» / «спорт»; вопросы преобразования в физической культуре и спорте согласно нормативно – правовым аспектам; основные направления развития физической культуры в системе физического воспитания в дошкольных, школьных и профессиональных образовательных учреждениях, а также реализации образовательных программ в области физической культуры и спорта.

Введение (актуальность) и постановка задачи. Введение (актуальность). Сегодня в России происходит активизация физкультурно-спортивного движения, которая связана с развитием Олимпийского движения в стране (подготовка и проведение XXII Олимпийских зимних игр и XI Паралимпийских зимних игр Сочи - 2014.); развитием молодежного спортивного движения (проведение XXVII Всемирной летней Универсиады 2013 в Казани); получением права на проведение Чемпионата мира по футболу – 2018; проведением международных соревнований по различным видам спорта и возможностью их посещения как в России, так и за рубежом; созданием национальных и международных лиг, туров (например, Континентальная хоккейная лига (КХЛ), Российский теннисный тур (РТТ) и т.д.); достижением высших спортивных результатов российских спортсменов на международных соревнованиях (Олимпиада Лондон -2012 – 82 медали (24 золотых); Татьяна Волосожар, Максим Траньков - чемпионы Европы 2012/2013 по фигурному катанию, Турнир Большого Шлема «Ролан Гаррос» (теннис) - победа Марии Шараповой и т.д.); высоким уровнем спортсменов в мире; строительством новых специализированных спортивных баз, созданием и открытием секций, клубов; созданием и открытием специализированных спортивных магазинов ведущих мировых фирм; увеличением доли спорта в средствах массовой информации (тв – трансляции, включая и Интернет-трансляции, радиопередачи, Интернет – сайты, журналы и т.д.) и другое. В связи с этим каждый год увеличивается доля занимающихся физической культурой и спортом в различных возрастных категориях населения, в т. ч. увеличивается доля занимающихся среди дошкольников, школьников, студентов.

Постановка задачи. В связи с происходящей сегодня активизацией физкультурно – спортивного движения в стране и увеличением доли занимающихся физической культурой и спортом среди дошкольников, школьников и студентов рассмотреть вопросы развития физической культуры и спорта как одного из приоритетных направлений социальной политики государства; дать определение понятий «физическая культура», «спорт»; показать некоторые нормативно–правовые аспекты, влияющие на преобразования в системе физического воспитания в дошкольных, школьных и профессиональных образовательных учреждениях.

Цели исследования. На основе поставленной задачи выявить основные направления развития системы физического воспитания в дошкольных, школьных и профессиональных образовательных учреждениях в соответствии со статьей «Модернизация системы физического воспитания различных категорий и групп населения, в том числе в дошкольных, школьных и профессиональных образовательных учреждений»; показать аспекты согласно Статье 84 «Особенности реализации образовательных программ в области физической культуры и спорта» Закона «Об образовании в Российской Федерации».

Методы исследования: теоретический анализ педагогической литературы, литературы по физической культуре и спорту, нормативно-правовых аспектов в отрасли физической культуры и спорта и образования по теме исследования, включая как бумажные, так электронные носители.

Основной материал. Развитие отрасли физической культуры и спорта сегодня является одним из приоритетных направлений социальной политики государства; оно может обеспечить реальное воплощение в жизнь гуманистических идеалов, ценностей и норм, открыть широкий простор для выявления способностей людей, удовлетворения их интересов и потребностей; носит масштабный государственный характер и является одной из граней общей культуры человека, которая во многом определяет его поведение в учебе, в быту, в общении. Физическая культура - сфера социальной деятельности, направленная на сохранение и укрепление здоровья,

развитие психофизических способностей человека в процессе осознанной двигательной активности. Спорт (англ. sport, сокращение от первоначального старофранц. desport- «игра», «развлечение») – организованная по определенным правилам деятельность людей, состоящая в сопоставлении их физических и интеллектуальных способностей, а также подготовка к этой деятельности и межличностные отношения, возникающие в ее процессе. Спорт можно рассматривать как источник: 1) формирования у дошкольников, школьников, студентов целостной картины мира; 2) формирования патриотизма, гражданского самосознания; 4) формирования личности; 5) формирования общечеловеческих ценностей у дошкольников, школьников, студентов и адекватного этим ценностям поведения; 6) формирования у школьников, студентов толерантности к другим религиям и культурам; 7) формирования самосознания, осознания собственного «Я».

Вопросы преобразования в физической культуре и спорте нашли свое отражение в различных законах, постановлениях Правительства, указах Президента, Федеральных целевых программах и других нормативно – правовых актах, способствующих развитию физической культуры и спорта. Основополагающими из них являются: 1) Федеральный Закон №329-ФЗ от 04.12.2007г. «О физической культуре и спорте в Российской Федерации»; 2) «Концепция долгосрочного социально–экономического развития Российской Федерации до 2020 года»; 3) Указ Президента Российской Федерации «О Совете при Президенте Российской Федерации по развитию физической культуры и спорта» от 28 июля 2012 г. № 1058; 4) «Стратегия развития физической культуры и спорта в Российской Федерации на период до 2020 года», утвержденной Правительством Российской Федерации, Распоряжение от 07.08. 2009 № 1101-р (далее Стратегия); 5) Федеральная целевая программа «Развитие физической культуры и спорта в Российской Федерации на 2006 - 2015 годы»; 7) Национальные программы развития различных видов спорта: «ФЦП развития тенниса в России до 2015 года», «Программа развития легкой атлетики в России», «Программа развития биатлона в России» и т.д.

В соответствии со статьей «Модернизация системы физического воспитания различных категорий и групп населения, в том числе в дошкольных, школьных и профессиональных образовательных учреждениях» основными направлениями развития системы физического воспитания в дошкольных, школьных и профессиональных образовательных учреждениях, являются: 1) модернизация физического воспитания и развития спорта в образовательных учреждениях; 2) совершенствование физического воспитания детей с ограниченными возможностями здоровья и инвалидов и привлечение их к занятиям спортом; 3) повышение эффективности физической подготовки молодежи допризывного возраста; 4) создание условий и стимулов для расширения сети физкультурно – оздоровительных комплексов, спортивных клубов и спортивных команд; 5) внедрение новых проектов образовательных учреждений с обязательным строительством объектов спорта (спортивных залов, в том числе тренажерных, бассейнов, многопрофильных и комплексных плоскостных спортивных сооружений); 6) внедрение в систему образования мониторинга состояния здоровья, физического развития и физической подготовленности; 7) сохранение обязательной формы физкультурного образования; 8) совершенствование государственных санитарно-эпидемиологических правил и нормативов для детских дошкольных учреждений; 9) оснащение общеобразовательных школ и учреждений дополнительного образования детей необходимым спортивным инвентарем и оборудованием; 10) совершенствование системы физкультурных и спортивных мероприятий для всех категорий обучающихся и студентов; 11) создание в общеобразовательных учреждениях спортивных классов и классов с углубленным изучением предмета «Физическая культура»; 12) создание в образовательных учреждениях детско-юношеских спортивных и туристских клубов (центров); 13) установление требований по обеспечению безопасности для жизни и здоровья обучающихся при проведении занятий физической культурой; 14) развитие инфраструктуры детско-юношеского и спортивно-оздоровительного туризма и его внедрение в образовательных учреждениях, в спортивно-оздоровительных лагерях, базах рекреационно-реабилитационного типа и учреждениях санаторно-курортного профиля; 15) увеличение охвата детей, посещающих дошкольные образовательные учреждения, обязательными и дополнительными занятиями физической культурой по программам дошкольных образовательных учреждений; 16) разработка и внедрение образовательных программ физического воспитания детей с ограниченными возможностями здоровья и инвалидов для образовательных учреждений всех типов; 17) разработка примерных учебных программ по физической культуре по уровням образования, учитывающим индивидуальные способности и состояние здоровья обучающихся.

Особенностями реализации образовательных программ в области физической культуры и спорта в дошкольных, школьных и профессиональных образовательных учреждениях согласно Статье 84 «Особенности реализации образовательных программ в области физической культуры и спорта» Закона «Об Образовании в Российской Федерации» являются: 1) реализация образовательных программ в области физической культуры и спорта направленная на физическое воспитание личности, приобретение знаний, умений и навыков в области физической культуры и спорта, физическое совершенствование, формирование культуры здорового и безопасного образа жизни, укрепление здоровья, выявление и отбор наиболее одаренных детей и подростков, создание условий

для прохождения спортивной подготовки; 2) в области физической культуры и спорта реализуются следующие образовательные программы: а) образовательные программы основного общего и среднего общего образования, интегрированные с дополнительными предпрофессиональными образовательными программами в области физической культуры и спорта (далее - интегрированные образовательные программы в области физической культуры и спорта); б) профессиональные образовательные программы в области физической культуры и спорта; в) дополнительные общеобразовательные программы в области физической культуры и спорта; 3) прием на обучение по дополнительным предпрофессиональным программам в области физической культуры и спорта проводится на основании результатов индивидуального отбора, проводимого в целях выявления лиц, имеющих необходимые для освоения соответствующей образовательной программы способности в области физической культуры и спорта; 4) для обучающихся, осваивающих образовательные программы среднего профессионального образования, интегрированные образовательные программы в области физической культуры и спорта, дополнительные предпрофессиональные программы в области физической культуры и спорта, образовательной организацией осуществляется обеспечение спортивной экипировкой, спортивным инвентарем и оборудованием, проезда к месту проведения тренировочных, физкультурных, спортивных мероприятий и обратно, питания и проживания в период проведения тренировочных, физкультурных, спортивных мероприятий, медицинское обеспечение. Организация обеспечения указанными в настоящей части спортивной экипировкой, спортивным инвентарем и оборудованием, питанием, а также проезда на тренировочные, физкультурные и спортивные мероприятия осуществляется учредителями соответствующих образовательных организаций.

Результаты исследования (научный вклад, новизна и практическое применение). Научный вклад. Показана взаимосвязь некоторых аспектов системы физической культуры и спорта и системы образования. Представленный в исследовании материал имеет сегодня особое значение. **Новизна.** Показаны основные направления развития физической культуры в системе физического воспитания в дошкольных, школьных и профессиональных образовательных учреждениях в соответствии со статьей «Модернизация системы физического воспитания различных категорий и групп населения, в том числе в дошкольных, школьных и профессиональных образовательных учреждений»; показаны аспекты реализации образовательных программ в области физической культуры и спорта согласно Статье 84 «Особенности реализации образовательных программ в области физической культуры и спорта» Закона «Об образовании в Российской Федерации».

Практическое применение. Представленные материалы могут быть использованы в работе дошкольных, школьных, профессиональных образовательных учреждений; в работе спортивных обществ, клубов, секций, тренеров, инструкторов, а также может быть использован аспирантами, студентами, родителями и любителями спорта как ознакомительный материал.

Выводы. В качестве итога можно сказать, что реализация основных направлений развития физической культуры в системе физического воспитания в дошкольных, школьных и профессиональных образовательных учреждениях и реализация образовательных программ в области физической культуры и спорта возможна при взаимосвязи системы физической культуры и спорта и системы образования, которые сегодня являются одними из приоритетных направлений социальной политики государства.

ПРИНЦИПЫ ФЭЙР ПЛЭЙ В СОВРЕМЕННОМ ЮНОШЕСКОМ СПОРТЕ

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Аннотация. В статье рассматриваются результаты исследования отношения спортсменов-подростков к принципам Честной игры в спорте. Показано, что юные спортсмены не являются компетентными в вопросах нравственного поведения в процессе учебно-тренировочной и соревновательной деятельности. Выявлена необходимость усиления культурологического содержания спортивной подготовки юных спортсменов, базирующейся на ценностях спорта и физической культуры.

Введение. К числу актуальных проблем современного спорта, привлекающих внимание педагогов и социологов, следует отнести трудности в реализации его гуманистического потенциала, практическую реализацию принципов Фэйр Плэй в сфере спорта. Многочисленные социологические исследования выявляют слабую ориентацию большинства спортсменов на следование морально-этическим принципам в спортивной деятельности.

Результаты многочисленных исследований свидетельствуют о том, что задача формирования гармонично развитой личности юного спортсмена, обладающего не только физическим совершенством, но также моральной чистотой и духовным богатством, нередко входит в определенное противоречие с установкой добиться высокого результата любыми средствами, в том числе далекими от спортивной этики.

В современном спорте исследователи отмечают ряд негативных тенденций, вызывающих особую обеспокоенность. Многие виды спорта стали стремительно «молодеть». Высокие достижения стали показывать подростки, почти дети. Проблема заключается в том, что в спортивной субкультуре с ее «взрослыми» правилами у молодого спортсмена происходит односторонняя социализация с присущим ей процессом усвоения нравственных ценностей и кодексов поведения, многие из которых не всегда являются позитивными.

Основоположник современного олимпизма Пьер де Кубертен выступал за поддержку стремления олимпийцев к высшим достижениям в спорте, возражал против «чрезмерного сдерживания» результатов, видя в их постоянном росте «притягательность» спорта и его «право на существование». Вместе с тем он подчеркивал, что существует определенная граница, которую нельзя переходить в рамках олимпийских соревнований, как бы ни была желанна победа или установление рекорда. Такой границей Кубертен считал, прежде всего, этические соображения. Для выражения набора этических принципов, на которые должны ориентироваться спортсмены, тренеры, болельщики и другие лица, связанные со спортом, и используется английское выражение «Фэйр плэй» («Fair play»), которое переводится как «честная (или справедливая) игра».

Во второй половине XX века Фэйр Плэй становится этическим регулятором, как в сфере спорта, так и в других областях человеческой деятельности. Идея Фэйр Плэй, аккумулируя в себе гуманистическое содержание, играет важную роль в педагогической деятельности, социализации подрастающего поколения. Поэтому наиболее актуально в современном спорте изучение отношения юных спортсменов к принципам Фэйр Плэй, соблюдению их в тренировочной и соревновательной деятельности, что и являлось целью данной статьи.

Методы и организация исследования. В процессе исследования применялись следующие методы: анализ литературных источников, педагогические наблюдения, анкетирование. В исследовании принимали участие школьники 14 - 17 лет г. Томска, занимающиеся спортом (153 чел.), из них - 53% занимаются лыжным спортом; 12% - плаванием; 15% - игровыми видами; по 7% - гимнастикой и единоборствами; стрельбой увлекаются 3% из числа опрошенных школьников. Респондентам предлагалась анонимная анкета, включающая в себя 44 вопроса, которые были направлены на выявление интереса к спорту, к Олимпийским играм и Олимпийскому движению, а также на определение отношения школьников к принципам Фэйр Плэй в спорте.

Результаты и их обсуждение. В результате исследования установлено, что большая часть респондентов очень сильно интересуется спортом (52%), 35% интересуется спортом лишь в некоторой степени. У 29% из числа опрошенных спортсменов интерес к спорту проявляется в виде активных занятий физическими упражнениями и спортом, у 20% - в участии в спортивных соревнованиях. Однако для половины участвующих в соревнованиях школьников-спортсменов стремление к высшим достижениям в спорте не является главной целью, главную цель своих занятий спортом в этом видят лишь 17% из числа опрошенных.

Ведущей мотивацией к занятиям спортом для большинства опрошенных школьников-спортсменов является желание быть более здоровым и сильным, на первое место среди причин, побуждающих к занятиям каким-либо

видом спорта, ее поставили 44% опрошенных. 23 % респондентов занимаются спортом, так как считают его хорошим способом провести время и пообщаться с друзьями. Часть спортсменов считает спорт интереснейшим, увлекательным делом, где на первое место выходит борьба, состязание, накал страстей. Именно поэтому 13% из них указали это преимущество спорта как главный побудительный мотив к занятиям. Для 10% респондентов спорт является возможностью сделать карьеру, 6 % детей указали, что для них спорт – это способ развить свои интеллектуальные и эстетические способности, а также способ стать более честным, справедливым и мужественным (4%).

Олимпийские игры современности являются мировым событием, привлекающим к себе внимание элитных спортсменов, журналистов, болельщиков, глав государств, членов политических и культурных сообществ. Кроме того, Олимпийские игры являются основополагающим средством популяризации спорта и олимпийского движения, поэтому школьникам-спортсменам был задан вопрос: интересуются ли они Олимпийскими играми и олимпийским движением. 49% из числа опрошенных спортсменов ответили, что они не очень ими интересуются. Немного меньше школьников-спортсменов указали, что для них Олимпийские игры представляют интерес, а 9% из числа опрошенных совсем не интересуются этим спортивным событием.

В 2014 году в нашей стране в городе Сочи пройдут Олимпийские игры, олимпийское движение привлекает к проведению этого мирового события большое количество волонтеров. Однако 51% из числа опрошенных школьников-спортсменов не хотели бы принять участие в олимпийском движении, при этом 58% респондентов оценивают значение Олимпийских игр очень высоко. Главной особенностью спортивных состязаний, проводимых на Олимпийских играх, является наличие честной и справедливой борьбы, что для 77% из числа опрошенных школьников-спортсменов и является наиболее привлекательным и важным в спорте. Однако 63 % из них вообще не знают о существовании принципов Фэйр Плэй в спорте.

В настоящее время очень часто многие спортсмены встречаются с несправедливостью и насилием в спорте. На вопрос об отношении к этому явлению около половины юных спортсменов ответили, что они против любого насилия, однако 36% из числа опрошенных считают, что в этом нет ничего плохого. Наличие такого большого количества школьников-спортсменов, толерантно относящихся к насилию в спорте, может привести лишь к его усилению и распространению в спортивной среде. Подтверждением этому может служить то, что 45% юных спортсменов из числа опрошенных никогда не задумывались над своим отношением к сценам насилия в спорте, а 18% всегда с удовольствием их наблюдают. Этот факт не может не настораживать.

Вместе с тем, 71% из числа опрошенных школьников-спортсменов считают, что в спорте можно добиться больших успехов, ведя только честную борьбу, не нарушая правила. Однако 29% из числа опрошенных считают нарушение правил соревнований необходимым условием для достижения высокого спортивного результата. По итогам проведенного опроса было выявлено, что среди юных спортсменов достаточно высок процент тех, которые умышленно нарушали правила состязаний в своей соревновательной деятельности. К числу таковых относится 30% опрошенных. Среди причин, побудивших спортсменов нарушить правила, 26% указали «желание выиграть», 21% отступают от правил, потому что так делает соперник, также многие позволяют себе нарушить правила, потому что этого не замечает судья (16%).

Из данных, приведенных выше, видно, что очень высок процент спортсменов, которые умышленно нарушают правила Фэйр Плэй из-за желания выиграть, добиться собственных успехов. Также половина опрошенных ответили, что если они нарушили правила соревнований, и этого никто не заметил, то они продолжали состязания, как ни в чем не бывало, и всего 6% из числа опрошенных юных спортсменов сообщили об этом судье.

При случайном нарушении правил 43% респондентов либо вообще не переживают по этому поводу, либо никогда об этом не задумываются. Такое положение не может не настораживать, так как встречается большое количество юных спортсменов, которые пренебрегают правилами соревнований, а значит идеалами и ценностями олимпизма. Наряду с этим практически 100% опрошенных хотели бы, чтобы принципы Честной игры были неотделимой частью не только спортивной деятельности, но и повседневной жизни.

В заключение можно сказать, что в современном юношеском спорте наблюдается неблагоприятная ситуация в сфере нравственности подрастающего поколения, которая заключается в том, что юные спортсмены часто являются некомпетентными в знании идеалов и ценностей олимпизма, правил Фэйр Плэй в спорте. Видимо, поэтому спортсмены не соблюдают их в соревновательной деятельности и в повседневной жизни. Из этого следует, что главные мотивы и цели спорта, соревнований, в том числе Олимпийских игр, для таких спортсменов не совпадают с истинными идеалами и ценностями спортивных состязаний, о которых говорил еще Пьер Де Кубертен при возрождении мирового олимпийского движения. Поэтому специалистам, работающим в области

спорта и физической культуры, учитывая сложившуюся среди юных спортсменов ситуацию, необходимо при организации учебно-тренировочного процесса уделять должное внимание не только развитию физических способностей у своих воспитанников, но и формированию их спортивной культуры. Каждый юный спортсмен должен представлять собой гармонично развитую личность и привносить в общество истинные, а не ложные идеалы, ценности спорта и олимпийского движения.

РОЛЬ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В ПРОФИЛАКТИКЕ АСОЦИАЛЬНЫХ ЯВЛЕНИЙ СРЕДИ СТУДЕНТОВ

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Изучением проблем физической культуры занимаются сейчас не только специалисты физкультурного движения, но и врачи, педагоги, психологи, экономисты, социологи, философы, ученые самых различных отраслей знаний. И в примерной программе дисциплины «Физическая культура» в государственном образовательном стандарте высшего профессионального образования указаны содержательные особенности составляющих здорового образа жизни: режим труда, отдыха, питания, двигательная активность, закаливание, профилактика вредных привычек, требования санитарии и гигиены, учет экологии окружающей среды, культура межличностного общения, сексуального поведения, психофизическая саморегуляция.

Столь большое внимание к данным проблемам объясняется тем, что в условиях современного развитого общества физическая культура и спорт являются объективной потребностью общественного развития, представляют собой сложное общественное явление и выполняют важные социальные функции, в том числе функции профилактические. Поэтому профилактика асоциальных явлений среди студентов средствами физической культуры и спорта – одна из главных задач кафедры физического воспитания любого вуза.

Травмы случаются в 35 раз чаще у пьющих, чем у непьющих. Одной из форм борьбы с алкоголем является физическая культура и спорт. Бег – сильное средство. И его включают в практику работы некоторых зарубежных лечебниц для алкоголиков.

На каком же уровне стоит сейчас физическая культура в стране, что она делает для развития нашей нации на всех этапах развития человека? «Как сберечь здоровье нации?» – думают многие умы человечества, так как врачи уже не справляются с последствиями развития цивилизации. Все больше становится больных. В чем же выход? Надо повышать уровень культуры. Об отношении же к физической культуре как одной из частей общей культуры, особенно среди молодых людей, мы не редко видим бескультурье. Культура, в нашем понимании, – комплекс, включающий в себя и определенный уровень знаний, и линию поведения в обществе, и правильное питание, и разумный распорядок дня, и постоянные занятия физкультурой, и нормальные человеческие взаимоотношения с окружающими и многое другое.

Многих взрослых убеждать, что нужно заниматься физкультурой, не нужно. Они это знают, слышаны, но, как считают специалисты, любовь к физической культуре не прививалась им с детства. Сформировавшемуся же человеку очень тяжело менять привычки, распорядок дня, жертвовать чем-то ради малознакомого дела, от которого еще не известно, будет ли польза.

Прекрасное будущее надо создавать. И лучше делать это крепкими, сильными руками, соблюдая самые простейшие, обоснованные наукой нормы здорового образа жизни, где физическая культура становится индустрией здоровья всей нации.

ПРОЦЕСС ФИЗИЧЕСКОГО ВОСПИТАНИЯ В ВУЗАХ НЕФИЗКУЛЬТУРНОГО ПРОФИЛЯ СРЕДСТВАМИ ОЛИМПИЙСКОГО ОБРАЗОВАНИЯ

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В современных условиях здоровье граждан Таджикистана стало важнейшей общенациональной проблемой, поскольку состояние физического и духовно- нравственного потенциала таджикской молодежи достигло пределов, за которыми явно просматривается угроза национальной безопасности государства и его будущему.

Вместе с тем в условиях подготовки к проведению XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года и реализации программы олимпийского образования Организационного комитета «Сочи-2014» в общеобразовательных учреждениях и учреждениях высшего профессионального образования по всей республике наметились тенденции к реструктуризации и гуманизации системы физического воспитания на основе олимпийской идеологии, к возрождению духовности и физического здоровья молодежи.

Председатель Комитета по делам молодежи, спорта и туризма Республики Таджикистан Неъматов М. отметил, что «олимпийское образование надо реализовать на всех уровнях обучения и воспитания детей, подростков и молодежи, т.к. это реальный шанс, использование которого усилит гуманистический потенциал олимпизма и поднимет уровень духовной, нравственной и физической культуры таджикской молодежи, тем самым отвлечет ее от наркомании, токсикомании, курения, алкоголизма, насилия и терроризма, а в стенах учебных заведений его можно использовать в качестве проводника олимпийских ценностей». Поэтому внедрение олимпийского образования как необходимость оптимизации педагогической деятельности с целью популяризации идей олимпизма становится очевидной.

Вместе с тем анализ литературы и изучение результатов социологических исследований, проводимых специалистами Национального олимпийского комитета Таджикистана в 2009-2010 гг. и Олимпийской академией Таджикистана в 2010 -2012 гг., позволяют выделить ряд противоречий:

- между необходимостью расширенного внедрения олимпийского образования в вузах нефизкультурного профиля и его недостаточным применением в системе физического воспитания студенческой молодежи;
- между необходимостью учета особенностей различных форм и средств олимпийского образования, а также межпредметных связей при его реализации и устоявшимися стереотипами организации физического воспитания в большинстве учреждений высшего профессионального образования;
- между потребностью молодых специалистов в практических знаниях об олимпизме и ограничением возможностей не только по их освоению, но и по реализации во время профессиональной деятельности.

Данные противоречия позволили нам сформулировать цель исследования: теоретическое обоснование и экспериментальная апробация эффективности педагогических условий олимпийского образования, внедренных в процесс физического воспитания студентов вузов нефизкультурного профиля.

В результате исследования было определено, что сложившаяся парадигма физического воспитания ориентирована лишь на развитие двигательных качеств и не сводится к решению ключевой задачи: формированию деятельностного отношения студентов к физической культуре [6]. С этой целью необходимо приобщать молодежь к нравственным национальным ценностям через философию олимпизма – «жизненную философию, возвышающую и объединяющую в сбалансированное целое достоинство тела, воли и разума» на основе идей Олимпийской Хартии.

Мы считаем, что педагогическая модель физического воспитания на основе знаний олимпизма в контексте настоящих реалий высшего образования, может придать культурно-ценностный, духовно-нравственный смысл предметному содержанию деятельности студентов, помочь молодежи осознать собственное предназначение и органично интегрироваться в общество.

Разработанная и внедренная в учебный процесс Таджикского государственного педуниверситет» им. С. Айни (ТГПУ) интегрированная модель олимпийского образования состоит из трех компонентов: личностного, образовательного и практического.

Личностный компонент в рамках повседневной жизни студентов и в процессе занятий по физическому

воспитанию предполагает: осознание необходимости приобщения к здоровому образу жизни (ЗОЖ); соблюдение принципов олимпийского движения и ценностей олимпизма; постижение образовательных и моральных целей олимпийского движения.

Образовательный компонент в вузовской системе физического воспитания в рамках учебной программы нацеливает студентов на участие в секционных занятиях и факультативной работе и предполагает получение знаний по следующим разделам:

- социальная роль философии олимпизма; олимпийское движение и Олимпийские игры; Таджикистан в олимпийском движении; волонтерское движение и его функции; движение Фейр Плей и его значение; здоровье и ЗОЖ.

Практический компонент включает организационно-педагогические условия систем физического воспитания в ТГПУ, теоретические, практические и факультативные занятия; проведение студенческих научно-практических семинаров, конференций и симпозиумов;

- стимулирование тренировочных процессов, учебно-исследовательской работы студентов; участие в спортивных соревнованиях, фестивалях и творческих конкурсах; участие в физкультурно - массовых мероприятиях; сотрудничество с региональным центром подготовки волонтеров; самостоятельное изучение Интернет - сайтов об олимпийском движении;
- организация специальных мероприятий в различных регионах; теоретическое и практическое изучение принципов здорового образа жизни и его применение на практике с целью продолжения жизнедеятельности.

С целью внедрения олимпийского образования в курс физического воспитания студентов был проведен опрос студентов пяти основных факультетов (МНО, Педагогики, Психологии, Истории, Географии). Использовалась анкета, разработанная Олимпийской академией Таджикистана. Анкета включала 4 блока:

- социально-демографические характеристики респондентов; отношение к олимпийскому движению; информацию о заинтересованности в вопросах олимпийского образования; степень готовности к оказанию помощи олимпийскому движению своей профессиональной или добровольческой работой.

В процессе анкетирования было опрошено 900 студентов пяти факультетов ТГПУ, что составляет 13% от числа всех обучающихся и позволяет говорить о репрезентативности выборки.

Анкетирование показало, что наибольший интерес к олимпийскому движению проявляют студенты факультетов истории, педагогики, географии и психологии. Это может быть обусловлено профессиональным интересом и возможностью самореализации в инфраструктуре XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в городе Сочи.

На основе полученных данных студенты исторического и педагогического факультета были определены как экспериментальные группы, а студенты факультетов географии и психологии были определены в качестве контрольных групп. На протяжении 2011/2012 учебного года в экспериментальных группах структура и содержание учебного процесса по физическому воспитанию в части теоретического раздела дополнялись материалами по истории, географии и организации олимпийского движения на основе методических рекомендаций Национального Олимпийского комитета Таджикистана и Олимпийской академии Таджикистана. Практические занятия проводились с использованием разработанных на основе модели олимпийского образования современных средств и методов физической подготовки. Занятия по физической культуре в контрольных группах шли в штатном режиме.

После завершения исследования в экспериментальных группах обнаружился существенный прирост качества знаний по вопросам олимпийского движения и здорового образа жизни, что явилось следствием формирования позитивного отношения к здоровому образу жизни, физической подготовке и физическому развитию. В контрольных группах прирост был незначительным. По результатам зачетного тестирования двигательных качеств (силы, быстроты, выносливости) наблюдалась положительная динамика уровня физической подготовленности в экспериментальных группах по сравнению с контрольными.

Из проведенного исследования можно сделать следующие выводы:

1. Педагогическими условиями внедрения олимпийского образования в процесс физического воспитания студентов учреждения высшего профессионального образования на современном этапе являются:

- организация учебного процесса на основе ведущих олимпийских ценностей-знания, добра, веры, ума, надежды, языка, дружбы, любви, толерантности, взаимоуважения, самосовершенствования, взаимопомощи;
 - моделирование ситуаций, в которых студенты вовлекаются в коллективную деятельность, требующую проявления знаний на практике – тренировки, тренинги, соревнования, массовые спортивные выступления, подготовка и участие в Малых Олимпийских играх.
2. Результаты экспериментальной модели выявили её эффективность для совершенствования процесса физического воспитания студентов за счёт использования адекватных педагогических принципов на основе олимпийских ценностей.

СФОРМИРОВАННОСТЬ КОМПОНЕНТОВ ИНДИВИДУАЛЬНОЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

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Процесс физического воспитания в общеобразовательной школе должен исходить из потребностей формирования индивидуальной физической культуры, соответствующей возрасту и полу ребенка. Выделение ее составных компонентов происходит с учетом понимания человека как субъекта познавательной и социальной активности в области физической культуры и целенаправленного освоения этих ценностей.

В этой связи мы опирались на составные части (компоненты) индивидуальной физической культуры:

- когнитивный;
- эмоционально-ценностный;
- мотивационно-смысловой;
- деятельностный [4;6].

Готовность учащихся начальных классов к физическому самовоспитанию в летний оздоровительный сезон определяется индивидуальной физической культурой, а критериями ее оценки являются:

- знания теории и методики физического воспитания (когнитивный компонент);
- степень принятия ценностей физической культуры (эмоционально-ценностный компонент);
- мотивы и потребности учащихся начальных классов в занятиях разнообразными видами физкультурно-спортивной деятельности (мотивационно-смысловой компонент).

В качестве системного эффекта физического самовоспитания и реализации в движениях (деятельностный компонент) выделяются регулярность и частота занятий физическими упражнениями в летний оздоровительный сезон. Уровень индивидуальной физической подготовленности и самостоятельная двигательная активность учащихся в течение года направлены на физическое самосовершенствование.

В ходе эксперимента нами была определена структура содержания сведений о физической культуре у учащихся начальных классов, выявлено место физкультурных знаний в их физическом воспитании и организации двигательной активности в летний оздоровительный сезон.

Опрос учащихся осуществлялся в лагерях «Чайка» и «Водник» г. Душанбе в июле – августе 2010/2011 учебного года. В нем приняли участие 320 детей 7-10 лет (160 мальчиков и 160 девочек).

Вопросник состоял из 18 вопросов, которые мы разделили на несколько пунктов. В первый пункт вошли вопросы, характеризующие общее представление детей о физической культуре и спорте, во второй пункт вошли вопросы, которые были связаны с понятиями и теоретическими знаниями об используемых средствах и методиках развития индивидуальных физических качеств и выполнения общеразвивающих упражнений. Третий пункт вопросов выявлял основу определенных знаний младших школьников о здоровье, связи физической культуры и здорового образа жизни, умения учащихся применять полученные знания на практике. Четвертый пункт вопросов связан с содержанием двигательной активности учащихся начальных классов в летний оздоровительный сезон.

Путем математической обработки цифрового материала были получены результаты исследований.

При анализе ответов учащихся начальных классов на вопросы первого пункта была установлена причинность, уровень осведомленности, предпочтительность и факторы привлекательности занятий физической культурой.

Определяя мотивы человека к занятиям физической культурой и спортом, на первое место 58,5% учащихся начальных классов ставят необходимость физического развития для укрепления здоровья. 54,9% учащихся не объединяют занятия физической культурой с интеллектуальным развитием и не рассматривают физическую культуру как средство реабилитации и отдыха и только 41,5% утверждают, что физическое воспитание влияет на интеллектуальное развитие, является средством отдыха и является реабилитацией в момент умственных перегрузок, усталости и получения травм.

Проведенное исследование показало, что учителя начальных классов должны систематически проводить беседы, игровые занятия и акцентировать внимание учащихся начальных классов на многообразии целей занятий физической культурой и спортом и их положительном влиянии на организм человека. Домашние задания, предлагаемые детям учителем физкультуры на летний оздоровительный сезон, могут быть действенным средством пополнения знаний в области оздоровления (утренняя и ритмическая гимнастика, игровые занятия, соревнования по подвижным играм, театрализованные спортивные представления, национальные танцы, игра «Офарин», «Веселые старты» и др.).

Уровень осведомленности школьников о различных видах спорта от 1-го к 4-му классу повышается. Так, на первом этапе исследования у мальчиков были получены ответы на вопрос «Что ты знаешь о физической культуре?»:

1 классы - 45,3% ответили, что это физические упражнения; 20,1% - виды спорта; 34,6% - игры.

2 классы - 25,4% ответили, что это физические упражнения; 30,4% - подвижные игры; 44,2% - комплексное выполнение двигательных действий.

3 классы – 32,1 % ответили, что это урок физкультуры; 34,2% - секционные занятия; 33,7% - упражнения и игры.

4 классы – 50,3% ответили, что это урок физкультуры, 25,4% - любимый вид спорта, 24,3% – физкультурные занятия на открытом воздухе.

На втором этапе исследования были получены следующие ответы:

1 классы - 84,5%, ответили, что это все двигательные действия, выполняемые ими в режиме дня, 15,5% - игры.

2 класс - 88,9% назвали движения, выполняемые на уроке физкультуры и секционных занятиях, 11,1% - ответили, что это игры.

3 класс - 93,7% - комплексные формы физической культуры совместно с закаливающими процедурами, 6,3% - физкультурно-оздоровительные мероприятия.

4 класс – 98,9% - гигиенически обоснованный двигательный режим, 1,1% - физкультурно – оздоровительные мероприятия и самостоятельные занятия.

Разница в ответах мальчиков на всех этапах между 1 – 4ми классами ощутимая (от 24,3% до 98,9%).

Видимо, это является следствием расширения предлагаемых внешкольных видов физкультурно-спортивной деятельности. Уровень осведомленности о различных видах спорта у мальчиков выше, чем у девочек.

Ответы девочек на первом этапе исследования:

1 класс – 50,6% - утренняя зарядка, 49,4% - игры.

2 класс – 53,9% - утренняя зарядка, 46,1% - игры.

3 класс – 48,9% - утренняя зарядка, 51,1% - игры.

4 класс – 48,8% - утренняя зарядка, 51,2% - игры.

Ответы девочек на 2 этапе были следующими:

1 класс – 87,5% - утренняя гимнастика, 12,5% - игры.

2 класс – 89,6% - утренняя гимнастика, 10,4% - игры.

3 класс - 88,9% - утренняя гимнастика, 5,1% - ритмическая гимнастика 6,0% - игры.

4 класс - 93,7% - утренняя гимнастика, 3,1% и национальные танцы, 3,2% - игры.

Делая выводы по ответам девочек 1 – 4-х классов, можно сказать:

1. У девочек круг физической культуры замыкается на утренней гимнастике и играх (в 1 -2 классах ответы колеблются на первом этапе от 46,1% до 53,9%; на втором этапе - от 10,4% до 89,6%).
2. Наблюдается значительный сдвиг представлений о физической культуре с 3 по 4 класс (их ответы колеблются на первом этапе исследования от 46,1% до 53,9%, на втором этапе - от 88,9% до 93,7%), но надо отметить, что дети уже расширяют свои представления о занятиях физической культурой и в свои занятия они уже включают национальные танцы, ритмическую гимнастику и осознают их как национальный компонент.

Во второй пункт опросника вошли вопросы, связанные со знаниями младших школьников о средствах и методах развития основных физических качеств (сила, ловкость, выносливость, гибкость) [5,23]. Правильными ответами считались такие, в которых физические качества соотносились учащимися с определенными умениями и способностями человека. К правильным ответам относились такие, где дети могли привести наглядные примеры. Например, Наргиз Исмоилова сказала, что ее брат Парвиз выполняет утреннюю гимнастику, поднимает гантели, прыгает со скакалкой, бегает во дворе дома и он становится сильнее. «Мой брат каждое утро стал подтягиваться на перекладине, а раньше он много болел и не мог подтягиваться, а только висел на этом снаряде. В данное время он занимается в секции борьбы и показывает хорошие результаты. Глядя на брата, я стала тоже посещать уроки физкультуры. Мои родители записали меня в секцию гимнастики, и я стала гибкой, подвижной, хорошо учусь, пользуюсь авторитетом у одноклассников. Многие девочки, глядя на меня, уговорили своих родителей записать их в спортивные секции. В настоящее время учителя нас считают спортивным классом, т. к. мы участвуем во всех соревнованиях и по физкультуре у нас одни пятерки».

В то же время анализ ответов показывает, что у учащихся начальных классов существуют трудности в определении понятий «физические качества». Значительная часть детей 7-10 лет (от 30% до 73,6%) затрудняется с ответом.

Учащиеся начальных классов, имея представление о двигательной активности (двигательная деятельность), не знают отправных точек этой активности и не обладают комплексом операционных знаний (побуждение (мотив), к совершению данного двигательного действия; осознание задачи, которую стремиться решить ученик), выполняя данное двигательное действие; построение плана решения задачи и его практическую реализацию. Каждое двигательное действие состоит из системы движений [5,19].

Анализ ответов младших школьников на вопросы, характеризующие связь физической культуры и здоровья, свидетельствует о том, что учащиеся в большинстве случаев (от 43% до 57,8%) данную взаимосвязь ассоциируют с хорошим физическим развитием человека, и лишь незначительная часть детей 7-10 лет (от 4,7% до 9,9%) связывает здоровье с соблюдением правил здорового образа жизни и закаливанием.

Еще меньше учащихся (от 2,3% до 6,2%) считают залогом здоровья полноценное питание, регулярный прием лекарств и отсутствие вредных привычек. Влияние физических упражнений на развитие умственных способностей, формирование характера отмечается в 9,4% ответов в 7-летнем возрасте и увеличивается до 9,5% в 10-летнем.

Отсюда следует, что готовность детей 7-10 лет к физическому самовоспитанию в летний оздоровительный сезон определяется индивидуальной структурой физического развития и физической подготовленностью. Основными критериями ее сформированности являются знания теории и методики физического воспитания, мотивов и потребностей учащихся начальных классов в различных видах физкультурно-оздоровительной и спортивной деятельности.

На современном уровне обучения повышению уровня сформированности компонентов индивидуальной физической культуры учащихся начальных классов будет способствовать разработка и экспериментальная проверка эффективности модели деятельности общеобразовательной школы по актуализации процесса их физического самовоспитания в период летних оздоровительных каникул.

ВЛИЯНИЕ СПОРТА НА ФОРМИРОВАНИЕ ЛИЧНОСТИ

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Физическая культура и спорт не только являются средством укрепления здоровья студента, его физического совершенствования, одной из форм проведения досуга, средством повышения социальной активности, но и существенно влияют на другие стороны человеческой жизни: на трудовую деятельность, нравственные и интеллектуальные качества; на процесс самопознания и самосовершенствования, на формирование воли.

Сам процесс регулярных целенаправленных занятий физической культурой или спортивной тренировкой предполагает воспитание не только определенных умений и навыков, физических качеств, но и психических качеств, черт и свойств личности студента. В процессе физического воспитания формирование психических свойств студента происходит путем моделирования жизненных ситуаций, «проиграть» которые можно посредством физических упражнений, спортивных и особенно игровых моментов.

Совершенно очевидно, что, занимаясь спортом, человек в первую очередь совершенствует и укрепляет свой организм, своё тело, свою способность управлять движениями и двигательными действиями. Это очень важно. Ещё в 1927 году, в первой отечественной монографии, посвящённой психологии физической культуры, профессор А.П. Нечаев писал: «Пора, наконец, признать, что нельзя говорить о полном воспитании там, где отсутствует воспитание движений. Ловкость, выносливость и настойчивость, в известном смысле, могут быть названы мускульными добродетелями, а утомляемость, апатия, капризное настроение, скука, беспокойство, рассеянность и неуравновешенность - мускульными пороками».

Спорт, вне всякого сомнения, - одно из главных средств воспитания движений, совершенствования их тонкой и точной координации, развития необходимых человеку двигательных физических качеств. Но не только. В процессе занятий спортом закаляется его воля, характер, совершенствуется умение управлять собой, быстро и правильно ориентироваться в разнообразных сложных ситуациях, своевременно принимать решения, разумно рисковать или воздерживаться от риска. Спортсмен тренируется рядом с товарищами, соревнуется с соперниками и обязательно обогащается опытом человеческого общения, учится понимать других.

Как, благодаря чему приходит к людям смелость, сила, быстрота и осмоторительность, умение не сдаваться и радоваться победе других – все те лучшие волевые и физические качества, которыми спорт венчает пропорционально, конечно, личному вкладу каждого, кто к нему приобщается? И пусть мы знаем, что роль спорта в воспитании «нового человека, гармонически сочетающего в себе духовное богатство, моральную чистоту и физическое совершенство» велика и многозначительна, нелишне привести здесь высказывания тех, кто целиком посвятил себя этой деятельности и добился известных результатов, личных и общественных.

«Для меня спорт - это радость, игра силы, совершенство человеческих достоинств, быстрая реакция, смекалка, фантазия, неожиданности и открытия», - заявляет признанный в прошлом фигурист и широко известный ныне миру тренер Станислав Жук.

Постоянное сознательное преодоление трудностей, связанных с регулярными занятиями физической культурой и спортом (например, борьба с нарастающим утомлением, ощущениями боли) воспитывают волю, уверенность, способность комфортно чувствовать себя в коллективе.

В процессе занятий спортом закаляется воля, характер, совершенствуется умение управлять собой, быстро и правильно ориентироваться в разнообразных сложных ситуациях, своевременно принимать решения, разумно рисковать или воздерживаться от риска. В любом виде спорта соревнования проводятся по жестким правилам, которые обуславливают не только сам ход соревновательной борьбы, но и подготовку к ней. Правила определяют психологическую настройку спортсмена. Они требуют от него в каждом виде спорта конкретных проявлений физических качеств, волевых усилий, определённых свойств мышления, допустимого уровня эмоционального возбуждения. Необходимость неоднократного проявления свойств и качеств неизбежно приводит к их развитию. Он работает над развитием силы, быстроты, выносливости, гибкости, над техникой выполнения упражнений. Спортсмен формирует умение действовать в полную силу, когда не хочется, когда устал. Он учится управлять настроением, справляться с чрезмерным волнением, вызывать в себе состояние приподнятости, вдохновения, то есть овладевает умением самоуправления, самоконтроля эмоциями, тренирует свою волю. Всё это он делает сознательно, чтобы достичь лучшего результата в соревнованиях. Таким образом, совершенствуясь в спорте, человек совершенствуется всесторонне. А это, кстати, нужно не только спорту.

Многие наивно полагают, что в спорте самосовершенствование касается лишь физического развития. Обманчивое суждение. Подобный аргумент не раз ставил в тупик тех, кто действительно силой не обижен. Сегодня даже самые ярые сторонники этой крылатой фразы остерегаются применить расхожую формулу. Сопоставима ли она, скажем, с теннисом? Одной силой, быстротой, выносливостью, умением подавать мяч и бить его с отскока, с лёта, с полулёта победы в теннисе не достигнешь. Надо думать и решать, уметь разгадать намерения соперника, его тактику, необходимо маскировать задумки, навязывать свою игру. Так и в футболе, хоккее, волейболе, баскетболе.

Поэтому в нашем вузе уделяется большое внимание развитию таких видов спорта, как настольный теннис, волейбол, баскетбол, спортивная аэробика, лыжные гонки, стрельба пулевая, пауэрлифтинг, бокс, легкая атлетика, занимаясь которыми каждый студент при желании может достичь не только высокого спортивного уровня, но и развить в себе волевые и нравственные качества. Студент тренируется рядом с товарищами, соревнуется с соперниками и, следовательно, обогащается опытом человеческого общения, учится понимать других.

Психологи спорта определили волевые качества, которые необходимы спортсменам для преодоления возникающих в процессе их деятельности препятствий - это целеустремлённость и настойчивость, решительность и смелость, инициативность и самостоятельность, выдержка и самообладание. Однако эти качества необходимы не только спортсмену, но и каждому человеку для достижения определенных целей в жизни.

Целеустремлённость – проявление воли, характеризующееся ясностью целей и задач, планомерностью деятельности и конкретных действий, сосредоточенностью действий, мыслей и чувств на непреклонном движении к поставленной цели. Человека целеустремлённого отличает умение направлять свою деятельность, исходя из главного, наиболее важного мотива. Развивая это волевое качество при занятии спортом, студент использует его и в своей профессиональной подготовке, когда требуется планомерность занятий, сосредоточенность на лекциях, то есть движение к намеченной цели, которая заключается в получении качественного образования по выбранной специальности.

Решительность и смелость – проявление воли, характеризующееся своевременностью и обдуманностью действий, их реализацией на практике, отсутствием боязни принять ответственность за решение и его исполнение даже в условиях риска и опасности.

Инициативность и самостоятельность – проявление воли, характеризующееся личным творчеством и быстротой мышления в действиях, направленных на достижение цели, устойчивостью по отношению к внушающим влияниям других людей и их действий.

Эти волевые качества, развиваемые при занятии физической культурой или спортом в студенческие годы, несомненно, пригодятся в будущем. Многие выпускники нашего вуза занимают ответственные должности, что требует принятия ответственности за свои действия и решения, умения работать в коллективе, быть эмоционально устойчивым человеком. Таким образом, было бы неправильным сводить использование физической культуры и спорта в вузе только как средства поддержания здоровья студента, повышения уровня его отдельных физических качеств. Воздействие такой подготовки гораздо многогранней, поскольку в процессе ее ненавязчиво, естественно происходит воспитание и самовоспитание целого ряда необходимых студенту в жизни психических качеств, черт и свойств личности.

Физическая культура и спорт являются не только эффективным средством физического развития студента, укрепления и охраны его здоровья, сферой общения и проявления социальной активности, но, несомненно, влияют на авторитет, трудовую деятельность, на структуру ценностных ориентаций и помогают воспитать хорошего специалиста, общительного и целеустремленного человека.

ЕДИНОБОРСТВА В УНИВЕРСИТЕТСКОЙ СИСТЕМЕ ФИЗИЧЕСКОГО ВОСПИТАНИЯ

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Среди молодежи все более популярными становятся занятия единоборствами. Положительное влияние занятий единоборствами доказано в работах последних лет (Р.А.Иванов, 1995; Ч.Т. Иванков, А.В. Сафошин, 1997 и др.). В России и за рубежом (США, Канада, Япония, в ряде стран Европы) накоплен опыт использования средств различных видов единоборств в процессе физического воспитания. При этом основной формой организации занятий единоборствами являются спортивные секции и факультативы (Б.О. Уоллес, 1990; Ван Цзыпу, 1999; Е.В. Калашникова, 2003; Ли Хюн Чжу, 2004; В.И. Зубенко, 2005; Д.С. Алхасов, 2007 и др.). В работах Ш.Ю. Шихшабеков (1998), С.В. Муратова (2000) доказана эффективность занятий единоборствами в школьной системе физического воспитания. В настоящее время среди широкого спектра средств физической культуры большой популярностью пользуется кикбоксинг.

Задачи: Определить влияние занятий единоборствами на физическую подготовленность студентов вузов.

Цель исследования: экспериментальное обоснование методики занятий физической культурой со студентами вуза на основе использования элементов единоборств

Методы исследования: анализ и обобщение литературных источников, педагогическое наблюдение, тестирование, анкетирование, беседы, интервьюирование, педагогический эксперимент, методы математической статистики.

Научная новизна исследования заключается в том, что впервые научно разработана, теоретически и экспериментально обоснована методика проведения занятий по физической культуре со студентами вуза с применением элементов единоборств, направленная на повышение уровня их физической подготовленности.

Практическая значимость результатов исследования состоит в разработке и внедрении в учебный процесс вуза методики занятий физической культурой на основе использования элементов единоборств, способствующей повышению физической подготовленности студентов.

Результаты исследования.

Установлено, что применение экспериментальной методики занятий единоборствами повышает уровень физической подготовленности студентов вуза. По окончании педагогического эксперимента среднegrupповые показатели в тестах на физическую подготовленность у студентов экспериментальной группы выше, чем в контрольной ($p < 0,05$). При этом количество студентов с высоким уровнем физической подготовленности в экспериментальной группе достигло 30% (прирост – 15%), а в контрольной данного прироста не зафиксировано, что достоверно различается (95%, $p < 0,05$). Уменьшение числа студентов с низким уровнем физической подготовленности в экспериментальной группе произошло на 10% (с 25% до 15%), в контрольной – на 5% (с 30% до 25%) ($p < 0,05$).

Физическое воспитание – это процесс, направленный на обучение двигательным действиям, развитие физических качеств. В норме этот процесс должен распространяться на все периоды жизни человека, хотя его содержание и формы могут изменяться в зависимости от целого ряда условий: возраста человека, уровня жизни, состояния здоровья и т. д. Процесс физического воспитания может осуществляться на материале движений из самых различных видов спорта. При этом, как показывает практика, в разные периоды жизни человека его пристрастия к различным видам двигательной активности могут существенно изменяться.

Единоборства чрезвычайно разнообразны. В этом отношении они очень ценны как средство совершенствования самых различных физических качеств человека: быстроты, силы, выносливости, гибкости, координационных способностей. Единоборства чрезвычайно зрелищны. Движения в единоборствах совершаются с переменной интенсивностью, носят скоростно-силовой характер. При этом все физические нагрузки выполняются на фоне интенсивных эмоциональных реакций.

Специфические особенности единоборств – контакт с партнером посредством ударных движений – способствуют совершенствованию целого ряда психических качеств и в целом предъявляют к психике спортсмена достаточно

разнообразные, хотя порой и очень жесткие требования. Однако влияние единоборств на психику занимающихся положительно. Они дают уверенность в себе, жизнерадостность, учат трудолюбию и целеустремленности. При правильно построенных занятиях уменьшается бытовая агрессивность, и в целом единоборства дают значительный оздоравливающий эффект.

Единоборства в силу высокой эффективности используемых в них методов тренировки и технических приемов являются исключительно полезным средством физической и специальной подготовки в Вооруженных Силах и правоохранительных органах. Так, действуют секции единоборств и регулярно проводятся чемпионаты Вооруженных Сил России, Министерства внутренних дел России.

Место единоборств в отечественной системе физического воспитания закрепляется наличием в ряде высших учебных заведений страны кафедр, ведущих подготовку специалистов по единоборствам, групп спортивного совершенствования (для вузов неспециального профиля), секций и клубов. Только в одной Москве и Московской области к 2000 г. работало свыше двух десятков тренеров, готовивших спортсменов по единоборствам. При этом необходимо отметить, что география данного вида спорта достаточно широка - он равномерно представлен по всей территории страны, от Мурманска до берегов Черного моря, от Калининграда до Владивостока.

ИННОВАЦИОННЫЕ БИОТЕХНОЛОГИИ В УНИВЕРСИТЕТСКОМ СПОРТЕ

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Биоуправление представляет собой процесс обеспечения человека срочной информацией о величине изменения различных физиологических параметров организма при различных воздействиях.

Актуальность

Имеется ограниченное число исследований, касающихся использования принципов БОС в условиях мышечных нагрузок.

Цель работы

Цель работы состоит в изучении принципов биоуправления в виде биологической обратной связи для повышения точности самооценки величины различных физиологических параметров в организме при мышечной работе, точности осознания спортсменом своего функционального состояния и обучении направленному изменению его путем изменения параметров мышечной работы. Это позволит целенаправленно управлять тренировочным процессом и активно включать в этот процесс самого спортсмена.

Задачи исследования

1. Исследовать способность человека к обучению точности самооценки параметров двигательной деятельности и физиологических функций в условиях спортивной тренировки на принципах биоуправления.
2. Рассмотреть оптимизацию двигательной деятельности высококвалифицированных спортсменов-студентов на принципах биоуправления.

Организация и методы исследования

Исследования по оптимизации управления процессом подготовки высококвалифицированных спортсменов-студентов на принципах биоуправления проводились во время теста со ступенчатым увеличением скорости плавания на четырех пловцах, членах сборной команды России по плаванию.

Регистрировалась ЧСС максимальная в первые 10 с восстановления, ЧСС ($ЧСС_{10} + ЧСС_{30} + ЧСС_{60}$), и лактат крови (метод Штрома). Спортсмены по своим ощущениям подбирали такую скорость плавания, чтобы выйти на запланированную в тесте ЧСС. Точность воспроизведения программой ЧСС характерна лишь для высококвалифицированных спортсменов. Сразу после окончания теста спортсмены давали оценку происходящим в организме изменениям, после чего им сообщались реальные физиологические параметры (срочная вербальная связь). Так же рассчитывалась средняя скорость плавания на каждой ступени задания. Подготовленность спортсменов была достаточно высокой и использование такой методики не замедлило дать положительные результаты, при этом объем нагрузок не превышал обычных норм.

Результаты исследований и их обсуждение

Обучение человека точности самооценки различных физиологических параметров путем введения срочной биологической обратной связи (зрительной или вербальной) об их величине, уже через 3-5 тренировок значительно повышает ее точность не только в статических условиях (покой), но и в динамике (при мышечной работе различной относительной мощности).

Воспроизведение и самооценка ряда дыхательных параметров (дыхательный объем, частота дыхания, вентиляция) легче поддается тренировке и, по всей вероятности, служат базой для обучения точности самооценки других физиологических параметров, характеризующих тяжесть мышечных нагрузок (например, ЧСС, лактат и др.).

Тренировочный процесс является фактором, совершенствующим различные сенсорные ощущения. Более квалифицированные спортсмены способны более точно оценивать напряженность тренировочных нагрузок как по интенсивности нагрузок, так и по величине ЧСС. Использование принципа биоуправления позволяет человеку точно выходить в заданные зоны энергообеспечения посредством изменения различных параметров двигательной деятельности.

Практическое применение

Обучение спортсменов на принципах биоуправления способствует дальнейшему повышению точности самооценки и расширению количества контролируемых физиологических параметров (максимальная ЧСС, ЧСС восстановления, величина лактата, количество двигательных стереотипов и др.). Это позволяет использовать самооценку физиологических параметров в виде своеобразного мониторинга, с помощью которого путем изменения параметров двигательной деятельности спортсмен может выходить в необходимый режим тренировочной работы.

Научная новизна

Впервые доказано, что использование приема самооценки величин различных физиологических функций при мышечных нагрузках может служить альтернативным средством экспресс-оценки функционального состояния спортсменов и перспективности данного спортсмена.

Выводы

1. Обучение спортсмена управлению вегетативными сдвигами необходимо начинать с обучения самооценке в покое.
2. Для оптимизации тренировочного процесса следует использовать метод биоуправления для повышения точности самооценки своего состояния и величин различных физиологических параметров.
3. В качестве параметра биоуправления в тренировке высококвалифицированных спортсменов наиболее приемлемым является показатель ЧСС первой минуты восстановления, так как при одной величине ЧССмах могут быть весьма различные показатели ЧСС.

ДВЕ МОДЕЛИ ВНЕДРЕНИЯ НЕТРАДИЦИОННЫХ СИСТЕМ ОБУЧЕНИЯ В ФИЗИЧЕСКОМ ВОСПИТАНИИ СТУДЕНТОВ

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Важнейшей проблемой в сложившейся ситуации, когда теоретически обоснованы виды, формы, средства и методы физического воспитания, является создание технологии их использования в вузовской практике, определение механизмов контроля и управления в процессе двигательной активности, направленной на развитие личности студента.

В работе сделана попытка, используя структурную организацию психомоторной деятельности студентов, определить педагогические условия для внедрения двух моделей (традиционной и нетрадиционной, в основе которой лежит развитие наиболее развитых психомоторных качеств студентов) обучения в систему вузовской физической культуры.

Занятия по развитию отстающих качеств студентов, проводимые на кафедрах физического воспитания, дают позитивные результаты лишь при выполнении нормативных требований, но не развивают основные свойства и качества личности. По-видимому, суть в том, что организм студентов находится в таком сенситивном состоянии, когда предложенная двигательная деятельность не воспринимается на оптимальном уровне. Другими словами, средства и методы, использованные для натаскивания на нормы, временно, пока идут интенсивные занятия, повышают уровень физической подготовленности, но ухудшают отношение обучаемых к системе физической культуры, не убеждают их в ее действенности.

Возникает ряд вопросов. Почему необходимо развивать у студентов отстающие качества? Ведь в силу каких-то социально-биологических факторов личность отторгает двигательную деятельность, которая ей не «по душе». Можно ли достичь высокого эффекта в уровне развития определенных личностных качеств, ориентируя большее внимание не на отстающие, а на ведущие свойства каждого студента?

Ответ на эти вопросы мы получили, используя нетрадиционные методы физического воспитания на практико-ориентированных занятиях. Для каждого студента или однотипных групп подбирались средства, удовлетворяющие их интересы и развивающие «ведущие», предпочтительные двигательные качества. После двух лет работы по экспериментальной технологии определилась четкая тенденция нетрадиционных подходов: – учебные нормативы выполнили 72% студентов (60% – занимающихся по традиционным методам); – факультативные занятия на старших курсах посещают 60% студентов (12% – занимающихся по традиционным методам). Эти показатели характеризуют результативность воспитания необходимости и убежденности студентов в действенности физического воспитания для личностного развития.

При организации занятий необходимо найти пути активизации внутренних побуждений студента к занятиям физической культурой. Каждый человек в соответствии с индивидуальными особенностями своей соматической и нервно-психической организации способен успешно выполнять какой-то определенный комплекс движений и двигательных действий. Успешное выполнение этих действий вызывает у него гамму положительных эмоциональных состояний, которые выступают условием упрочения и стабилизации действий и приемов их исполнения. Содержание занятий необходимо планировать так, чтобы индивидуально привлекательные формы и средства физической активности студента служили при их выполнении условием всестороннего развития личности.

Кроме этого, занятия, построенные по новым организационным технологиям, позволили изменить мотивационную сферу и систему отношений личности студентов. В начале эксперимента доминирующими мотивами занятий по физической культуре выступали желание получить зачет, стремление стать физически красивым, достичь высокого уровня физического развития. Эти побуждения можно условно назвать мотивами прагматическими, эстетическими и спортивного честолюбия. Полученные данные свидетельствуют о том, что эти мотивы остаются достаточно действенными и в конце эксперимента, однако доминирующую роль начинают играть желание выполнять физические упражнения, стремление хорошо выступить за честь группы, факультета. Эти побуждения могут быть условно названы мотивами коллективистской направленности и функционального удовольствия. Появление этих побуждений является важным показателем успешности проводимой работы. Во-первых, происходит смещение мотивации на тренировочную и спортивную деятельность в привлекательных видах, а во-вторых, более существенную роль стали играть социально значимые для личности студентов мотивы.

Воспитывающий эффект занятий по новым технологиям выражается прежде всего в становлении гуманистической направленности личности и формировании специфических мотивов занятиями физической культурой.

Личностно-ориентированный подход позволил сформулировать ряд педагогических принципов, на которых базируется физическое воспитание студентов: индивидуализации, предусматривающий изучение психомоторного статуса студентов и их социально-генетические особенности, реализуемые в двигательной деятельности; специализации, который предполагает использование индивидуально привлекательных видов физических упражнений и совершенствование доминирующих признаков двигательной сферы; гуманизации и демократизации, который ориентирует студентов на свободный выбор физкультурной деятельности, эффективных форм, средств и методов организованной самостоятельной работы; мотивации, в основе которого лежит убежденность студентов в необходимости физической культуры по объективным и субъективным показателям психофизической подготовленности, здоровья и желания продолжить занятия физкультурными упражнениями.

НОВЫЕ ТЕХНОЛОГИИ В ПОДГОТОВКЕ ВЫСОКОКВАЛИФИЦИРОВАННЫХ ПЛОВЦОВ С ПОРАЖЕНИЕМ ОПОРНО-ДВИГАТЕЛЬНОГО АППАРАТА

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Плавание является одним из главных видов спорта со времен первых Паралимпийских Игр. Контингент инвалидов с поражением опорно-двигательной системы, весьма обширен и неоднороден по составу. При этом в каждой группе спортсмены распределяются по классам в соответствии с их функциональными возможностями, а не категориями инвалидности.

Однако при организации многолетнего учебно-тренировочного процесса у высококвалифицированных спортсменов различных групп необходимо решать и частные вспомогательные задачи, связанные с имеющимися патологиями, а также способствующие повышению компенсаторных функций и адаптационных возможностей их организма.

Цель исследования – выявить специфические принципы подготовки высококвалифицированных пловцов с поражением опорно-двигательного аппарата.

Методы исследования: анализ и обобщение данных специальной литературы, анкетирование, опрос, психологическое и педагогическое тестирование, нейромиография, методы математической статистики.

Результаты исследования. Под наблюдением находился 21 спортсмен, пловцы с поражением опорно-двигательного аппарата, отнесенные в соответствии с международной классификацией к классам S5-8, члены сборной команды России и её ближайшего резерва.

Около 80,95% спортсменов в начале спортивной карьеры не ставили перед собой цели добиться чего-то большего, чем просто нормализации двигательных функций, а именно – стать знаменитыми, добиться успеха. Из опрошенных 90,47% указали на то, что в ходе спортивной тренировки у них сформировались такие психологические качества, как целеустремленность, терпение.

Большинство спортсменов считают, что профессиональный спорт оказывает положительное влияние на их здоровье. Однако 54,55% пловцов группы с детским церебральным параличом и 10,0% респондентов группы с ампутацией и патологией верхних конечностей указывают на наличие субъективных признаков утомления на фоне ежедневных интенсивных тренировочных нагрузок – вялость, нарушение сна, головные боли. При этом никто из опрошенных, несмотря на имеющиеся негативные состояния, не хотел бы закончить спортивную карьеру.

Специфика спортивной подготовки спортсменов-инвалидов в значительной мере определяется соотношением двух факторов – уровнем стойких патологических изменений в организме и физической подготовленностью. В результате факторного анализа было выделено четыре обобщенных показателя спортивной результативности, вклад которых в общую дисперсию выборки составил 79,62%.

Исследование факторной структуры подготовленности показало, что для высококвалифицированных пловцов с поражениями опорно-двигательного аппарата наиболее значимой является специальная физическая подготовленность – 29,78% (табл. 1).

На втором месте находится фактор общей физической подготовленности (21,75%). Уровень технической подготовленности также является одним из ведущих факторов (14,17%). Фактор физического развития, зависящий не только от паспортного возраста, но и заболевания спортсменов, внес вклад в размере 13,92%.

Математико-статистической обработке был также подвергнут комплекс показателей, характеризующих структуру личностных характеристик спортсменов (табл. 2).

Таблица 1

Структура подготовленности высококвалифицированных пловцов с поражением опорно-двигательного аппарата

Интерпретация фактора	Факторный вес	Показатели с наибольшими факторными нагрузками
Специальная физическая подготовленность	29,78%	Результативность на дистанциях, в которых специализируется спортсмен (0,92)
Общая физическая подготовленность	21,75%	Прыжок в длину с места (0,61); бег на 30 м (0,51)
Техническая подготовленность	14,17%	Скорость овладения техническими приемами (0,83)
Физическое развитие	13,92%	Длина тела (0,61); мышечная масса (0,92), уровень биологического развития (0,52)

Таблица 2

Факторная структура личностных характеристик высококвалифицированных пловцов с поражением опорно-двигательного аппарата

Факторы				Суммарный вклад
I	II	III	IV	
Мотивационно-волевой 24,89%	Психическая надежность 21,66%	Отношение к делу 15,33%	Дисциплинированность 12,66%	74,54%

Анализ полученных данных показал, что спортивная результативность пловцов с поражением опорно-двигательного аппарата в значительной степени зависит от мотивационно-волевого фактора личностных характеристик спортсменов (24,89%); фактор «Психическая надежность» был на втором месте, величина вклада данного фактора соответствовала 21,66%; фактор «Отношение к делу» по значимости оказался на третьем месте, его вклад составил 15,33%; четвертым важным фактором личностных характеристик является «Дисциплинированность» (12,66%).

Разработка новых спортивных технологий невозможна без знаний об особенностях состояния нервно-мышечного аппарата. Для ее оценки нами регистрировалась электрическая активность трапецевидной мышцы.

У пловцов, условно отнесенных к группе спортсменов с детским церебральным параличом, выявлено, что значение максимальной амплитуды мышцы в покое колеблется от 14,30 мкВ до 1107,00 мкВ. При произвольном мышечном сокращении - от 10,00 мкВ до 1078,00 мкВ, при расслаблении мышцы - от 8,86 мкВ до 1969,00 мкВ. Столь значительный индивидуальный разброс, по-видимому, связан с различной степенью поражения нервной системы.

В состоянии покоя при поддержании позы максимальная амплитуда трапецевидной мышцы пловцов данной группы составила в среднем по группе 225,06+34,08 мкВ, при максимальном напряжении - 223,32+55,13 мкВ и при расслаблении - 313,71+28,16 мкВ (рис. 1).

У спортсменов с ампутацией, врожденным отсутствием или недоразвитием верхних конечностей максимальная амплитуда биоэлектрической активности трапецевидной мышцы в покое при поддержании позы колеблется от 3,35 мкВ до 766,00 мкВ. При произвольном мышечном сокращении значения колебались от 4,28 мкВ до 749,00 мкВ, при расслаблении мышц - от 5,98 мкВ до 754,00 мкВ. В среднем по группе в состоянии покоя данный показатель составил 131,11+09,13 мкВ, при максимальном напряжении - 138,54+13,65 мкВ и при расслаблении - 134,66+21,78 мкВ.

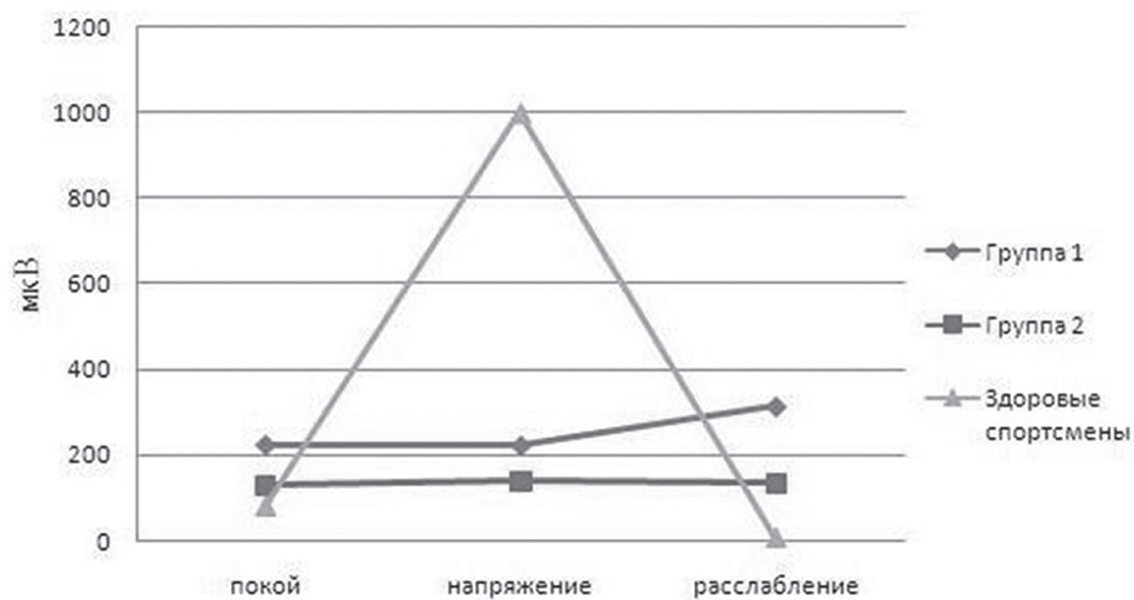


Рис. 1 Максимальная амплитуда биопотенциалов трапецевидной мышцы высококвалифицированных пловцов с поражением опорно-двигательного аппарата

Полученные результаты объективно демонстрируют необходимость дифференцированного подхода, с учетом функционального состояния к спортсменам с различными группами патологий, которые отнесены к одному функциональному классу в международной спортивной классификации, при подборе как тренировочных нагрузок, так и восстановительных мероприятий.

СОВРЕМЕННЫЙ СПОРТ И ОПТИМАЛЬНАЯ ДВИГАТЕЛЬНАЯ АКТИВНОСТЬ

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Многолетний практический опыт и результаты научных исследований убедительно свидетельствуют об огромном потенциале двигательной активности в расширении и повышении резервных возможностей человека, сохранении высокого уровня регуляторных механизмов его жизнедеятельности. Расширение адаптационных возможностей человека является необходимой предпосылкой высокой эффективности его деятельности в различных условиях среды, важным фактором повышения резистентности здорового организма, профилактики различных заболеваний и удлинения трудоспособного периода жизни человека.

В настоящее время более 50% детей, подростков и молодежи не занимаются систематически физической культурой и спортом. Необходимо создание условий, обеспечивающих для подрастающего поколения вести здоровый образ жизни, активно заниматься физической культурой и спортом, получить доступ к спортивной инфраструктуре.

В этом плане двигательная активность, в первую очередь, сферы спорта как социально-биологический феномен должна быть предметом научного исследования и практического использования в различных областях человеческой деятельности.

Цель работы: обосновать подходы к оптимизации двигательной активности в сфере современного спорта.

Организация и методы исследования. Анализ интенсивного развития современного спорта с позиции синергетики позволяет определить следующие его разновидности, имеющие разную целевую направленность и критерии его эффективности (в соответствии с рисунком 1).

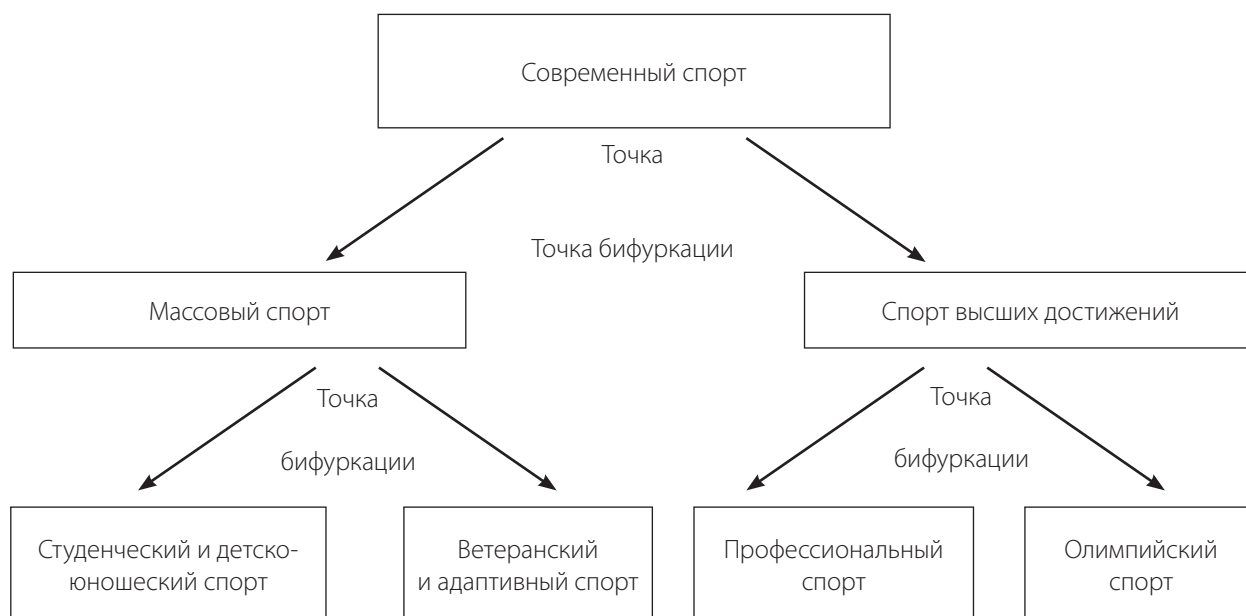


Рис. 1. Бифуркации в развитии современного спорта

Детско-юношеский спорт как основа формирования других разновидностей спорта рассматривается как всероссийская (многоуровневая и разновариантная) система спортивных соревнований детей и подростков и специальная подготовка к ним, организованная с учетом возрастных особенностей. Из системы детско-юношеского спорта наиболее талантливые спортсмены составляют резерв для спорта высших достижений, а менее одаренные (большинство) – контингент для массового детско-юношеского спорта и основу массового спорта (спорт для всех).

В основе массового спорта (спорт для всех) лежит использование средств спорта для гармоничного развития человека, укрепления здоровья и профилактики заболеваний, самоутверждения и самопознания, рациональной организации досуга.

В сфере спорта высших достижений (большого спорта) вся деятельность концентрируется на подготовке к крупнейшим международным соревнованиям, их успешном проведении.

Наивысшим критерием эффективности подготовки спортсменов является завоевание золотых медалей.

Массовый спорт и спорт высших достижений – самостоятельные явления и области знаний, характеризующиеся принципиальными расхождениями, что, однако, не исключает их частичного совпадения и тесного взаимодействия. Спорт высших достижений является мощным стимулом для развития массового спорта, привлечения в него миллионов людей различного возраста, особенно детей, подростков и молодежи.

Результаты и их обсуждение. На современном этапе развития усугубляются специфические черты данных разновидностей современного спорта, происходит все большее их обособление в самостоятельные отрасли деятельности. Это относится не только к целевой направленности и критериям эффективности, но и к организационно-управленческой, социально-правовой, финансово-экономической деятельности. Принципиальные различия отмечаются также в системе отбора спортсменов и планировании соревнований, построении подготовки спортсменов на всех этапах многолетнего совершенствования.

Однако, говоря о положительных моментах эффекта современного спорта, особенно спорта высших достижений, следует сказать и о негативных факторах его развития (проявление бифуркации в развитии современного спорта высших достижений как важнейшего социального института, в соответствии с рисунком 2).

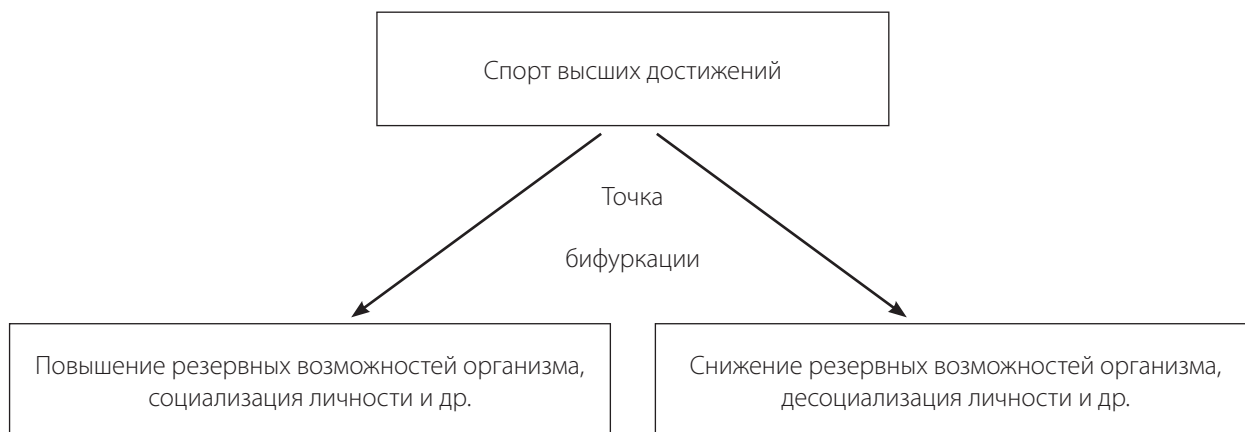


Рис. 2. Позитивные и негативные следствия развития спорта высших достижений (большого спорта)

Преодоление этого рассогласования может идти двумя путями. Первое – это целенаправленное формирование спортивной культуры через образование, воспитание, спортивную подготовку, обеспечивающую перестройку нравственно-этического фундамента современного спорта. Второе – ограничение возможности развития и реализации здоровьеразрушающих и антисоциальных технологий спорта высших достижений. Но одних ограничительных мероприятий будет недостаточно. Трудности, порожденные развитием цивилизации, растущая деградация окружающей среды, ухудшение условий жизни людей (значительное ускорение ритма жизни, дезорганизация здорового образа жизни, огромный дефицит воздействия природных факторов и др.) и, как следствие, процесс физической деградации человека, разрушение его биологической природы рождает необходимость поиска новых концепций общественного развития. Актуальнейший тезис о необходимости охраны природы теперь представляется уместным дополнить призывом к охране природы в человеке, к сохранению и совершенствованию этой природы.

В этом плане особого внимания заслуживают методологические вопросы соотношения спорта и здоровья. Организованный на современной научной основе спорт, и прежде всего массовый спорт, включающий как тренировочные занятия, так и участие в соревнованиях, не только имеет самостоятельную оздоровительную ценность, но и превосходит в этом отношении другие – называемые «чисто оздоровительными» – формы занятий физическими упражнениями. Спорт – это здоровье, говоря в определенном смысле слова, в «наиболее концентрированном виде»; спортивную подготовку можно рассматривать как путь радикальной адаптивной реконструкции морфофункциональной организации человека, тогда как так называемую оздоровительную физическую культуру следует считать методом адаптивной коррекции здоровья.

Увеличивающийся под влиянием спортивных занятий оздоровительный потенциал человека является в своей основе перестройкой жизнедеятельности организма, его биологической организации.

Однако это правильно лишь отчасти. Многие исследования, проведенные на спортсменах, не смогли подтвердить благоприятного влияния фактора занятия спортом на продление их жизни. Имеются сомнения и относительно того, что спорт укрепляет здоровье, так как опубликованы многочисленные данные о высокой заболеваемости, инвалидности и повышенной смертности среди спортсменов разного возраста, в том числе детей и подростков.

Для организма доступен определенный диапазон двигательной активности, середина которого является оптимальной для повышения резервов здоровья, тогда как крайние пределы оказываются неблагоприятными.

Существуют различные мнения по вопросу оптимальной величины двигательной активности. В частности, предпринималась попытка представить концепцию «динамического оптимума» на основе сопоставления различных форм двигательной активности сразу по двум критериям: энергетическому и критерию сложности движений (стандартное – нестандартное и т.п.).

Процессы оптимизации разворачиваются во времени и зависят от вида деятельности. В этом плане более изученной и менее зависимой от времени является суточная двигательная активность. При этом используются три метода учета суточной двигательной активности различных возрастных групп: 1) метод приближенного учета, оценка перечисленных в анкете видов активности по пятибалльной системе; 2) ведение «дневников»; 3) регистрация некоторых показателей активности (например, пульсо-тахометрические исследования). Возможен также способ исследования суточной активности, основанный на определении калорической ценности потребляемой пищи.

Выводы. Наиболее общими адаптационными эффектами оптимальной двигательной активности являются:

- усовершенствование функции ЦНС и тем самым нервной регуляции функции;
- увеличение функциональных способностей и устойчивости эндокринных систем;
- повышение энергетического потенциала организма;
- расширение возможностей транспорта кислорода;
- усовершенствование окислительных процессов (в связи с усиленным биогенезом митохондрий) и экономизация обмена веществ;
- увеличение стабильности работы ионных насосов.

ИСПОЛЬЗОВАНИЕ ЗДОРОВЬЕСБЕРЕГАЮЩИХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ВУЗА – ТРЕБОВАНИЕ ВРЕМЕНИ

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Сегодня ценность здоровья рассматривается государством как ключевая, поскольку здоровье нации в целом зависит от здоровья каждого ее гражданина и является условием не только развития и роста, но и выживания общества. Следовательно, современной российской высшей школе необходима целостная концепция здоровьесберегающего образования, в которой процесс сохранения и укрепления здоровья должен рассматриваться в двух планах: во-первых, в плане реализации внешних социокультурных условий жизнедеятельности человека и потребности в здоровье как условия благополучия (физического, психического и социального); во-вторых, в плане реализации внутренних условий, связанных с ответственностью самого человека за существование целостности своего бытия и здоровья.

Актуальность рассматриваемой проблемы обусловлена еще и тем, что реализация здоровьесберегающего образовательного процесса высшей школы не разработана с точки зрения интеграции современных педагогических подходов в теории образования и воспитания, следовательно, она практически не имеет научных теоретико-методологических основ; не выявлены закономерности возникновения устойчивой потребности обучающихся в здоровьесберегающем режиме в повседневной жизни, а также технологии ее формирования и развития.

В ходе нашей преподавательской и общественно-педагогической деятельности мы провели исследования среди студентов, в результате которых получили подтверждение тому, что:

- 1) подавляющее большинство студентов признают важность и необходимость систематических занятий, направленных на оздоровление своего организма, однако значительная часть из них не владеет знаниями и методами здоровьесбережения; это позволяет указать на неустойчивость ценностных ориентаций будущих специалистов в плане физического саморазвития и сохранения своего здоровья;
- 2) потребность в развитии собственной физической культуры наименее актуальна для студентов первого курса;
- 3) с одной стороны, студенты понимают важность и значимость для здоровьесбережения занятий физической культурой, а с другой стороны, в практической деятельности вузов не достигается должных результатов в формировании соответствующих волевых качеств и ценностных ориентаций личности в физическом самосовершенствовании, а также в выработке практико-ориентированных знаний и навыков владения технологиями самосохранения здоровья будущих специалистов;
- 4) на процесс реализации студентами здорового образа жизни наибольшее влияние оказывают три основные группы факторов: объективные (отсутствие условий для занятий физической культурой и спортом, отсутствие стимула в ведении здорового образа жизни, отсутствие спортивного инвентаря), субъективные (лень, отсутствие интереса к ведению здорового образа жизни, отсутствие силы воли и упорства, чувство неуверенности в себе, недостаток знаний в области ведения здорового образа жизни) и организационные (недостаток времени и выполнение основных обязанностей).

Традиционно ведущее место в процессе реализации здоровьесбережения отводится физическому компоненту здоровья и рассмотрению фундаментальных данных о влиянии оптимальной двигательной активности на состояние здоровья. Однако, с нашей позиции, более важным в процессе формирования культуры здоровья являются педагогические воздействия, которые выступают как основные звенья процесса формирования новой системы ценностей и моделей здоровьесберегающего поведения у современной студенческой молодежи. Эти воздействия становятся возможными благодаря здоровьесберегающим технологиям. Однако внедрение здоровьесберегающих технологий в образовательный процесс вуза осложняется тем обстоятельством, что в системе ценностных ориентаций этого возрастного периода обучающихся их собственное здоровье еще не занимает сколько-нибудь заметного места.

Несомненно, состояние здоровья студента во многом определяется его адаптационными резервами, характером и направленностью взаимодействия в системе «организм ↔ среда ↔ поведение», а процесс сохранения и укрепления здоровья тесно связан с процессом реализации здоровьесберегающей образовательной деятельности вуза в целом. Поэтому концепция реализации здоровьесбережения студентов в процессе обучения

в вузе может быть сформулирована таким образом:

Здоровьесберегающая деятельность в вузе должна быть основана на системном подходе, предполагающем участие в ней всех субъектов образовательного процесса, направлена на физиопсихосоциальную адаптацию студентов посредством специально разработанного содержания учебно-воспитательной работы, а также методов, средств ее реализации.

Следовательно, общая цель в образовании должна состоять в следующем: научить будущих специалистов мыслить, личностно и профессионально реализовывать себя и устойчивые качества творческой личности и подготовить физически, психологически и духовно к предстоящей самостоятельной жизни в постоянно изменяющихся условиях общества и природной среды.

Проведенное нами исследование среди студентов КГАВМ показало, что оздоровительный эффект на занятиях физическими упражнениями достигается при соблюдении следующих принципов: сознательности и активности самих студентов; систематичности; последовательности и регулярности нагрузок; постепенности повышения нагрузок.

Важны такие формы занятий, как развернутые формы индивидуальных и групповых занятий физкультурно-кондиционного и спортивно-тренировочного характера; соревновательные формы организации занятий, например, спортивные и подобные им физкультурно-спортивные состязания; физкультурно-рекреативные формы занятий, имеющие характер расширенного активного отдыха, например, спортивно-игровые занятия по свободному регламенту, самостоятельные туристские походы в выходные дни, вводная гимнастика, физкультпаузы, использование элементов производственной физической культуры; общегигиенические сеансы зарядки в режиме дня, например, утренняя зарядка и т.п.; «микросеансы» отдельных упражнений тренировочного характера, включаемые в интервалы между бытовыми делами и др.

МОТИВЫ ЗАНЯТИЙ ФИЗИЧЕСКОЙ КУЛЬТУРОЙ СТУДЕНТОВ

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Процесс совершенствования системы физического воспитания студентов основан на широком использовании научных достижений в области социальных, педагогических и естественных наук, но на протяжении последних лет достаточно сложен и обусловлен многими факторами, среди которых существенным является мотивация к занятиям физической культурой. В последнее время наблюдается общая тенденция возрастания роли физической культуры и спорта в жизни студентов повышается уровень положительной мотивации к систематическим занятиям физической культурой, спортом, к здоровому образу жизни.

Эффективность физического воспитания существенно повысится, если будет повышен уровень положительной мотивации к систематическим занятиям физической культурой. Важно определить, что необходимо сделать, чтобы выработать у студентов педагогических вузов потребность заниматься физическими упражнениями всю жизнь. Как показывают научные исследования, мотивация студентов неоднородна, она зависит от множества факторов: возрастных, половых, индивидуальных особенностей. Научные исследования показывают, что для студентов младших курсов спорт и физическая культура не являются ничем, кроме как учебной дисциплиной в университете. Студенты-старшекурсники начинают оценивать спорт и понимать его нравственные, эмоциональные аспекты, наблюдается большая мотивация к занятиям физической культурой и спортом.

Студенты недостаточно знают цели и задачи физического образования, спорта, двигательной реабилитации. Поэтому вопрос о том, как научить студентов постоянно заботиться о своем здоровье, заинтересовать их регулярно применять формы и методы физического воспитания в повседневной жизни, является актуальным.

Цель нашего исследования: выявить мотивы занятий физической культурой и спортом студентов при обучении в вузе.

Исследование проводилось на базе Казанского кооперативного института (филиала) Российского университета кооперации. В анкетировании на всех этапах работы приняли участие 1482 студента разного пола 1, 2 и 3-го курса обучения. По рекомендациям врачей 60,4 % опрошенных – практически здоровы и допущены без ограничений к занятиям физической культурой, 33,3 % отнесены к специальной медицинской группе и 6,3 % студентов рекомендованы занятия лечебной физической культурой.

Исследование показало, что регулярно посещают учебные занятия по физической культуре 81,3 % студентов; занимаются самостоятельно дома, дополнительно к учебным занятиям 22,9 %; Ходят, гуляют вечером после учебы 60,4 %; в выходные дни выезжают на природу 58,3 %. Честно признались, что ничего не делают для своего здоровья 8,3 %. Занятия по физической культуре в институте проводятся регулярно 2 раза в неделю согласно программе дисциплины «Физическая культура», следовательно, студенты в полной мере удовлетворяют свою потребность в двигательной активности на учебных занятиях, а спонтанной двигательной активности остаётся меньшая доля времени (рис. 1).

На вопрос «Что мешает Вам заниматься физическими упражнениями?» 70,8 % студентов ответили – отсутствие времени, 18,8 % – отсутствие денег, 16,7 % – ничего. Болеет в течение года часто – 10,4 % студенток, остальные – 1-2 раза по 6-7 дней. На вопрос: «Занимались ли Ваши родители спортом?» 87,5 % студентов ответили удовлетворительно и лишь 12,5 % ответили – нет. Видимо, факт регулярных занятий двигательной активностью родителей оставляет положительный генетический след на физическом здоровье современных студентов. Никаких сомнений не вызвал вопрос о необходимости регулярных занятий физическими упражнениями детей и подростков, 100 % студентов ответили «да, обязательно» и рекомендуют заниматься своим детям, ученикам такими видами спорта, как плавание, танцы, по желанию, лёгкая атлетика.

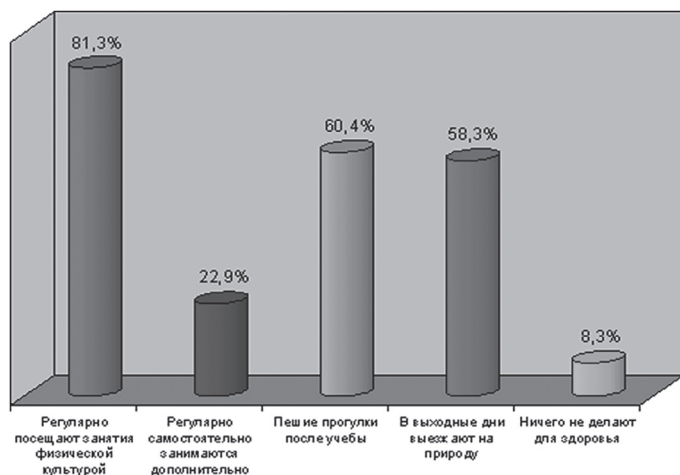


Рис. 1. Что делают для своего здоровья:

По данным научных исследований, на состояние человека влияет образ жизни – 50 %, наследственность и экология – по 20 %, медицинское обслуживание – 10 %. Студенты на вопрос о степени влияния на здоровье ответили: образ жизни – 32,1 %, наследственность – 24,0 %, экология – 29,7 %, медицина – 14,2 %. Таким образом, студенты недооценивают роль двигательной активности – основного компонента образа жизни, – компонента, который можно изменить, и значительно переоценивают роль экологии и медицины как факторов, влияющих на их здоровье, – тех компонентов, которые практически очень тяжело изменить, тем более студентам.

Важное значение для педагога в воспитательной работе имеет личная заинтересованность студента в процессе и результате своего физического развития. С целью определения причин, по которым студенты занимаются физической культурой, в 2009 году мы провели опрос студентов. По результатам наших исследований юноши при ответе на вопрос «Я занимаюсь физической культурой, потому что...» на первое место поставили ответ: хочу иметь хорошую фигуру (58 %), на второе – не хочу болеть (44 %), затем – недостаточно движения в жизни (29 %), нужен зачёт (26 %), модно (5 %) (рис. 2). Девушки: недостаточно движения в жизни (60 %), хочу иметь хорошую фигуру (44 %), нужен зачёт (27 %), не хочу болеть (21 %), модно (1 %) (рис. 3).

Отсутствие желания добиваться спортивных побед у молодых людей подтвердили также результаты исследований Бариева М.М. и Морозовой Г.В. (2007 г.). По их данным, количество респондентов, желающих добиться спортивных успехов, – 4,6 %, из них мужчин – 8,6 %, а женщин – 1,2 %.

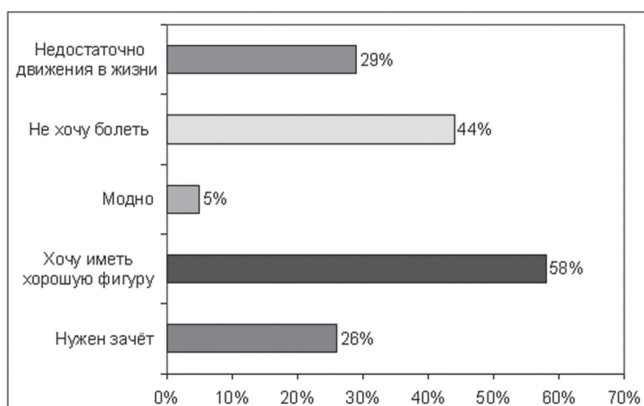


Рис. 2. Я занимаюсь физической культурой, потому что... (юноши)

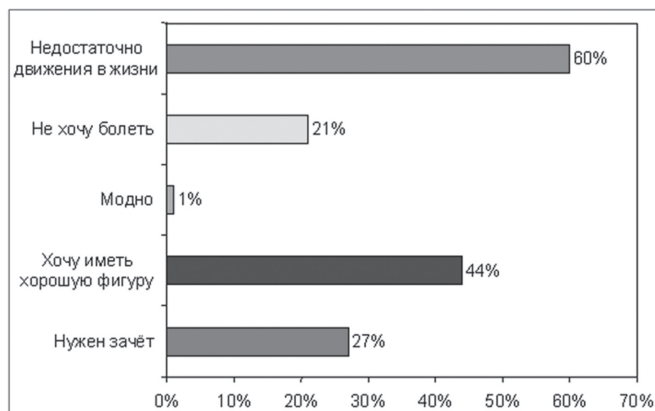


Рис. 3. Я занимаюсь физической культурой, потому что... (девушки)

Ответы студентов в 2012 г. на тот же вопрос «Я занимаюсь физической культурой, потому что...» значительно отличались от ответов 2009 года. На 10,5 % снизилось количество юношей и на 13,2 % девушек, ощущающих недостаток движения в жизни. Разнонаправленные изменения произошли с результатами ответов «не хочу болеть» у юношей и девушек. У юношей результаты снизились на 14,3 %, а девушек, которые занимаются физкультурой, потому что не хотят болеть, стало больше на 9,2 %. Наиболее значительные изменения нами были зафиксированы при ответе «модно» у девушек. На 19,1 % девушек больше положительно ответили на этот вопрос в 2012 году по сравнению с результатами опроса 2009 года. У юношей также значительно (на 15,7 %) больше стало занимающихся физкультурой, потому что это модно. Желающих иметь хорошую фигуру среди юношей стало меньше на 10,1 %. Результаты ответов «хочу иметь хорошую фигуру» девушек в 2012 и 2009 гг. изменились незначительно. В 2012 году на 2,2 % стало больше девушек, которые занимаются физкультурой, чтобы была хорошая фигура. «Нужен зачет» - в 2012 году так ответили 27,2 % юношей и 29,1 % девушек, что показывает незначительное изменение по сравнению с результатами исследований 2009 года. Следовательно, комплекс мероприятий, пропагандирующих физкультуру и спорт, проводимый государственными органами в преддверии Универсиады 2013 г. в г. Казани, - построенные спортивные объекты, активизация средств массовой информации, волонтерское движение способствует повышению моды на занятия физкультурой и спортом. Наиболее активная часть студенчества стала удовлетворять свои потребности в движении во внеурочное время.

Выводы

1. Студенты не занимаются регулярно физической культурой и спортом в связи с недостатком времени.
2. Студенты недооценивают роль двигательной активности – основного компонента образа жизни – компонента, который можно изменить, и значительно переоценивают роль экологии и медицины как факторов, влияющих на их здоровье.
3. Комплекс мероприятий, проводимый государственными органами Республики Татарстан в период подготовки к Универсиаде 2013, повысил мотивацию студентов к занятиям физической культурой и спортом.

РАЗВИТИЕ МАССОВОГО СТУДЕНЧЕСКОГО СПОРТА – ПУТЬ К ВЕРШИНАМ УНИВЕРСИАД

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Студенческая молодежь является мощной силой, определяющей и реализующей перспективу развития страны. Именно она несет потенциал созидания, направленного на обеспечение социального и экономического прогресса. Хорошая физическая подготовленность в студенческие годы – залог не только здоровья и успешного освоения учебного материала, но и, в дальнейшем, радости жизни, высокопроизводительного труда, рождения здоровых детей и долголетия. В период роста и становления индивидуума необходимость регулярных занятий физической культурой и спортом обусловлена биологически. Эти занятия являются средством формирования адаптационных механизмов организма и, связанных с этим физиологических перестроек, являющихся, по существу, фундаментом здоровья на всю последующую жизнь.

Давно известно, что студенты, регулярно активно занимающиеся спортом, превосходят своих сокурсников по волевым качествам, целеустремленности, выносливости, в том числе и умственной, по физиологическим и психическим характеристикам.

В последние годы в нашей стране проводятся масштабные мероприятия по сохранению и укреплению здоровья студентов средствами физической культуры и спорта. Это в будущем обязательно найдет отражение в таких социально-демографических показателях, как увеличение продолжительности жизни, снижение заболеваемости среди населения.

Цель исследования: обоснование неразрывности массового студенческого спорта со спортивными достижениями студентов.

Методы и организация исследования. Результаты исследования получены на основе проведенного анализа литературных источников, опроса студентов и преподавателей кафедр физического воспитания, отчетов вузов по смотрам-конкурсам, нормативных актов по социальным проблемам, физической культуре и спорту.

Результаты исследования и обсуждение. Неоспорима и исключительно высока роль кафедр физического воспитания высших учебных заведений в деле подготовки студентов к профессиональному труду и формирования здорового поколения. Как показывает практика, в высших учебных заведениях (вузах), где физическое воспитание студентов поставлено на должный уровень, где широкий охват имеет физкультурно-массовая и спортивная работа вне учебного расписания, где практикуются и контролируются в дополнение к аудиторной физической нагрузке самостоятельные занятия, подавляющая часть студентов за время учебы повышает свою физическую подготовку. А те из них, кто имел отклонения в состоянии здоровья, успешно реабилитируются и переходят в когорту практически здоровых людей.

Другая, исключительно важная, прерогатива регулярных занятий физической культурой и спортом – формирование у студентов морально-волевых качеств: целеустремленности, настойчивости в достижении поставленной цели, выносливости и т.п., определяющих в целом уровень их работоспособности на долгие годы.

Для решения проблемы, связанной с уровнем физической подготовленности студентов, а следовательно, с их здоровьем, проводятся масштабные мероприятия. Одним из таких мероприятий является инициатива Правительства г. Москвы по проведению ежегодных смотров-конкурсов на лучшую постановку учебной, физкультурно-оздоровительной и спортивно-массовой работы в вузах г. Москвы. За основу смотра-конкурса приняты положения, характеризующие деятельность ВУЗа в развитии физической культуры и спорта в текущем учебном году при соблюдении равных для всех вузов условий. Особое внимание уделено показателям, характеризующим мониторинг физической подготовленности студентов в период обучения.

Подведены итоги 3 первых смотров-конкурсов. Радуют положительные изменения в показателях 3-го смотра-конкурса по сравнению с данными 1-го, характеризующих уровень физической подготовленности студентов и увеличение числа студентов, переведенных из специальной медицинской группы в подготовительную или основную медицинские группы. Другими словами, наметилась тенденция повышения физической подготовленности студентов, которая является предвестником оздоровления нации.

Характерным оказалось то обстоятельство, что высокий рейтинг вузов в Московских студенческих играх (МСИ), ежегодно проходящих по 68 видам спорта, является следствием плодотворной учебной и физкультурно-оздоровительной работы кафедр физического воспитания этих вузов со студентами. Например, передовые позиции, занятые Московским государственным индустриальным университетом (МГИУ) и Московским государственным строительным университетом (МГСУ) в 3 смотрах-конкурсах - наглядное обоснование неразрывности хорошо поставленной работы со студентами на занятиях по физической культуре в рамках учебного расписания и спортивными достижениями на московских, российских и международных спортивных форумах. Неразрывность массовости студенческого спорта и спортивного мастерства студентов этих вузов подкрепляется тем, что студенты, ставшие чемпионами и призерами международных соревнований, например, Огиенко Дмитрий – победитель Кубка мира по дзюдо среди студентов, Мязитов Раниль – призер чемпионата Мира по самбо среди студентов (МГСИ), Елисеев Евгений – чемпион России по плаванию, участник Универсиады в Казани, Баталов Александр и Верещагин Александр – победители XIX Московского международного гребного марафона, участники Универсиады-2013 (МГИУ), являются кумирами в своей студенческой среде, а это отличный мотивирующий фактор для дальнейшего развития физической культуры и спорта в этих университетах.

Резюме. Спортивные достижения не только поднимают имидж высшего учебного заведения, но и являются мотивирующим фактором для повышения массовости студенческого спорта. Увеличение количества студентов, регулярно занимающихся физической культурой и спортом, неизменно отражается на повышении уровня их спортивных достижений.

ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ: КАК ЭТОМУ СОДЕЙСТВУЕТ УНИВЕРСИТЕТСКИЙ И ОЛИМПИЙСКИЙ СПОРТ?

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Когда смотришь на профессиональных спортсменов, то понимаешь, что у них должно быть отличное здоровье. А что делать тем, кто по состоянию здоровья, является студентом специального медицинского отделения?

Напомним, что в специальное медицинское отделение зачисляются студенты, по состоянию здоровья, после прохождения диспансеризации, отнесенные по различным видам заболеваний к специальной медицинской группе. Т.е. данной категории студентов нежелательно выполнять нагрузку, предписанную студентам, занимающимся общей физической подготовкой. Это может быть ограничение на сдачу контрольных нормативов по легкой атлетике, на выполнение упражнений на какую-либо группу мышц или просто на интенсивность тех или иных двигательных действий.

Как известно, одной из основных задач физического воспитания в вузе является не только сохранение и укрепление здоровья студентов, формирование у них потребности в физическом совершенствовании и здоровом образе жизни, но и формирование цельной личности. Занятия физической культурой в РХТУ являются обязательной учебной дисциплиной, программный материал которой должен освоить каждый студент, независимо от группы здоровья, на протяжении трех лет.

С введением дополнительного образования у вузов появилась возможность предоставлять студентам спецмедотделения более широкий спектр услуг, а именно, привлекать ребят к занятиям различными видами спорта, а не только «хождением по гимнастической скамье с гимнастической палкой, прижатой локтями к спине».

Любым видом спорта можно заниматься с пониженной нагрузкой: аэробика и бадминтон, гольф и волейбол, баскетболом и мини-футбол, тренажеры и плавание и могут быть полезны, если к этим занятиям подойти правильно. Так как же занятия физической культурой в вузе помогают студентам вести здоровый образ жизни?

Давайте рассмотрим королевский вид спорта – легкую атлетику. «Загнули», – скажите Вы. Уж что-что, а легкая атлетика требует ах, какого здоровья! А теперь представим себе сдачу контрольного норматива по легкой атлетике – кросс. Раннее утро, размечена трасса сигнальными флажками, на женском и мужском забеге стоят указатели, обязателен столик для врача, а вот и он сам в белом халате, готов к труду и обороне. На стартах все преподаватели кафедры в одинаковых спортивных костюмах, чтобы их можно было отличить от студентов. И первое, что мы видим, идя на трассу, это мини-полянку, на деревьях развешены таблички с названиями факультетов, и, под каждой такой табличкой стоят ребята с планшетами в руках и регистрируют участников кросса. Вдоль всей трассы также много помощников с красными сигнальными флажками, чтобы пробегая очередные 100 метров, студент не сбился с легкоатлетической трассы. Вы правильно догадались, это студенты спецмедотделения, которым скоростной бег противопоказан, но прогулку на свежем воздухе никто не отменял. Когда эти мальчишки и девчонки видят своих товарищей, проходящих очередной вираж, несущихся к победе – они болеют за своих, подбадривают их, а первокурсникам, которые еще не знают трассы еще и подсказывают куда направляться. Вот такая взаимовыручка является мотивацией к победе над своим недугом, который еще и не так страшен. Точно так же можно совершить «прогулку судьей на линии» на лыжном кроссе. Да и быть помощником судьи можно на любых соревнованиях.

Это, что касается помощи и «прогулки на свежем воздухе». «А как быть со спортом?» – спросите Вы?

В нашем вузе существуют занятия с пониженной нагрузкой в любом виде спорта. И, конечно же, мы не можем не обратиться к эстетическому виду – фитнес-аэробике. Этих соревнований ждут все: от студенток, и, конечно же, студентов, до деканов факультетов и ректорского состава. Очень символично, что первенство по фитнес-аэробике, танцевальной аэробике, даже степ-аэробике проходят под новый год в рамках спортивных рождественских встреч: с Дедом Морозом и Снегурочкой, сказочным персонажем, символизирующим наступающий год, с зайчиками и белочками... И в каждой команде, представляющей свой факультет, есть девчонки, у кого «спецмед» по здоровью. Но заниматься они начали с начала года, под руководством опытных педагогов, и когда речь идет о спортивной чести факультета, забываешь о болячках. И не мудрено, ведь каждая команда неповторима: своя музыка, свои костюмы, свои деканы, а композиция

одна. Можно изменить начало, добавить эффектную концовку. И как тут не стремиться быть ЗДОРОВЫМ! Какая же это сильнейшая мотивация – победа своего факультета на соревнованиях, поздравления от деканов и проректоров и даже ректора!

Здоровый образ жизни – это, прежде всего, занятия физической культурой в вузе. И от того, как эти занятия будут преподноситься в вузе – только ли в виде скучной ОФП или творчески, зависит здоровье наших студентов, а в априори и их дальнейшая судьба!

СТУДЕНЧЕСКИЙ СПОРТ В ВУЗАХ РОССИИ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ РАЗВИТИЯ

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В настоящее время развитию студенческого спорта в нашей стране уделяется особое внимание. Неоднократно в высказываниях президента В.В. Путина звучало, что студенческий спорт в России должен возродиться и его следует рассматривать как одно из важнейших направлений социальной политики, целью которой является устойчивое духовное и физическое развитие молодежи через интеграцию образования, спорта и культуры. В данном контексте важно констатировать, что проектирование развития невозможно без оценки актуального состояния.

Наше исследование было организовано в период проведения финальных соревнований III Всероссийской летней Универсиады с 23 июня по 09 июля 2012 года в городах Сургуте и Ханты-Мансийске. Всего было опрошено 27 представителей вузов (тренеров-преподавателей) и 187 студентов (из них 103 юноши и 84 девушки), виды спорта: баскетбол, плавание, русская лапта, тхэквандо. Специально разработанные опросные листы, как для спортсменов, так и для тренеров, включали 19 вопросов, относительно особенностей организации физкультурно-спортивной деятельности вуза; наличия или отсутствия спортивного клуба; условий, создаваемых для тренеров и студентов с целью повышения эффективности тренировочного и соревновательного процессов; отношения к студенческому спорту. Необходимо отметить, что ряд вопросов в опросных листах был «дублирующим», что позволило соотнести мнение двух субъектов.

По результатам опроса представителей 18 вузов было выявлено, что только в 50% вузов созданы спортивные клубы, некоторые респонденты отметили, что ранее клубы были, однако в настоящее время их не существует. Ряд тренеров-преподавателей констатировали, что хотя спортивный клуб и существует, однако он не выполняет возложенные на него функции, косвенным подтверждением этому может быть то, что студенты одного и того же вуза в одном случае обозначают что клуб есть, в другом – нет.

Результаты ответов респондентов на вопрос «Удовлетворены ли Вы развитием студенческого спорта в Вашем вузе?» представлены на рисунке 1. В целом можно отметить, что удовлетворенность как тренеров – преподавателей, так и студентов ниже 50%, причем если рассматривать результаты отдельно по юношам и девушкам, то мнение спортсменов более близко к мнению их наставников и составляет 25%, тогда как у юношей данный показатель равен 65%.

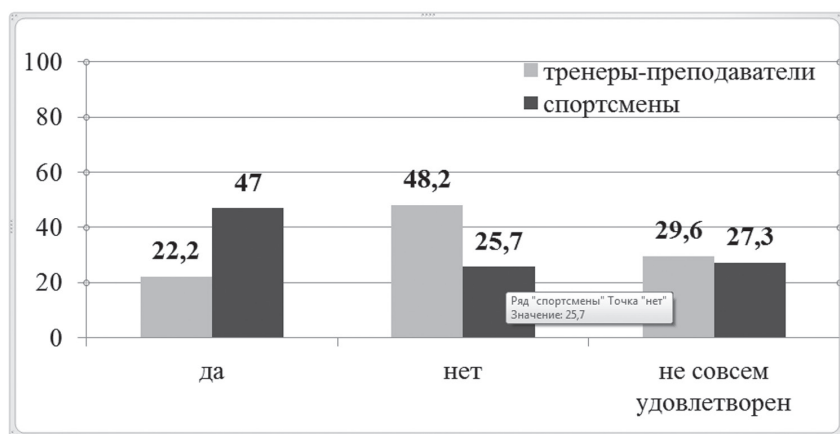


Рис. 1. Данные по вопросу: «Удовлетворены ли Вы развитием студенческого спорта в Вашем вузе?», (в %)

К сожалению, хотя в последнее время развитию спортивной инфраструктуры вузов стало уделяться повышенное внимание и этому подтверждение- партийный проект «Единой России» «500 бассейнов», она до сих пор не соответствует современным требованиям. Это нашло свое отражение и в результатах проведенного опроса (рис. 2).

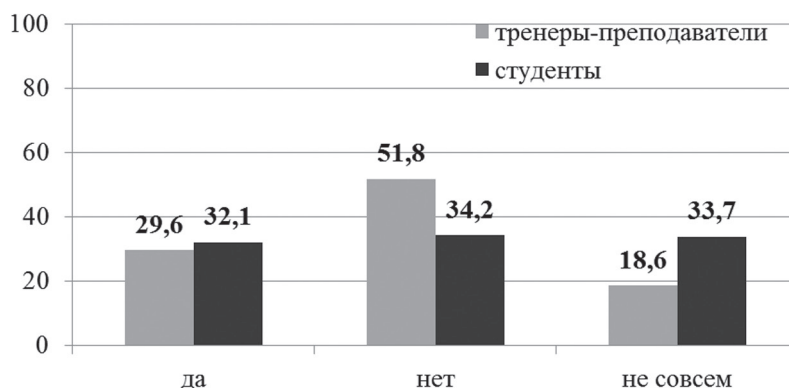


Рис. 2. Данные по вопросу: «Как Вы считаете, соответствует уровень спортивной базы Вашего вуза современным требованиям?», (в %)

Среди всех опрошенных респондентов только около 30% считают, что уровень спортивной базы их вуза соответствует предъявляемым требованиям, причем преподаватели в своей оценке более категоричны, также многими тренерами отмечалось, что тренировочный процесс они проводят в арендованных помещениях, так как у вуза нет соответствующих условий.

Как нами было сказано ранее, опрос проводился среди студентов-спортсменов, участников III Всероссийской летней Универсиады, целью которой, помимо развития и популяризации летних видов спорта в Российской Федерации, было повышение уровня физической подготовленности и мастерства спортивного резерва России. Однако только 59,9 % спортсменов считают, что студенческий спорт может стать «стартовой площадкой» в спорт высших достижений (рис. 3) и 26,2% рассматривают его как возможность попасть в сборные команды более высокого уровня и продолжить свою спортивную карьеру.

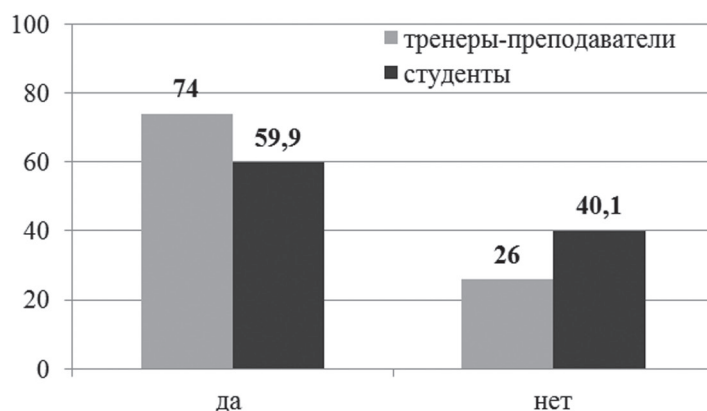


Рис. 3. Данные по вопросу: «Как Вы считаете, может ли студенческий спорт стать для Вас (для Ваших студентов – спортсменов) «стартовой площадкой в спорт высших достижений?», (в %)

В данном контексте считаем необходимым представить ответы спортсменов и тренеров-преподавателей на вопрос «По Вашему мнению, студенческий спорт для студентов–спортсменов-это прежде всего?» (можно было указать несколько вариантов ответов): здоровье (25,1% и 22,2% соответственно); возможность самореализации (47,5% и 59,2%); возможность общения с интересными людьми (36,4% и 22,2%); возможность попасть в сборные команды более высокого уровня и продолжить свою спортивную карьеру (26,2% и 33,4%).

И в завершении нашего анализа – о перспективах. Большинство респондентов считает, что для оптимизации развития студенческого спорта в нашей стране необходимо: создание в каждом вузе спортивного клуба, имеющего самостоятельное финансирование; выделение ставок тренеров по видам спорта; существенное улучшение спортивной инфраструктуры вузов; совершенствование, расширение календаря и повышение статуса студенческих соревнований; увеличение финансирования студенческого спорта в целом (организация учебно-тренировочных сборов, экипировка и питание студентов-спортсменов и др.).

ИННОВАЦИОННЫЙ ПРОЕКТ «ПОСТРОЕНИЕ СИСТЕМЫ ИЗМЕРЕНИЯ И ОЦЕНКИ КАЧЕСТВА ОБРАЗОВАНИЯ»

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Цель: предложить мировому педагогическому сообществу идею построения системы измерения и оценки качества образования и пути её реализации. Неоспоримый общественный приоритет образовательной деятельности - измерение и оценка учебных достижений. Однако до сих пор на государственном уровне система оценки качества образования не разработана. Трудности связаны с множеством факторов, которые требуется учесть. Например, обеспечивающих качественную организацию учебного процесса: квалификация преподавателей, методическое, информационное и инновационное сопровождение занятий, соблюдение строительных и гигиенических требований, норм и правил в функционирующем учебном заведении и. т.д. Из многих факторов выбраны два измеряемых критерия, динамика которых оценивается в мониторинге. Это уровень знаний и показателей здоровья, по которым можно отслеживать индивидуальную траекторию развития каждого учащегося и управлять ею.

Новизна. К инновационным технологиям, получившим с 2009 года законодательное обеспечение в российском образовании, следует отнести тестирование в форме ЕГЭ. Исключительно по результатам ЕГЭ общество стало оценивать уровень знаний и качество образования выпускников школ. Методики тестирования нашли также широкое применение при контроле усвоения различных дисциплин вузовских учебных программ. Наше участие в ежегодно проводимых Министерством образования и науки Российской Федерации научно-методических конференциях «Развитие тестовых технологий в России» позволило предложить новое направление тестирования. Оно нашло отражение в принятом Всероссийской конференцией решении «Считать перспективным разработку методики комплексного педагогического мониторинга показателей здоровья обучающихся». Такая методика и технология тестирования были разработаны в Казани и прошли апробацию в различных регионах России.

Концепция. Качественной можно считать только такую образовательную услугу, которая не ухудшает здоровье учащихся. На всех ступенях обучения качество предоставляемых потребителям образовательных услуг определяется комплексно. Наряду с тестированием уровня знаний, отслеживается в мониторинге динамика важнейших показателей здоровья по общеизвестным тестам физического развития (ФР) и физической подготовленности (ФП). Предлагаемая концепция ориентирована на конечный результат учебного процесса – самого обучающегося, который должен: - получить знания, необходимые для вступления во взрослую жизнь; - сохранить и укрепить в процессе учебы свое здоровье, являющееся приоритетом государственной политики в сфере образования.

Критерии оценки. Учёные всего мира признают, что образование становится фактором риска для здоровья детей, ведёт к развитию гиподинамии и гипокинезии. Тревожная статистика здоровья обучающихся сохраняет последние десятилетия негативную тенденцию. Как исправить ситуацию? Ведь образование, не содействующее здоровью, общество не может считать качественным. В связи с этим заявленный проект должен вызвать большой общественный резонанс, так как содержит интерес общества к охране здоровья молодого поколения, измерению и оценке качества образования, без которых невозможно принятие в организации учебного процесса научно-обоснованных управленческих решений.

Устойчивое непрерывное финансирование проекта обеспечивается всероссийскими законодательными актами и требует минимума затрат, необходимых для стимулирования преподавателей физической культуры, осуществляющих тестирование физических качеств, характеризующих физическую подготовленность, а также других показателей физического развития и функционального состояния учащихся.

Инновационный подход направлен на минимизацию рисков здоровья молодого поколения в системе непрерывного образования (дети, школьники, студенты) за счёт отслеживания в мониторинге, динамики показателей физического развития и физической подготовленности. Полученные результаты, основанные на педагогических измерениях и компьютерной обработке, позволят дать оценку эффективности организованного учебного процесса физического воспитания.

Надежность результатов обеспечивается тем, что подписанная исполнителем исходная информация в виде групповых карт фактических измерений, куда заносятся данные на каждого обучающегося в любом общеобразовательном учреждении, хранится в компьютере. Компьютер выполняет все расчетные и оценочные

операции, графические построения и является независимым, объективным, оперативным и надежным инструментом.

Достоверность результатов, обрабатываемых в цепочке «образовательное учреждение-район-город», всегда можно проверить на одном из этапов. Контрольные измерения и повторные расчеты помогут разрешить возникшие сомнения в достоверности выполненных исследований.

Предложены модель, методика, технология, педагогическое сопровождение, информационно-диагностическое обеспечение и инструментарий, необходимые для реализации федеральных законодательных актов и распоряжений Правительства РФ.

Перспективные планы развития системы образования

Предусмотрено постоянное совершенствование мониторинговых исследований в направлении:

1. построения муниципальных, региональных, систем оценки качества образования, в которых мониторинг показателей здоровья обучающихся занимает не менее значимое место, чем тестирование уровня знаний;
2. совершенствование педагогических измерений важнейших показателей здоровья и их информационно-диагностического обеспечения, для того чтобы сделать достижения системы образования понятными и прозрачными при организации общественно-государственного управления инновационным развитием любых учебных заведений;
3. разработки на основе проведённых исследований «Системы менеджмента здоровья» интегрированной с «Системой менеджмента качества» образования.

Выводы. Проект ориентирован на проведение концептуально - перспективных и фундаментально-прикладных исследований в области педагогических наук и имеет реальную, потенциальную и прогностичную основу. В нём отдан приоритет социально-функционально-ролевой прерогативе, обеспечивающей полифункциональность и диверсификацию существующих подходов. Научно-методическая основа проекта: фактические измерения, расчёт и оценка.

К особенностям исследований следует отнести: их масштабность, учёт личностного и разновозрастного потенциала обучающихся в решении проблемы построения системы оценки качества образования, отслеживающей в мониторинге, наряду с уровнем знаний, динамику их физического состояния.

НАСЛЕДИЕ XXVII ВСЕМИРНОЙ ЛЕТНЕЙ УНИВЕРСИАДЫ 2013 ГОДА КАК ФАКТОР СОЦИАЛЬНО-КУЛЬТУРНОГО РАЗВИТИЯ РЕГИОНА

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Наследие Всемирных студенческих игр для городов, в которых они проводятся, является очень значимым. Прежде всего, эти города навсегда вписываются в историю спортивного движения и могут войти в число самых популярных мегаполисов мира. С другой стороны, города-организаторы решают собственные социальные, экономические и инфраструктурные проблемы. Универсиада не только преобразует город-организатор, она меняет мышление людей, так как осуществляется продвижение города и страны, в которой проводится Универсиада, как крупного международного центра.

Актуальность. Всемирная Универсиада – это значимое международное спортивное событие. Между тем Всемирные студенческие игры являются не просто спортивным мероприятием, они выступают стимулом для развития страны, в которой их проводят. Получение права организации Всемирных Универсиад является залогом крупных социально-экономических, культурных изменений в регионе.

Идея наследия в спортивном движении впервые была представлена в конкурсной документации города Мельбурн, представленного кандидатом для проведения Олимпийских игр в 1956 году. Официальные лица заявили, что Мельбурн готов стать наследием Игр XVI Олимпиады, спортивным центром, который увековечит в Австралии высокие идеалы любительского спорта [1].

Канадские ученые университета Оттавы В. Leorkey и М. Parent выделяют 13 категорий наследия крупных спортивных событий [2]. Наиболее распространенной точкой зрения, в том числе и среди зарубежных исследователей, как отмечают вышеуказанные авторы, является разделение наследия спорта на материальные и нематериальные составляющие. По мнению В. Leorkey и М. Parent (2012), проблема заключается в том, что вопросу материального наследия по сравнению с ее не менее важной нематериальной частью уделяется больше внимания, что, конечно, является неверным подходом в изучении вопроса наследия спортивных событий.

Таким образом, к материальному наследию спорта относятся: спортивные сооружения, городская и транспортная инфраструктура, рост инвестиций туризма, занятость населения (обеспеченность рабочими местами), улучшение экологии окружающей природы.

Нематериальная составляющая спортивного наследия выражается в развитии студенческого спорта, формировании положительного имиджа страны на международной арене, формировании социально-политической активности, культурном развитии, в формировании здорового образа жизни и потребностей населения в регулярных занятиях спортом, развитии волонтерского движения.

Цель исследования – выявить влияние XXVII Всемирной летней Универсиады 2013 года на социально-культурное развитие города Казани и региона.

Методы и организация исследования. Для реализации поставленной цели были использованы следующие методы: анализ научно-методической литературы, анализ документальных и статистических материалов, анкетный опрос жителей РТ, анализ протоколов соревнований.

Исследования проводились в период с 2008 по 2012 гг. в г. Казани, а также в городах и сельских поселениях РТ.

Практическая значимость. Результаты исследования могут быть использованы при планировании и организации студенческого спорта в России и в мире; при реализации крупных спортивных проектов; в учебно-воспитательном процессе высших учебных заведений.

Влияние крупных спортивных событий (таких как Олимпийские игры, Универсиады, чемпионаты мира и т.д.) на развитие города и региона можно оценить по отдельным индикаторам. В нашем понимании «индикатор» – это доступная наблюдению и измерению характеристика изучаемого объекта, позволяющая судить о других его характеристиках, не доступных непосредственному исследованию.

Все индикаторы влияния спортивных мегасобытий можно объединить в три группы: индикаторы окружающей

среды (экологические); социально-культурные индикаторы; экономические индикаторы.

В рамках нашего исследования мы изучили следующие социально-культурные индикаторы: опросы общественного мнения, позволившие нам выявить информированность о Всемирных универсиадах различных контингентов населения Республики Татарстан (школьников, студентов и взрослого населения) и их отношение к проведению XXVII Всемирной летней универсиады в г. Казани; динамику состояния массового спорта и спорта высших достижений, динамику количества спортивных сооружений в Республике Татарстан в период подготовки к XXVII Всемирной летней универсиаде.

С целью определения информированности в вопросах организации и проведения Всемирных универсиад и выявления отношения к Универсиаде 2013 был проведен анкетный опрос населения г. Казани и региона.

К исследованию были привлечены 828 респондентов в возрасте 14-64 лет. Разработанная анкета состояла из 21 вопроса и 76 подвопросов.

Анкетный опрос жителей Казани и региона позволил выявить их недостаточную информированность в вопросах организации и проведения Всемирных универсиад, что может объясняться следующими причинами:

- в процессе преподавания учебной дисциплины «Физическая культура» в школе, среднем специальном и высшем учебном заведении недостаточно рассматриваются вопросы организации спортивного движения в мире - вопросы, включенные в анкету, входят в теоретический раздел учебной дисциплины «Физическая культура» в школе и вузе;
- население не приобщено к ценностям физической культуры и спорта, недостаточно интересуется историко-культурными аспектами физической культуры и спорта.
- Результаты анкетного опроса показывают, что подавляющее большинство опрошенных-591 человек. (71,4%) гордятся тем, что Универсиада проводится в столице Республики Татарстан. Респондентов в первую очередь радует строительство спортивных объектов мирового уровня, а также рост узнаваемости г. Казани в мире, модернизация внешнего облика и транспортной инфраструктуры города.

Анализ ответов на вопрос о том, способствует ли подготовка и проведение XXVII Всемирной летней Универсиады 2013 года в г. Казани популяризации здорового образа жизни, вовлечению населения в занятия спортом, показал, что 270 студентов (52,4%) считают, что, несомненно, подготовка и проведение таких спортивных мегасобытий, как Универсиада отражается положительно на привлечении населения к занятиям физической культурой и спортом. Также и подавляющее количество работающих респондентов (56,7%), пенсионеров (55,5%) убеждены в том, что проведение Всемирной Универсиады повлечет за собой рост количества систематически занимающихся физической культурой и спортом.

Важным показателем является то, что большинство опрошенных (более 70%) планируют посетить спортивные мероприятия Универсиады-2013. Из 27 видов спорта, представленных в программе XXVII Всемирной летней универсиады, респонденты планируют посетить 10 видов спорта, отдавая предпочтения следующим видам: футбол, художественная и спортивная гимнастика, синхронное плавание.

Изучение динамики состояния массового спорта и спорта высших достижений в Республике Татарстан в период подготовки к XXVII Всемирной летней универсиаде (2008 – 2012 годы) выявило следующие положительные тенденции:

- возрос удельный вес населения, систематически занимающегося физической культурой и спортом, от 19,1% до 28,7%;
- возросло количество детско-юношеских спортивных школ-от 119 до 139;
- увеличилось количество завоеванных золотых медалей спортсменами Республики Татарстан на всероссийских и международных соревнованиях. Если в 2008 году спортсменами Республики Татарстан на всероссийских и международных соревнованиях было завоевано 537 медалей, то 2012 году – 612;
- возросло количество спортивных сооружений по РТ-с 8634 до 9275 объектов;
- увеличилось количество спортсменов Республики Татарстан, выступающих за сборную России на Олимпийских играх, а именно: если на Играх XXVII Олимпиады в Сиднее республику представляло 7 спортсменов, Играх XXVIII Олимпиады в Афинах - 11, Играх XXXIX Олимпиады в Пекине 12 спортсменов, то на Играх XXX Олимпиады - 22 спортсмена;

- увеличилось количество медалей завоеванных, татарстанскими спортсменами на Олимпийских играх, а именно: по итогам Игр XXVII Олимпиады в Сиднее было завоевано 5 медалей, на Играх XXVIII Олимпиады в Афинах - 3 бронзовые медали, на Играх XXXIX Олимпиады в Пекине - 7 медалей. Следует заметить, что в Лондоне на Играх XXX Олимпиады Татарстан по количеству завоеванных медалей (10 медалей) расположился в верхних строчках среди субъектов Российской Федерации [3].

Следует отметить, что в республике Татарстан активизировалась работа с людьми с ограниченными возможностями. Если в 2008 году численность инвалидов, систематически занимающихся физической культурой и спортом, составляла 1,7% (5 384 человек), то в 2012 году этот показатель составил 5,1% (15 926 человек) [4].

Очевидно, что проведение Универсиады и период подготовки к ней позволяет населению, особенно студенческой молодежи, по-новому посмотреть на отношение к физической культуре и спорту. К тому же велико значение привлечения молодежи к Универсиаде в качестве волонтеров, это не только способствует расширению её социальных контактов, развитию коммуникативных качеств, кругозора, важно еще то, что молодежь приобретает знания и опыт, необходимый в проведении международных соревнований, которые в ближайшем будущем ожидают Казань.

Кроме того, не менее важным результатом проведения XXVII Всемирной летней Универсиады в г. Казани стало создание Международной федерацией студенческого спорта, Министерством спорта Российской Федерации, Республикой Татарстан и Российским студенческим спортивным союзом Международного образовательного центра, задача которого-стать местом проведения исследований в области студенческого спорта, а также центром пропаганды идей и ценностей международного студенческого спорта, что является еще одной хорошей возможностью интеграции нашей страны в мировое сообщество.

Таким образом, процесс организации проведения XXVII Всемирной летней Универсиады 2013 в г. Казани не только преобразует внешний облик города, способствует росту спортивной инфраструктуры, он меняет мышление людей, способствует межкультурной коммуникации, продвижению города и страны как крупного международного центра.

ФИЗИЧЕСКОЕ ВОСПИТАНИЕ И РАЗВИТИЕ СТУДЕНЧЕСКОГО СПОРТА В ВУЗЕ: ПРОБЛЕМЫ, ПРАКТИКА, РЕШЕНИЯ

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Физическое воспитание студенчества непосредственно связано с реализацией государственных программ в от состояния здоровья и физической подготовленности студенческой молодежи зависит качество человеческого и кадрового потенциала будущей России.

Занятия физической культурой и спортом, ведение здорового образа жизни стали неотъемлемым условием достижения успешности в современном обществе. А ориентация молодого специалиста-соискателя на здоровый стиль жизни все чаще становится одним из приоритетных критериев при трудоустройстве. В определенном смысле физическая культура и спорт выступают интегральным показателем уровня развития личности, предпосылкой эффективной учебной и профессиональной деятельности, обобщенным показателем профессиональной культуры будущего специалиста.

Несомненно, что на сегодняшний день особой социальной группой, для которой наиболее актуальна задача формирования здорового образа жизни в тех или иных формах физической активности, является студенчество. От его физического и психического здоровья, социального благополучия во многом зависит работоспособность будущих специалистов с высшим образованием, – тот вклад, который они призваны внести в возрождение России. Однако состояние физического здоровья студентов вузов из года в год ухудшается. По оценкам специалистов, в настоящее время до 90% абитуриентов, поступающих в различные вузы России, уже имеют те или иные морфофункциональные отклонения и хронические заболевания, а 40% из них нуждаются в лечебной физической культуре. Эта тенденция характерна для многих стран.

В связи с этим задача вуза – создать такую образовательную среду, которая будет содействовать сохранению и укреплению здоровья участников образовательного процесса; формированию устойчивой мотивации к ведению здорового образа жизни, регулярным занятиям физической культурой и спортом; формированию здоровьесберегающей, здоровьесформирующей и здоровьеразвивающей компетенций будущих специалистов, обеспечивающих высокое качество обучения и дальнейшее профессиональное становление. Для этого нужно расставить приоритетные акценты на повышении роли физического воспитания студентов в вузе, чтобы отношение к дисциплине «Физическая культура» и к студенческому спорту в целом было такое же, как к профильным дисциплинам, чтобы в условиях вуза получила должный престиж и оценку работа преподавателя-тренера и т.д.

Необходимо подчеркнуть, что в последние годы в Российской Федерации в целом наметились достаточно стабильные позитивные сдвиги и перспективные тенденции в совершенствовании системы физического воспитания молодежи и развитии студенческого спорта. Но нельзя не отметить существование объективных проблем, не позволяющих в настоящий момент студенческому спортивному движению стать фундаментом в развитии российского студенческого спорта и мотивационно-ценностным вектором в формировании здорового стиля жизни в молодежной среде.

Актуальной проблемой, тормозящей развитие студенческого спортивного движения в России, является относительно низкий уровень мотивации молодежи к систематическим занятиям физической культурой и спортом, наличие в студенческой среде известных социально-негативных явлений. Одно из приоритетных направлений в решении данной проблемы – популяризация студенческого спорта и широкого спектра видов физкультурной активности, повышение их престижа в молодежной среде, что подтверждается результатами исследований отечественных и зарубежных специалистов.

Высшие учебные заведения России являются ключевым стратегическим звеном реализации общегосударственной политики, направленной на повышение эффективности физического воспитания молодежи с целью приобщения её к ценностям здорового образа жизни, на возрождение вузовского спорта, спортивных традиций и спортивного студенческого движения в целом.

Предстоящее проведение XXVII Всемирной летней Универсиады в г. Казань уже на этапах подготовки

определило вектор перспективных направлений деятельности вузов в контексте развития современного студенческого спорта и в подходах к физическому воспитанию студенческой молодежи. Казанский федеральный университет - один из ведущих вузов России, имеет огромный опыт и исторически сложившиеся традиции в области организации физкультурно-массовой, оздоровительной и спортивной работы, которые обновляются и, трансформируясь, расширяются за счет реализации на практике собственных исследований и наработок, а также внедрения в практику результатов передового опыта в данной сфере деятельности. Сложившаяся динамичная система является основой для успешной реализации задач и прогнозирования реальных перспектив в развитии студенческого спорта в КФУ.

Как показала практика работы КФУ, перспективное развитие системы физического воспитания и студенческого спорта в вузе предполагает реализацию в рамках образовательной среды большого спектра направлений деятельности: от занятий студентов физической культурой в рамках учебной дисциплины до организации и обеспечения участия студентов-спортсменов в соревнованиях всероссийского и международного уровней. На наш взгляд, основные направления необходимо перечислить и раскрыть. К ним относятся:

1. Разработка собственных и внедрение передовых педагогических и информационных технологий в практику работы общеуниверситетской кафедры физического воспитания и спорта с целью достижения позитивной динамики как в показателях физической и функциональной подготовленности студентов, так и в мотивационно-ценностной сфере. Поиск новых подходов к организации физкультурно-спортивных занятий и форм популяризации спорта и двигательной активности.
2. Регулярное проведение мониторинга здоровья, физической и функциональной подготовленности студентов.
3. Организация работы спортивного клуба, спортивных секций по видам спорта для студентов, стремящихся к совершенствованию двигательных и спортивных навыков в избранном виде спорта, в том числе и для студентов, уже имеющих массовые разряды. Создание сборных команд студентов по видам спорта, обеспечение оптимальных условий для реализации учебно-тренировочного процесса и участия в соревнованиях различного уровня. Проведение студенческой Спартакиады по 11 видам спорта.
4. Совершенствование «института кураторства» для оптимизации спортивно-массовой и оздоровительной работы в институтах и на факультетах университета. На сегодня этот вид деятельности включает следующее:
 - для реализации обратной связи «студент – преподаватель – кафедра» на каждом факультете университета сформированы спортивные активы, деятельность которых курируется и координируется куратором-преподавателем Общеуниверситетской кафедры физического воспитания и спорта, что позволяет не только контролировать учебную, спортивно-оздоровительную и досуговую деятельность студентов и факультетов, но и при необходимости вносить соответствующие коррективы в учебную, секционную и спортивно-массовую деятельность кафедры;
 - секционная работа планируется и реализуется с учётом интересов и потребностей студентов, носит прикладной характер, что позволяет студентам корректировать и реализовывать на практике полученные теоретические знания и практические умения;
 - на каждом факультете университета проводятся соревнования (личные первенства, между группами, курсами) по различным видам спорта, в том числе и включенным в программу Спартакиады вуза, а также дни здоровья института (факультета). Здесь проходят апробацию фрагменты и варианты проведения спортивных праздников и соревнований перед включением их в общеуниверситетские, что позволяет включить студентов в спортивно-досуговую деятельность в различных ролевых качествах (член оргкомитета, судья, участник соревнований, участник группы поддержки, болельщик и т.д.), то есть студенты получают возможность вариативно использовать полученные на занятиях знания, умения и навыки;
 - отбираются и формируются сборные команды институтов и факультетов для участия в Спартакиаде вуза по видам спорта, спортсмены массовых разрядов проходят подготовку для участия в соревнованиях межвузовского и более высокого уровней и т.д.
5. Развитие и совершенствование вузовской спортивной инфраструктуры, в том числе обновление имеющихся спортивных площадок, приобретение нового спортивного инвентаря, создание базы под новые виды спорта, популярные сегодня у молодежи.
6. Создание спортсменам высокого уровня условий для успешного обучения в вузе в сочетании с продуктивной реализацией тренировочного процесса, поскольку участие студентов-спортсменов в соревнованиях всероссийского и международного уровней – один из факторов, поднимающих престиж и статус вуза.

7. Обеспечение индивидуального подхода к спортивной подготовке спортсменов 1-го разряда и выше для выступления в тех видах спорта, где нет сборных команд.
8. Оптимизация работы и расширение сферы деятельности студенческой спортивной лиги.
9. Широкое освещение вузовских спортивных мероприятий и праздников на сайте вуза, в газете университета, в СМИ.
10. Повышение квалификации преподавательских кадров профильной кафедры.
11. Проведение ежегодной Спартакиады профессорско-преподавательского состава. Обеспечение участия сборных команд преподавателей в межвузовской спартакиаде. Это немаловажный аспект, поскольку активное участие преподавателей в соревнованиях, в спортивной жизни университета – наглядный пример активного долголетия, который является дополнительным мотивационным стимулом к занятиям физической культурой и спортом для студенческой молодежи.

Для организации и координации работы всех подразделений университета в вышеперечисленных направлениях в КФУ создан Департамент по молодежной политике, социальным вопросам и развитию системы физкультурно-спортивного воспитания, который совместно с Координационным советом общественных организаций и объединений, провел Межрегиональную студенческую конференцию «Точка зрения» на тему: «Развитие студенческого любительского спорта и пропаганда здорового образа жизни в вузовской среде: опыт, проблемы и перспективы развития» (20.03.2013г.). На конференции была изложена концепция развития спорта в вузе, определены целевые ориентиры и перспективы развития отдельных вышеперечисленных направлений деятельности университета. Главный итог конференции – актуализация проблем физического воспитания и развития студенческого спорта в вузе, определение стратегий и перспектив дальнейшей деятельности и, что особенно важно, продемонстрирована активная жизненная позиция студентов по всем обсуждаемым на конференции вопросам. Проведение подобных конференций в вузе, как показывает опыт, необходимо и должно стать традиционным.

Казанский федеральный университет занимает высокое место в рейтинге вузов России по уровню развития студенческого спорта и качеству системы физического воспитания студенческой молодежи в целом. В университете учатся и успешно занимаются спортом 7 мастеров спорта международного класса, 33 мастера спорта России, 73 кандидата в мастера спорта. Значительный процент студентов поступает в вуз с массовыми разрядами и в процессе обучения постепенно повышают свои профессионально-спортивные навыки. Сборные команды по видам спорта достигают высоких результатов в студенческих соревнованиях регионального и всероссийского уровней. Студенты и выпускники вуза в составе сборных команд страны на международных соревнованиях самого высокого уровня добиваются выдающихся результатов (на XXX летних Олимпийских играх в г. Лондоне Зарипова Юлия завоевала золотую медаль в беге на 3000 метров с препятствиями, Обмачаев Алексей – золотую медаль в составе волейбольной сборной команды России, Деманов Андрей занял четвертое место по тяжелой атлетике).

Подчеркнем, что поддержка руководства республики и страны, подготовка к Всемирной универсиаде позволили активизировать студенческую молодежь и кардинально улучшить спортивную инфраструктуру вуза, открыли студентам университета широкие возможности стать одними из самых активных участников международного студенческого движения. Новые спортивные сооружения университета, которые являются и спортивными объектами Универсиады, стали местом регулярных тренировок и площадкой для проведения вузовских и межвузовских турниров. Все это – мощный стимулирующий фактор к дальнейшему развитию и совершенствованию процессов физического воспитания, спортивного совершенствования студентов и развития студенческого спортивного движения в вузе и за его пределами.

Выводы:

1. Для повышения качества и результативности системы физического воспитания и студенческого спорта в вузе необходимо планомерно, творчески развивать все вышеперечисленные направления работы и создавать такую образовательную среду, развитие и оптимальное функционирование которой будет содействовать сохранению и укреплению здоровья всех участников образовательного процесса; формированию устойчивой мотивации к ведению здорового образа жизни, регулярным занятиям физической культурой и спортом; формированию в процессе подготовки высококвалифицированных специалистов такой профессиональной компетенции, которая предполагает развитие умений осуществлять здоровьесберегающую и здоровьеформирующую деятельность.
2. Для вуза развитие спорта является действенным инструментом социализации студентов и создания пози-

тивной среды, противостоящей общественным порокам. Помимо этого, студенческий спорт способствует развитию позитивного имиджа учебного заведения, в том числе на международной арене, а также является дополнительным фактором привлекательности для абитуриентов.

3. Необходимо стимулировать заинтересованность руководства вузов в развитии студенческого спорта путем внесения в перечень аккредитационных показателей деятельности вуза при прохождении процедуры аттестации пункта «Эффективность системы физического воспитания студентов и организации спортивно-массовой работы».
4. Необходимо создавать и активизировать работу уже функционирующих межвузовских центров по развитию студенческого спорта в федеральных округах на базе крупных университетских комплексов при активном взаимодействии с советами ректоров вузов федеральных округов РФ и аппаратом полномочных представителей Президента РФ в федеральных округах.

ПРОБЛЕМЫ ОРГАНИЗАЦИИ СТУДЕНЧЕСКОГО СПОРТА В ВУЗАХ

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В последние годы студенческий спорт стал объектом государственного внимания. Универсиада-2013 в Казани сделала город столицей спорта в России. Реализуется стратегия развития физической культуры и спорта в студенческой среде.

В XXI веке высшая школа перешла на двухступенчатую систему образования, формируются образовательные кластеры, объединяющие СПО и ВПО, вузы разделились на федеральные, бюджетные, автономные и др. В условиях модернизации системы высшего образования меняется организация учебного процесса по физическому воспитанию и студенческого спорта. Перед преподавателями физкультуры ставятся новые задачи, исходя из принятых постановлений Правительства России по развитию студенческого спорта и стратегии развития физической культуры и спорта в России.

Однако в нефизкультурных вузах по-прежнему не хватает тренерских кадров и остается очень низкой оплата труда, что затрудняет реализацию принятых показателей.

Актуальность. Изменения в организации студенческого спорта стали особенно заметны в последние годы. Приняты поправки в Федеральный Закон, появилось устойчивое финансирование всероссийских соревнований, стали проводиться летние и зимние Всероссийские универсиады. Победы наших студентов стали привычными на Всемирных универсиадах. Подготовкой сборных команд занимаются профессионалы самого высокого уровня.

Однако вместе с тем появились и проблемы, особенно на уровне массового студенческого спорта. В Положениях по Всероссийским универсиадам предусматриваются несколько этапов – университетский, региональный, окружной и Всероссийский. На финальную стадию приглашаются команды университетов, победивших на уровне округов, и команды лучших университетов региона-организатора.

По разным видам спорта – разные университеты. Как правило, округ представляют университеты физической культуры или университеты, где есть факультеты физической культуры.

В России более трехсот университетов, находящихся в системе Министерства образования, в каждом из которых есть спортивные звезды, даже входящие в состав сборных команд России, но они не могут принять участие во Всероссийских студенческих соревнованиях. Тем не менее формирование сборных команд по видам спорта для участия во Всемирных универсиадах проходит среди лучших спортсменов-студентов. Кроме этого, в технических университетах практически отсутствует финансирование подготовки спортсменов высокого уровня. Именно здесь складывается разрыв интересов студентов, организаторов и тренеров.

Обсуждение путей решения. Необходимо отметить, что развитие студенческого спорта в университетах реализуется на тех же базах, где проходят занятия по физической культуре, и практически тем же составом преподавателей, являющихся одновременно тренерами. Формирование групп спортивного совершенствования существенно зависит от финансовых возможностей университетов. Нет средств, нет и притока молодых тренеров для занятий в группах спортивного совершенствования со сборными. Эта проблема становится все более актуальной. Как совместить занятия физкультурой с серьезными тренировками, подготовкой студентов к высоким результатам на мировом уровне?

Если не будет стимулироваться руководство вузов для развития студенческого спорта, то не следует ожидать появления новых чемпионов от нефизкультурных вузов. Студенческие лидеры будут готовиться в центрах спортивной подготовки, продолжать заниматься у своих тренеров в спортшколах, а затем продолжать образование в физкультурных вузах. Хотя существующая материальная база в университетах сегодня отвечает самым высоким требованиям, молодежь хочет заниматься не только физкультурой, но и включиться через массовый спорт в большой спорт студентов. Сегодня понятия «студенческий спорт» и «спорт в вузе» становятся нетождественными.

Совсем недавно Президент России обратил особое внимание на организацию работы студенческих спортивных клубов, создается ассоциация спортивных клубов, но самое главное, было поручение руководству вузов на поддержку массового спорта в университетах. Возможно, проведение Универсиады в России послужит новым толчком в решении проблем развития массового студенческого спорта в университетах.

В университете сложилось четыре направления: по силовой подготовке на базе армспорта и некоторым видам борьбы, по общефизической подготовке на базе многоборий, по аэробике и фитнесу для девушек и по игровым видам спорта на базе двух видов – футбола и баскетбола. Учебные занятия дополняются вечерними секциями, которые ведут те же преподаватели, что позволяет вести контролирование всех параметров физического и психологического состояния студентов. Это стало возможным, благодаря наличию хорошей материальной базы, а также оплаты тренерской работы причем, чем выше уровень соревнований, на которые попадают спортсмены, тем выше оплата.

За последние пять лет в университете построено три спортивных сооружения – физкультурно-оздоровительный комплекс, бассейн и стадион.

Практически созданы идеальные условия для занятий – физкультурой или спортом? До сих пор проблема мотивации к занятиям физическими упражнениями остается актуальной. Студент должен сам занять активную позицию в самосовершенствовании своего физического развития. Именно эта задача ставится перед преподавателями физической культуры на современном этапе. Студенческий спорт, стоящий между профессиональным и массовым, неорганизованным спортом, должен формировать дополнительный стимул для активных занятий физической культурой.

МАССОВЫЕ СТУДЕНЧЕСКИЕ СОРЕВНОВАНИЯ В ВУЗЕ: ОРГАНИЗАЦИОННЫЕ И МЕТОДИЧЕСКИЕ ОСОБЕННОСТИ

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Спортивно-массовая работа в вузе включает несколько направлений. Первое – проведение занятий секционного характера во вне учебное время. В начале учебного года составляется, согласовывается с руководством и утверждается на заседании кафедры график работы спортивных секций на текущий учебный год. Так, в 2011-2012 уч. году в филиале КФУ проводились учебно-тренировочные занятия по наиболее популярным у студентов видам спорта (баскетбол, волейбол, бадминтон, шахматы, атлетизм). Среднее число студентов, ежемесячно посещающих спортивные секции, составляет примерно 170 человек (2011/2012 уч. год – 172), или около 1500 человек в год.

Второе направление – проведение внутривузовских соревнований по видам спорта. В начале учебного года утверждается календарь физкультурно-оздоровительных и спортивно-массовых мероприятий, который вывешивается на информационных стендах. Так, в 2011-2012 уч. году было проведено 25 соревнований по различным видам спорта, общее количество студентов, принявших в них участие, составило 4267 человек.

Третье направление – участие сборных команд филиала в городских и республиканских соревнованиях.

Четвертое направление – помощь преподавателей кафедры в организации и проведении общевузовских и городских спортивно-массовых мероприятий.

Одной из эффективных форм стимулирования самостоятельной работы, повышения активности студентов на учебных и тренировочных занятиях по физической культуре и спорту и при сдаче контрольных нормативов, является итоговое тестирование, проводимое в виде общевузовских соревнований по общей физической подготовке (ОФП) в конце учебного года.

Соревнования по ОФП проводятся в два этапа. 1 этап – предварительные соревнования в учебных группах, которые продолжаются около месяца; все студенты, допущенные по медицинским показателям к сдаче нормативов, сдают 4 обязательных тестовых упражнения. Лучший результат, показанный в каждой группе по виду ОФП, а также средний результат группы фиксируются на специально вывешенном для общего ознакомления экране сдачи контрольных нормативов. На этом этапе определяются 10-15 лучших результатов по каждому виду ОФП для участия в финальных соревнованиях, а также лучшие группы, факультеты, которые впоследствии награждаются дипломами соответствующих степеней и переходящим кубком.

2 этап – финальные соревнования по ОФП, которые организуются в виде спортивного праздника, и в нем принимают участие студенты, показавшие самые высокие результаты по отдельным видам на предварительной стадии соревнований. Победители соревнований награждаются дипломами, ценными призами. Студенты, установившие рекорды филиала, получают сертификаты рекордсменов.

В исследовании приняло участие 839 студентов 1-4-х курсов всех учебных факультетов филиала, из них 325 юношей и 514 девушек.

Средние результаты, показанные студентами в каждом виде контрольных нормативов в предварительных соревнованиях, характеризуются довольно невысоким уровнем по всем контрольным нормативам и не отражают в полной мере истинную физическую подготовленность студентов. Это связано с тем, что большинство студентов стремится показать не максимальный для себя результат в тестовых упражнениях, а уложиться в приемлемое для получения зачета количество баллов за показанный контрольный норматив. В среднем 60,5% юношей и 56,6% девушек сдают контрольные нормативы на 4-5 баллов. Количество студентов, которые не укладываются в установленные нормы, составляет у юношей 6,3%, у девушек 4,3%. Для юношей самым сложным тестом является «сгибание и разгибание рук из виса» (подтягивание), для девушек – «прыжок в длину с места».

Итогом предварительных соревнований среди студенческих групп является отбор 10-15 лучших результатов по каждому виду ОФП для участия в финальных соревнованиях. Средние результаты участников финальных соревнований в каждом виде ОФП:

- прыжок в длину с места (см): девушки - $208,5 \pm 0,7$; юноши - $285,5 \pm 7,8$;

- наклон туловища вперед из положения сидя (см): девушки - $35,5 \pm 1,4$; юноши - $31,2 \pm 0,3$;
- сгибание и разгибание рук в упоре лежа на скамейке (д) и из виса (ю), кол-во раз: девушки - $22,0 \pm 1,4$; юноши - $21,5 \pm 0,7$;
- поднятие и опускание туловища из положения лежа на наклонной плоскости (кол-во раз): девушки - $41,0 \pm 4,2$; юноши - $34,5 \pm 2,1$.

Таким образом, анализ результатов тестирования студентов по предмету «Физическая культура» в виде соревнований по общей физической подготовке (ОФП) показывает эффективность этой формы контроля. Из года в год растет количество студентов, принимающих в соревнованиях непосредственное участие, повышается их мотивация к получению максимально возможного балла за выполнение контрольных нормативов. Для студентов, имеющих хорошую физическую подготовленность, открываются возможности для удовлетворения своих спортивных амбиций, от этапа к этапу растут результаты, показываемые студентами в тестовых упражнениях.

ПСИХИЧЕСКОЕ СОСТОЯНИЕ СПОРТСМЕНА КАК РЕГУЛЯТИВНЫЙ РЕСУРС СОВМЕСТНОЙ ДЕЯТЕЛЬНОСТИ

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Актуальность. Способность к произвольной активизации ресурсных возможностей организма является одним из психологических показателей уровня спортивной подготовленности. В процессе подготовки, во время соревновательных выступлений атлету важно привести в активное состояние системы, обеспечивающие внутренние условия реализации двигательных актов. Предиктором и одновременно маркером эффективности этого процесса является психическое состояние спортсмена, характеризующее конкретную содержательную организацию (регулятивный образ), состоящую из психических компонентов (эмоциональных, когнитивных, мотивационных, волевых и других регулятивных компонентов), детерминированных актуальной ситуацией, например, соревновательной, предвосхищением результатов действий, их оценкой с позиции личностной направленности, доминантных установок, целей и мотивов спортивной деятельности.

Такое описание характерно для индивидуального субъекта. Когда же речь идет о совместной деятельности, ситуация усложняется. Оценка индивидуального состояния не ограничивается персональной характеристикой, отражая в определенной степени специфику ситуации внутригруппового взаимодействия, качественно дополняя, возможности психологического анализа. Индивидуальная (не)равновесность психического состояния становится частью командной. Сознательно или нет, спортсмен берет на себя дополнительные функции внутригрупповой регуляции, ресурсом которой становятся его актуальные психические кондиции.

Цель исследования – изучение проблемы регуляции психического состояния спортсмена как ресурса регуляции совместной спортивной деятельности.

Методы исследования: теоретический анализ, обобщение эмпирических данных, восьмицветовой тест М. Люшера, χ^2 -критерий изменений Фридмана.

Результаты исследования. Специфичная особенность оценок психического состояния спортсменов, даже в совместной деятельности, характеризуется уникальностью и индивидуальным своеобразием. Часто в процессе подготовки спортсмены одной команды выполняя идентичные объемно-интенсивные нагрузки под руководством одного тренера, имеют качественно различные характеристики актуального психического состояния. Для демонстрации данных особенностей мы воспользовались результатами текущего контроля подготовленности спортсменов сборной команды Украины по фехтованию на саблях.

В процессе подготовки к Чемпионату Европы у спортсменов наблюдалась разнонаправленная динамика различных характеристик психического состояния. Заключение об уровне психической активности спортсменов осуществлялось на основании совокупности показателей теста К. Люшера: коэффициент вегетативного баланса – КВБ (по К. Шипошу), уровень тревоги – РТ, степень отклонения от аутогенной нормы – СО (по Х. Вальнефферу), индекс работоспособности – КП.

Анализ указанных характеристик показал преобладание и наличие тенденций к постепенному увеличению эрготропного баланса в характеристиках вегетативных процессов представителей женской команды, ($\chi^2 r=10,19; c=7; n=4; p=0,09$), что свидетельствует об увеличении их потенциала психической активности. Одновременно фиксировалось уменьшение общего уровня тревоги ($\chi^2 r=6,52; c=7; n=4; p=0,48$), происходила нормализация уровня отклонения психического состояния от аутогенной нормы ($\chi^2 r=13,95; c=7; n=4; p=0,04$), что свидетельствует о повышении комфортности психического состояния в команде, на высоком уровне стабилизировалась их психическая работоспособность ($\chi^2 r=6,93; c=7; n=4; p=0,43$). В целом в процессе подготовки отмечается позитивная динамика психического состояния в команде (рис.1.).

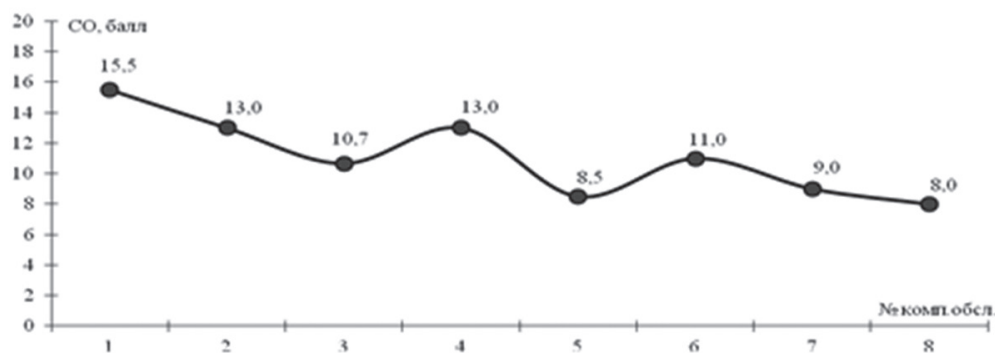


Рис.1. Динамика среднегрупповых показателей отклонения от аутогенной нормы (CO, по Х. Вальнефферу) спортсменок-студенток женской сборной команды Украины по фехтованию на саблях

Траектория изменений зависит от индивидуальной динамики психического состояния спортсменок, контроль и коррекция которого соответствовали задачам учебно-тренировочных сборов. Психологические вмешательства носили разнонаправленный характер, выбор которых зависел от показателей, получаемых в процессе контроля (рис.2.)

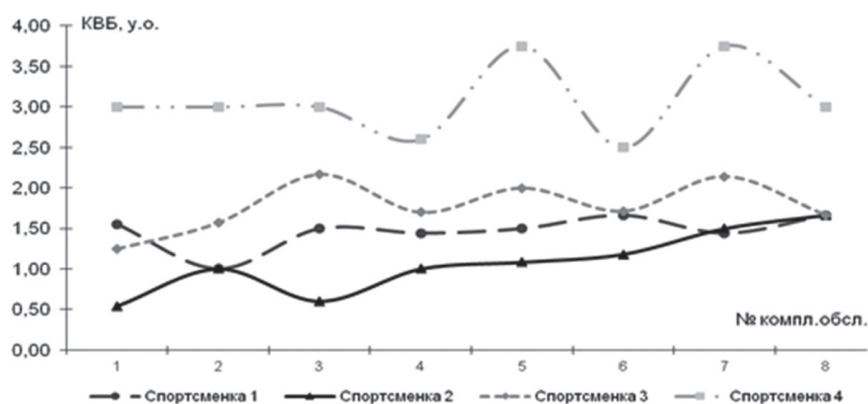


Рис.2. Соотношение динамики индивидуальных показателей психической активности (по показателям KBБ, по К. Шипову) спортсменок-студенток сборной команды Украины по фехтованию на саблях среди женщин

На рисунке 2 видно, что преимущественное количество показателей находится выше единицы – рубежного показателя между активным и пассивным типам регуляторной активности, что соответственно, свидетельствует о(не)готовности к психологически затратным действиям и ситуационно может характеризовать стиль психической саморегуляции деятельности, соответственно, варьирующийся в пределах от затратного к накопительному (по Дикой Л.Г.,1990).

Очевидны индивидуальные отличия психической активации спортсменок, часто выходящие за пределы оптимальных зон активации. Так, для спортсменок 1,2 характерным является относительно сниженный уровень вегетативного баланса и рекомендована будет его активизация. Это позволит повысить уровень необходимых ресурсов (когнитивных, мотивационных, поведенческих) для формирования необходимых двигательных навыков, активизировать эмоциональный фон тренировочной деятельности, установить более прочные связи в формировании необходимых двигательных актов. Для спортсменки 4 свойственно состояние повышенной активности. Возникает потребность в его снижении с целью сохранения возможно большего количества энергетических ресурсов, предупреждения их избыточного расходования, снижения уровня беспокойства, контроля организованности поведения. Для спортсменки 3 актуально поддержание равновесного психического состояния путем обеспечения оптимального информационного баланса для сохранения его стабильности.

Близкая к описанной имела место динамика и по другим показателям психического состояния. Оптимизация психического состояния каждой из спортсменок позитивным образом сказывалась в целом на команде, состояние психической активности которой постепенно росло с приближением к Чемпионату Европы.

Проведенные исследования свидетельствуют о том, что одним из факторов поддержания оптимально активного психического состояния спортсменов является субъективная организации их психологического пространства, основанная на достижении определенного уровня энергоинформационной насыщенности, детерминированной временем и местом события (тренировочного, соревновательного). Это влияет на субъективную удовлетворенность процессом подготовки и одновременно на формирование внутрикомандного ощущения достаточности ресурсов для достижения высокого спортивного результата.

СУЩНОСТЬ И СОДЕРЖАНИЕ ФИЗКУЛЬТУРНО-СПОРТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ

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Актуальность, задачи. Традиционная ориентация системы высшего профессионального образования на обучение студентов знаниям, умениям и навыкам не обеспечивает подготовки личности, способной решать встающие перед ней жизненные и профессиональные проблемы. С учетом этого Совет культурной кооперации высшего образования для Европы определил ключевые компетенции, которые стали рассматриваться в качестве цели и результатов современного высшего образования.

Переход к новой образовательной парадигме компетентностного подхода (Learning Paradigm) потребовало переосмысления цели и результата образования как совокупности компетенций, определяющих способность и готовность выпускника вуза к свободному и творческому приобщению к ценностям общечеловеческой культуры. В условиях смены образовательных парадигм система высшего профессионального образования столкнулась не только с достаточно трудной и неоднозначно решаемой задачей определения сущности и содержания понятия компетентности, но и самих оснований их разграничения и классификации. В полной мере это относится и к физкультурно-спортивной компетентности.

В связи с этим цель нашего исследования заключалась в раскрытии сущности физкультурно-спортивной компетентности как цели и результата общего физкультурного образования и определении ее содержания (компонентного состава).

Достижение цели исследования осуществлялось через теоретический анализ и обобщение представленных в зарубежной и отечественной научно-методической литературе подходов к определению сущности понятий «компетентность», «физкультурная компетентность», «спорт», «физическая культура».

Результаты исследования. В процессе изучения литературы по проблеме исследования мы выявили, что большинство зарубежных и отечественных ученых связывают компетентность:

1. со свойствами человека, характеризующими его как субъекта деятельности (знания, опыт, осведомленность, способности, ценностные ориентации);
2. с конкретным предметным содержанием осуществляемой человеком деятельности (компетентность всегда рассматривается в контексте определенной деятельности, области, круга вопросов);
3. с качественной характеристикой результата деятельности, отражающей соотношение свойств человека как субъекта деятельности с ее успешностью.

Опираясь на результаты исследований этих ученых, мы определили физкультурно-спортивную компетентность как системно организованную, интегральную характеристику человека, которая обусловлена предметным содержанием физической культуры и спорта как специфического вида человеческой деятельности и свойствами личности как субъекта этой деятельности и определяет готовность и способность к ее эффективному применению при решении жизненных и профессионально значимых проблем.

Сравнивая представленные в научно-методической литературе подходы к определению содержания физкультурно-спортивной компетентности, мы установили, что большинством исследователей выделяются четыре элемента: знания предмета деятельности и способов деятельности, владение способами деятельности, мотивационно-ценностное отношение к деятельности, наличие физических и психических качеств, определяющих быстроту овладения деятельностью и уровень достигаемых результатов.

Поэтому мы считаем, что содержание физкультурно-спортивной компетентности включает четыре обязательных и не сводимых друг к другу компонента:

1. мотивационно-ценностное отношение к себе, к процессу и результатам физкультурно-спортивной деятельности, к ее участникам (мотивационный компонент);
2. знания и понимание сути и способов разрешения личностно значимых задач и проблем, возникающих в связи с физкультурно-спортивной деятельностью (когнитивный компонент);

3. владение на уровне умений, навыков и жизненного опыта способами творческого осуществления физкультурно-спортивной деятельности (операционный компонент);
4. двигательные способности и психические качества личности, обуславливающие темпы и результаты овладения знаниями и способами осуществления физкультурно-спортивной деятельности (личностный компонент).

Каждому из этих компонентов принадлежит своя специфическая роль в функционировании физкультурно-спортивной компетентности: мотивационный – побуждает и направляет физкультурно-спортивную деятельность, придает ей личностный смысл; когнитивный – выполняет роль обобщенной ориентировочной основы этой деятельности; операционный – обеспечивает практическую реализацию способов физкультурно-спортивной деятельности; личностный – обеспечивает ее количественные и качественные характеристики.

К ключевым компетентностям, которыми в соответствии с рекомендациями Еврокомиссии должен обладать каждый европеец, относится культурная компетентность. Мы полагаем, что она включает в свое содержание компетентности в различных областях общечеловеческой культуры, в том числе и в области физической культуры и спорта. Поэтому физкультурно-спортивная компетентность рассматривается нами как специфический вид общекультурной компетентности и относится к ключевым компетентностям личности.

С учетом содержания физкультурно-спортивной деятельности нами выделяются отдельные специфические виды физкультурно-спортивной компетентности, которые отличаются друг от друга содержанием мотивационного, когнитивного, поведенческого и личностного компонентов.

Закключение. Выявленные нами в результате настоящего исследования знания о сущности и содержании физкультурно-спортивной компетентности позволяют конкретизировать цель, задачи и содержание общего физкультурного образования студентов, сформировать у них готовность к самостоятельным занятиям физической культурой и спортом как в процессе обучения в вузе, так и после его завершения.

НОВЫЙ ФОРМАТ РАЗВИТИЯ СПОРТИВНОГО ВУЗА РОССИИ: ПОВОЛЖСКАЯ ГОСУДАРСТВЕННАЯ АКАДЕМИЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ, СПОРТА И ТУРИЗМА КАК УНИКАЛЬНЫЙ ПРИМЕР НАСЛЕДИЯ XXVII ВСЕМИРНОЙ ЛЕТНЕЙ УНИВЕРСИАДЫ

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Проблема использования спортивных сооружений и иных объектов после окончания крупных спортивных событий (Игр Олимпиад, зимних Олимпийских игр, Всемирных Универсиад и др.) остается одной из острейших в современном олимпийском спорте (В.Н. Платонов, 2009 г.).

Анализ научно-методической литературы показывает примеры как удачного, так и неудачного использования объектов, построенных к спортивным мегасобытиям.

Например, главный пресс-центр зимних Игр 1992 (Альбервиль, Франция) в Ля-Лешер и Международный радиотелевизионный центр в Мутьер были после завершения Олимпийских игр трансформированы, и теперь там находится культурный центр, гимназия и торговый центр (Charmetant, 2002). А новейший стадион на 50 000 мест, построенный в Нагано (Япония) для проведения церемоний открытия и закрытия XVIII зимних Олимпийских игр 1998 г. сейчас попросту пустует (Chappelet, 2002).

Цель исследования: разработать концепцию развития Поволжской государственной академии физической культуры, спорта и туризма – наследия XXVII Всемирной летней Универсиады.

Методы исследования: анализ научно-методической литературы, моделирование.

Результаты исследования и их обсуждение: В целях эффективного использования «спортивного наследия» Всемирной Универсиады-2013 решением Министерства спорта Российской Федерации в городе Казани организована деятельность ФГБОУ ВПО «Поволжская государственная академия физической культуры, спорта и туризма».

Согласно Концепции развития Академии основными особенностями ее реализации являются наличие у Академии новой современной инфраструктуры, соответствующей мировым стандартам, и квалифицированного профессорско-преподавательского состава, способного обеспечить организацию практико-ориентированного образовательного процесса; использование потенциала города Казани как научного, студенческого и спортивного центра России; положительный информационный резонанс от проведения Всемирной летней Универсиады 2013г.

В качестве приоритетных направлений развития Академии определены:

- повышение качества подготовки специалистов в области физической культуры и спорта, повышение квалификации, профессиональная подготовка и переподготовка физкультурно-спортивных и педагогических кадров;
- научно-исследовательская и инновационная деятельность в системе подготовки спортивного резерва;
- организация спортивной подготовки;
- информационно - аналитическая и методическая деятельность.

Консолидация учебно-научной и спортивной инфраструктуры в структуре Академии позволит достичь максимального синергетического эффекта от использования данных объектов в рамках реализуемой государственной политики и стоящих перед спортивной отраслью задач.

В результате реализации Концепции и целенаправленной работы Академии должны быть подготовлены педагогические и спортивные кадры, способные генерировать и реализовывать идеи, вести образовательную, научную и спортивную деятельность на уровне современных мировых стандартов.

СОВРЕМЕННЫЕ ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В СИСТЕМЕ ПОДГОТОВКИ И АТТЕСТАЦИИ СУДЕЙ ПО СПОРТУ

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В спорте высших достижений аккумулируются самые передовые технологии, которые касаются спортивного инвентаря, спортивных сооружений, методики тренировок и восстановления и, наконец, методики подготовки физкультурных кадров, включая подготовку и аттестацию судей по спорту. Практически результаты соревнований по всем видам спорта в определенной степени зависят от квалификации судей, от их знаний правил соревнований и умений оценивать соревновательную деятельность спортсменов как на соревнованиях регионального значения, так и на соревнованиях самого высокого уровня (чемпионаты Европы и мира, Олимпийские игры). В этой связи следует отметить, что в одних видах спорта, где результаты оцениваются на основе количественных измерений, например, в килограммах, сантиметрах, метрах, минутах, секундах, очках (тяжелая атлетика, легкая атлетика, спортивные игры, биатлон, лыжные гонки и др.), в некоторой степени облегчается судейство соревнований. В других видах спорта, в оценке результатов которых существует субъективный фактор, где достаточно большое количество различных упражнений (ситуаций), разделенных на соответствующие группы, приемы (спортивная и художественная гимнастика, фигурное катание, спортивная аэробика, восточные единоборства и др.), судейство соревнований представляет значительные трудности. В каждой группе насчитывается значительное количество упражнений, которые отличаются техникой выполнения, сложностью, сбавками за исполнение, которые должны знать судьи, тренеры и спортсмены.

Изложенная выше проблема позволяет сделать вывод о том, что подготовка судей в этих видах спорта требует постоянного совершенствования правил соревнований и методики судейства, наличия специальных учебно-методических пособий. Наиболее эффективно эти задачи могут быть решены с помощью современных информационных технологий: создания и использования программно-педагогических средств, электронных учебных пособий, моделирования соревновательной деятельности и т.п.

Цель исследования: теоретическое и экспериментальное обоснование применения мультимедийных обучающих программ в подготовке судей по спорту.

Методы исследования: обобщение теоретического материала, связанного с возможностями использования современных информационных технологий в процессе подготовки специалистов в области физической культуры и спорта, моделирование судейства соревнований на основе подготовки мультимедийной обучающей программы, педагогический эксперимент.

Результаты исследования и их обсуждение. С учетом изложенных выше задач и возможностей использования современных информационных технологий разработана серия мультимедийных обучающих программ по таким видам спорта как спортивная и художественная гимнастика, спортивная аэробика, восточные единоборства. Структура каждой программы определялась задачами, которые заключались в следующем:

1. Представление в мультимедийном режиме основных разделов правил соревнований.
2. Создание базы данных соревновательных ситуаций, комбинаций, гимнастических элементов.
3. Моделирование компьютерных соревнований и их судейства.
4. Контроль и самоконтроль (тренаж) знаний и умений по правилам соревнований и основам судейства.
5. Определение компетентности судей на основе сравнения их результатов с данными экспертных оценок.

Так, например разработанные нами мультимедийные программы по видам гимнастического многоборья имеют следующие модули (блоки):

- мультимедиа правил соревнований;
- специальные требования и группы трудностей;
- анализ комбинаций;
- моделирование судейства.

Программа открывается с титульной страницы, на которой представлены основные ее разделы (в левой части

экрана), в правой части экрана на фоне выполняемой комбинации с музыкальным сопровождением даются выходные данные в виде движущихся титров (рис. 1).

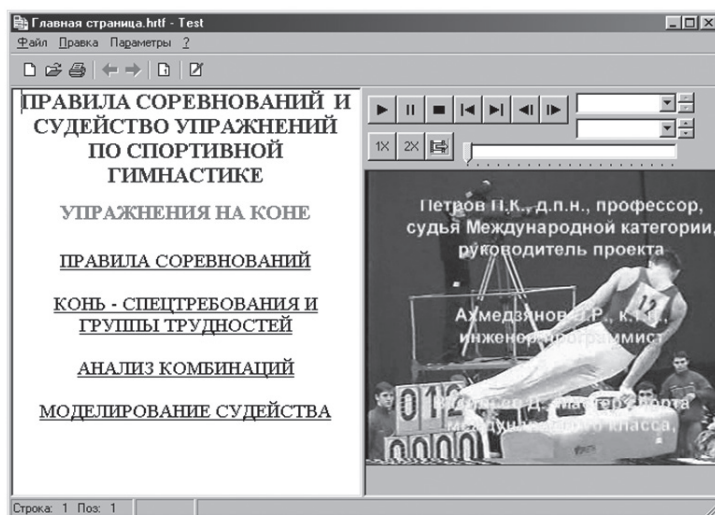


Рис. 1. Титульная страница мультимедийной обучающей программы

Для изучения эффективности занятий проводилось предварительное и итоговое тестирование. Проведенные занятия на основе информационного взаимодействия в условиях использования мультимедийных обучающих программ позволили значительно повысить уровень знаний правил соревнований и умений оценивать упражнения по всем показателям (умение определять в комбинациях количество групп трудностей и спецтребований, надбавки, базовую оценку, сбавки и окончательную оценку).

Сравнительные результаты предварительного и итогового контроля умений оценивать упражнения гимнастов представлены на рис. 2.

Анализ результатов педагогического эксперимента показал, что применение мультимедийных обучающих систем позволяет значительно повысить качество подготовки судей. Расчет достоверности различий по t – критерию Стьюдента для связанных результатов, полученных на предварительном и итоговом контроле, показал, что они достоверны при пятипроцентном уровне значимости для умения оценивать все компоненты выполняемых комбинаций.

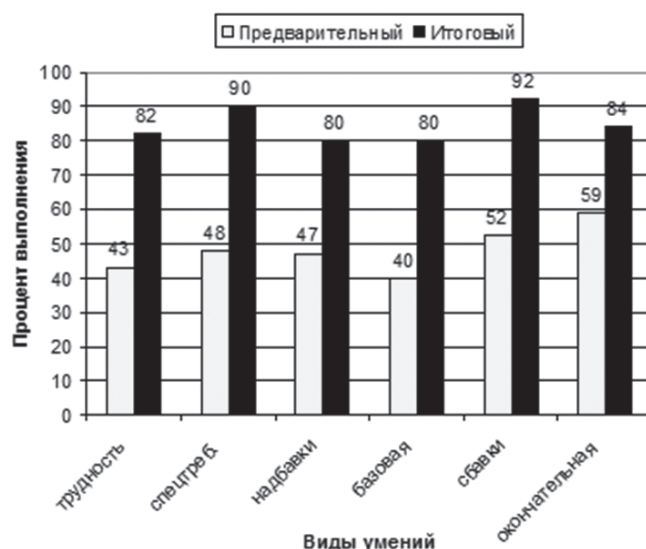


Рис.2. Сравнительные результаты предварительного и итогового контроля умений определять основные составляющие оценки комбинаций

Выводы. Анализ структуры и функциональных возможностей созданных обучающих программ показал принципиальные отличия от традиционных форм и методов работы: осуществление контроля и самоконтроля успешности усвоения материала; возможность необходимого количества повторений любой части изучаемого материала каждым обучающимся (особенно это касается возможности просмотра видеофрагментов, включая просмотр в обычном режиме, медленном, в режиме стоп-кадра); выявление пробелов в знаниях каждого обучаемого на любой стадии работы с обучающей программой; установление индивидуального темпа подачи учебного материала; интерактивность в диалоге с пособием. Программа позволяет решать следующие педагогические задачи: использовать в качестве справочного материала; использовать как обучающую систему; использовать как контролируемую систему; использовать как тренажер.

СПОРТИВНО ОРИЕНТИРОВАННОЕ ФИЗИЧЕСКОЕ ВОСПИТАНИЕ КАК ФАКТОР ГАРМОНИЗАЦИИ ЛИЧНОСТИ, ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ И ПРЕОДОЛЕВАЮЩЕГО ПОВЕДЕНИЯ СТУДЕНТОВ

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Одним из основных условий интенсивного развития страны является здоровое поколение будущих профессионалов, формируемое на основе использования разнообразных средств физического воспитания и спорта. В процессе занятий физическими упражнениями и спортом не только совершенствуются двигательные способности человека, но и обеспечивается формирование социально ценных качеств личности, обеспечивающих адаптацию, интеграцию и самоактуализацию человека в социуме. В ходе занятий физическими упражнениями и спортом формируются такие качества личности, как оптимистичность, инициативность, креативность, стрессустойчивость, толерантность, чувство коллективизма и другие.

В последние годы Б. В. Бальсевичем и Л.И. Лубышевой широко внедряется система спортивно ориентированной физической культуры, основанная на привлечении учащейся молодежи к активным занятиям спортом.

В целях выявления сопряженного эффекта систематических занятий спортом на состояние здоровья, физическую подготовленность и личностное развитие учащейся молодежи нами на 125 студентах московских вузов выполнено сравнительное экспериментальное исследование.

В исследовании нами использован комплекс методов тестирования физической подготовленности, свойств нервной системы, темперамента, личности и стратегий совладающего поведения в сочетании с методами анамнеза, изучения продуктов деятельности и достижений.

В результате системного исследования обнаружено, что студенты, активно занимающиеся спортом, имеют не только статистически более высокие показатели физического развития и физической подготовленности по всем показателям комплекса тестов, но практически не болеют и имеют более высокую учебную успеваемость. Они значительно превосходят остальных студентов по таким личностным качествам, как позитивная Я – концепция, высокий уровень самоуважения, уверенность в себе, социальная смелость и пониженная тревожность. Студенты-спортсмены предпочитают использовать рациональные механизмы психологической защиты и конструктивные стратегии преодолевающего поведения. Для них характерна относительно более высокая адекватность самооценок и устойчивость субъективных критериев оценки успешности собственных достижений в учебной и спортивной деятельности. Студенты-спортсмены в большей степени способны принимать на себя ответственность за результаты собственной деятельности, тщательнее просчитывать варианты решения проблем, выносить положительный опыт из экстремальных ситуаций и активизировать волевые усилия для совладания с такими ситуациями и с собой. Ими чаще используются такие адаптивные копинг - стратегии, как планирование решения проблем и адекватная переоценка ситуации. Они чаще выбирают и используют такие средства саморегуляции, как актуализация положительных эмоций, концентрация внимания, идеомоторная тренировка и другие, т.е. достаточно сложные виды произвольной активности. Студенты - «неспортсмены» в сложной ситуации гораздо чаще рассчитывают на помощь окружающих, в то время как студенты, занимающиеся спортом, в сходной ситуации не стремятся обращаться за помощью к другим.

Студентов, активно занимающихся спортом, отличает специфический комплекс личностных особенностей, отражающий отношение к людям, к самому себе и к профессиональной деятельности. Для них характерна значительно меньшая склонность к общению, к управлению деятельностью других, к неоправданному риску, а также меньшая выраженность агрессивности по сравнению со студентами, не занимающимися спортом. Этот комплекс отражает стремление студентов-спортсменов к экономии адаптационной энергии в целях успешной самореализации не только в спортивной, но и в учебной деятельности. У студентов-спортсменов успешность учебной деятельности оказалось сопряженной с интернальностью в области достижений и неудач. У студентов-спортсменов значительно более высокие показатели мотивационно-энергетического компонента психической надежности, являющегося одним из интегральных показателей надежности учебной и спортивной деятельности.

Нами также обнаружены статистически значимые различия в структуре связей свойств в структуре интегральной индивидуальности студентов этих групп.

Нами обнаружено значительно большее количество корреляционных связей свойств индивидуальности с показателями физической подготовленности у студентов-спортсменов по сравнению с показателями связей у студентов, не занимающихся спортом (156 против 78). Полученный факт можно рассматривать как феномен более активного включения системы разноуровневых свойств индивидуальности (морфофункциональных, нейродинамических, психодинамических и личностных) в детерминацию физической подготовленности спортсменов. При этом в структуре индивидуальности представителей группы спортсменов ведущая роль принадлежит свойствам личности, удельный вес которых в детерминации физической подготовленности у студентов-спортсменов гораздо выше, чем у студентов - «неспортсменов» (127 корреляций – 81,4% против 46 – 58,9%). Анализ корреляций свойств индивидуальности и копинг-поведения у представителей двух групп показал, что стратегии преодолевающего поведения у студентов-спортсменов сопряжены с 81 свойством, отражающими особенности личностной сферы. В структуре же индивидуальности студентов, не занимающихся спортом, обнаружено 60 связей личностных свойств со стратегиями преодолевающего поведения. Таким образом, количество свойств личности, участвующих в детерминации копинг - поведения у студентов, занимающихся спортом, на 35% больше, чем у студентов - «неспортсменов».

Полученные результаты можно предположительно рассматривать как феномен интегрирующей функции занятий спортом в детерминации здоровья, физической подготовленности, совладающего поведения и гармонизации личности студентов. Данные исследования могут быть полезными в целях ориентации и привлечения студенческой молодежи к активным занятиям спортом.

О НОВЫХ ВОЗМОЖНОСТЯХ ИСПОЛЬЗОВАНИЯ ПСИХОФИЗИОЛОГИЧЕСКИХ ПАРАМЕТРОВ В ПОДГОТОВКЕ СТУДЕНТОВ-СПОРТСМЕНОВ

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В регуляторных процессах, происходящих в организме человека, доминирующая роль принадлежит высшей нервной деятельности. Значение функционального состояния и свойств центральной нервной системы в любой форме деятельности эмпирически уже давно нашло широкое признание. Исходя из роли центральной нервной системы в практических целях при исследовании функционального состояния человека в первую очередь необходимо уделять внимание именно центральной нервной системе.

Целью исследования явился поиск новых объективных методов оценки состояния центральной нервной системы.

Методы исследования. В исследовании функционального состояния центральной нервной системы используются электрофизиологические и психофизиологические методы. Однако электрофизиологические методы остаются в основном инструментом для лабораторных исследований, для массовых обследований они малоприменимы в силу ряда причин: сложности аппаратуры, необходимости в специальных изолированных камерах, длительности самого испытания, неоднозначности интерпретации результатов исследований и ряда других.

Психофизиологические методы позволяют исследовать взаимосвязь между деятельностью человека и его функциональным состоянием.

В зрительном акте участвует более половины коры головного мозга, поэтому в качестве психофизиологических параметров, характеризующих функциональное состояние центральной нервной системы, используются психофизиологические параметры функционального состояния зрительного анализатора (ЗА). Так как ЗА в меньшей степени зависит от изменений параметров, связанных с эмоциональным напряжением, то психофизиологические методы исследования функционального состояния ЗА используются для анализа функционального состояния центральной нервной системы при разных видах деятельности.

Для определения времени ощущения и времени восстановления авторами разработаны психофизиологические методы, основанные на методе парных стимулов. Для измерения времени ощущения и времени восстановления определяется длительность порогового межимпульсного интервала. Для этого длительность межимпульсного интервала между двумя импульсами в паре уменьшается, пока у испытуемого не возникнет ощущение, что два импульса в паре слились в один.

Существенным преимуществом методов определения времени ощущения и времени восстановления, по свидетельству обследуемых, является более четкая граница определения момента слияния двух импульсов по сравнению с моментом слияния световых мельканий, что обуславливает более высокую точность измерения времени ощущения и времени восстановления по сравнению с измерением критической частоты световых мельканий.

Экспериментально установлено, что анализ динамики значений времени ощущения, времени восстановления и времени зрительного восприятия, характеризующих изменение состояния ЦНС, позволяет исследовать процесс адаптации организма человека при воздействии физической нагрузки, установить этапы развития утомления индивидуально для каждого обследуемого. Результаты исследований авторов дают возможность оптимизировать интенсивность физической нагрузки, избежать перетренированности и травм.

При восприятии парных световых импульсов оценивается скорость процессов возбуждения и торможения (восстановления). Взаимодействие процессов возбуждения и торможения определяет свойства нервной системы и параметры двигательной реакции человека. Другим широко используемым методом, позволяющим определить уровень взаимоотношения процессов возбуждения и торможения в центральной нервной системе, является метод оценки времени реакции человека на движущийся объект (РДО). Суть метода РДО заключается в определении точки встречи движущегося объекта с неподвижной точкой, заранее указанной в словесной инструкции. Задача испытуемого, пытающегося точно остановить движущийся объект в указанной ему точке,

состоит в нахождении некоторой величины упреждения с учетом скорости движения объекта, оставшегося расстояния и своих скоростных возможностей. Если при тестировании остановка движущегося объекта производится в основном преждевременно, это свидетельствует о преобладании возбудительного процесса, если с запаздыванием - о преобладании тормозного процесса.

Однако при оценке времени РДО испытуемый, регулируя свои действия на основе информации о предыдущих реакциях, при ошибке упреждения обычно допускает в следующей реакции ошибку запаздывания, и наоборот, при ошибке запаздывания – ошибку упреждения. В результате постоянные коррекции искажают оценку соотношения процессов возбуждения и торможения в центральной нервной системе.

Для определения действительного соотношения возбуждения и торможения предложен способ определения РДО, в котором при фиксации движущегося объекта в области положения неподвижной точки фиксируется время упреждения или запаздывания, но движение объекта не останавливается. Это не позволяет испытуемому получить информацию о результатах текущей реакции, в результате испытуемый не корректирует свои действия, что позволяет получить достоверную оценку соотношения процессов возбуждения и торможения.

Выводы. При занятиях спортом, по мнению авторов, важными психофизиологическими параметрами, определяющими результативность занятий, являются время ощущения, время восстановления, время зрительного восприятия и соотношение процессов возбуждения и торможения в ЦНС.

МЕСТО СПОРТА И ДОСУГА В ЖИЗНИ МОЛОДЕЖИ

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В настоящее время в Казахстане происходит переоценка старых и выработка новых ценностей, формирование новых эффективных подходов для преодоления возникающих трудностей. В данных условиях особое значение имеют те социальные группы, которые обладают творческим, инновационным потенциалом. Официально декларируемый в Республике Казахстан стратегический ориентир социализации молодежи – формирование новой генерации людей с инновационным, творческим типом мышления, с развитой мировоззренческой культурой, высококвалифицированных профессионалов с этически ответственным отношением к миру – ставит перед социологической наукой задачу адекватной модернизации теоретического арсенала социализации в соответствии с социальным заказом гражданского общества и демократического государства с социально-ориентированной рыночной экономикой.

Провозглашенное развитие человеческого капитала как государственная стратегическая задача требует пристального внимания и активного привлечения молодого поколения к ее решению. Молодежь должна чувствовать, что она включена в систему государственного и общественного развития, когда каждый несет ответственность за свою деятельность.

В этом отношении осознание молодежью важности сохранения своего здоровья, планирования жизненной траектории, приверженность традициям здорового образа жизни должно стать приоритетной практикой.

Цель исследования. В 2012 году Научно-исследовательский центр «Молодежь» при ЕНУ им. Л. Н. Гумилева реализовал большой исследовательский проект по изучению проблем социокультурной адаптации молодежи городов Казахстана. На данной конференции мы предлагаем обсудить вопросы, связанные с установками молодых людей в сфере досуга и спорта. Научные поиски по данной теме предпринимались неоднократно. Как наиболее интересный опыт следует отметить работу зарубежных и казахстанских коллег.

Методы исследования. Для изучения проблемы использован метод анкетного опроса. Для массового опроса применена стратифицированная многоступенчатая территориальная кластерная выборка. Объем республиканской выборочной совокупности составил 1200 человек. Точность в $\pm 5\%$ при вероятности $p=0,5$ может быть обеспечена с доверительным интервалом в 95%.

Результаты исследования. В массовом опросе по этнической принадлежности доля казахов среди всей совокупности опрошенных составила 82,1%, русских-15%, представителей других этносов-2,9%. По полу доля представителей женского пола составила 59,9%, мужского – 40,1%. По уровню образования в выборке преобладает молодежь с высшим и средним специальным образованием. Анализ осуществлялся исходя из группировки респондентов по регионам условно - Центр, Восток, Юг, Запад и Север.

Обработанные анкеты свидетельствуют, что по роду деятельности 43,1% респондентов заняты учебой. Работают 41,8% опрошенных, на момент опроса 9,6% респондентов были ничем не заняты.

К сожалению, частой формой досуга молодежи являются его пассивные виды: просмотр телевизора, занятие домохозяйством, прослушивание музыки, просмотр Интернета и другие (см. рис 1). Также мало молодежи, читающей книги и периодические издания – 8,2%. Занимаются спортом только 4,7% из числа опрошенных. Данные результаты «перекликаются» с итогами исследования, проведенного нами в 2010-2011 годах. Тогда также был выявлен низкий уровень занимающихся спортом, от 11,2 до 24,5% в зависимости от курса обучения.



Рис 1. *Чем Вы занимаетесь в свободное время?*

Почти каждый четвертый опрошенный считает, что государство уделяет достаточное внимание досугу молодежи и 39,1% считают - скорее достаточно, (см. рис 2). Доля «довольных» и «скорее довольных» в сумме составляет 62,5%.

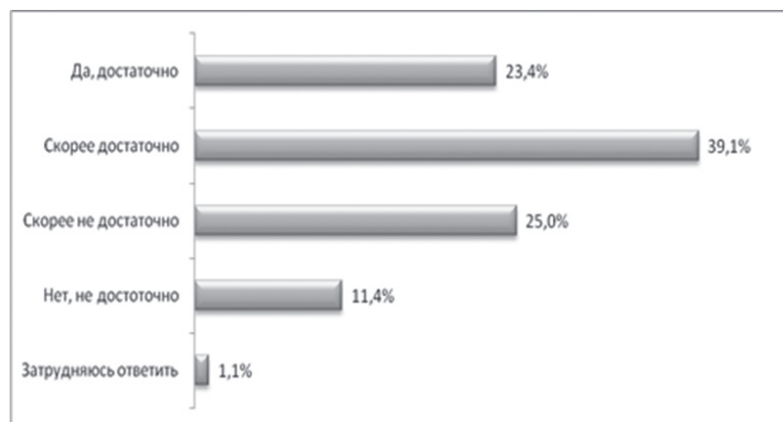


Рис 2. *Достаточно ли государство уделяет внимание досугу молодежи?*

Большая часть опрошенных считает (61%), что спортивные сооружения и комплексы в их городе для них доступны (см. рис 3).

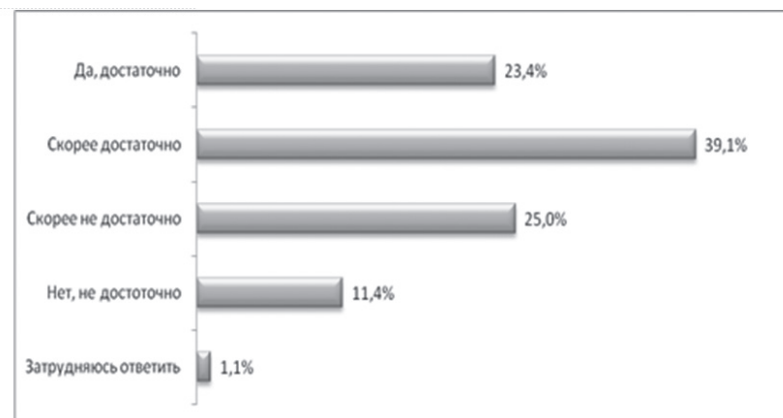


Рис 3. *Доступны ли спортивные сооружения и комплексы в вашем городе?*

Как видим, в принципе для респондентов нет проблем с доступностью спортивных сооружений. Да и высокая оценка усилий государства по обеспечению досуга молодежи предполагает наличие результатов государственной политики в сфере спорта и осознание респондентами своих возможностей занятий спортом.

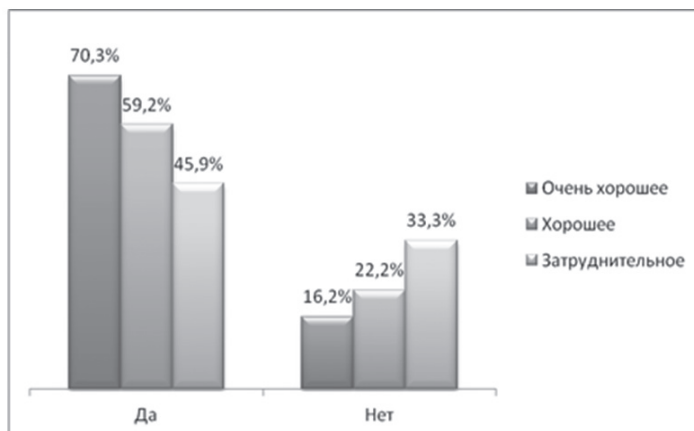


Рис 4. Доступны ли спортивные сооружения и комплексы в вашем городе? Ответы в зависимости от материального положения респондентов

Тогда кому же не доступны спортивные объекты? По материальному положению спортивные сооружения недоступны молодежи, которая испытывает затруднительное материальное положение, (см. рис 4). Следовательно, «барьером» к здоровому образу жизни является высокая стоимость занятий спортом. Это в первую очередь, как видим по рисунку 4, молодые люди, испытывающие затруднения в материальном плане.

Мы понимаем, что одномоментные исследования не дают приближенных к реальности данных, и поэтому уместно обсудить результаты другого исследования, в котором анализировалось отношение населения Восточно-Казахстанской области к вопросам спорта и досуга. В социологическом опросе 2007-2008 гг. приняли участие 1952 респондента – жители всех девятнадцати административных регионов области.

В частности, многие и многие жители отдают себе отчет в том, что они серьезно не занимались сохранением своего здоровья, ведением здорового образа жизни. С этим нельзя не согласиться, если внимательно ознакомиться еще с одним материалом социологического исследования, отражающим далеко не самый желательный культурный уровень значительной части населения области (табл 1).

Таблица 1 Образ жизни и привычки, %.

№ п/п	Наименование	По ВКО	В том числе		
			18-29 лет	30-49 лет	50 и > лет
1	Курят	29,8	33,4	29,5	26,1
2	Употребляют крепкие спиртные напитки	24,5	25,0	27,1	20,8
3	Употребляют вино, пиво	47,1	51,1	51,1	37,9
4	Не бывают в музеях, выставках, спектаклях, концертах	79,6	76,9	79,8	82,6
5	Подолгу смотрят телепередачи	47,8	46,2	48,9	48,4

К сожалению, как свидетельствуют результаты опроса, у нас гораздо больше тех, кто курит, пьет спиртные напитки, регулярно нарушает режим питания и отдыха, нежели тех, кто повышает свою физическую и духовную культуру. В результате имеем то, что и следовало ожидать – относительно слабое здоровье и низкий интерес к спорту.

Печальным фактом является и то, что у молодых людей практически такое же здоровье, как и у пожилого поколения, чему в значительной мере способствует нездоровый образ жизни.

Привлекают внимание значительные масштабы нездорового образа жизни, что само по себе не может не вызывать глубокой озабоченности всех, от кого зависит перелом в данной ситуации. Прежде всего - от самих жителей.

Увлечение спортом, как известно, - это весьма полезная для физического развития привычка. Исследования действительно демонстрируют крайне неблагоприятную ситуацию с развитием массовости в спорте. И данные опроса свидетельствуют о том, что из числа молодежи 18-29 лет на постоянной основе занимаются самым массовым видом спорта - футболом - только около 13,2% опрошенных.

Более того, можно сказать, что за последние годы произошла девальвация массовых видов спорта. Иначе как можно назвать ситуацию, когда в разы уменьшилось число увлекающихся по видам спорта.

В таблице 2 приведены основные причины такого явления. Среди них, как видим, на первом месте оказалось «отсутствие желания» (другими словами – лень).

Таблица 2. Рейтинг основных причин слабого увлечения спортом, %

Причины	
1. Отсутствие желания	35,0
2. Недостаток спортивных сооружений	25,1
3. Недостаток средств	22,0
4. Отсутствие спортивных традиций	15,3
5. Недостаток воспитания	6,4
6. Слабая агитация	5,1

Нельзя не согласиться с респондентами, что «отсутствие желания» – категория социальная, что она вполне может появиться, если усилятся другие составляющие физической культуры: достаток материальных средств, строительство спортивных сооружений, формирование традиций, физическое воспитание, агитация и другие явления. К примеру, о какой массовости спортивных традиций и воспитания может идти речь, если только, в среднем, пять процентов населения увлекаются спортом семьями.

Выводы.

В качестве выводов можно отметить, что частой формой досуга молодежи являются его пассивные виды: просмотр телевизора, занятие домохозяйством, прослушивание музыки, просмотр Интернета.

Занимается спортом незначительная доля молодежи, число читающих книги и периодику составляет менее одной десятой опрошенных, в то же время каждый четвертый опрошенный считает, что государство уделяет достаточное внимание досугу молодежи. Так как большая часть опрошенных считает, что спортивные сооружения и комплексы в их городе для них доступны, следовательно, вопрос заниматься спортом или нет, может быть решен только самими респондентами.

Эти выводы коррелируют с выводами социологического исследования проведенного в Восточно-Казахстанской области, где зафиксирована низкая вовлеченность молодежи в массовый спорт, и основной причиной этого является отсутствие желания.

КОНКУРС «УНИВЕРСАЛЬНЫЙ СТУДЕНТ» – ФОРМА ПРИВЛЕЧЕНИЯ СТУДЕНТОВ К ЗДОРОВОМУ ОБРАЗУ ЖИЗНИ

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Здоровый образ жизни – единственный стиль жизни, способный обеспечить восстановление, сохранение и улучшение здоровья студенческой молодежи. Формирование этого стиля, а также приобщение студенческой молодежи к процессу познания и развития своих творческих способностей является приоритетным направлением в работе Волгоградского государственного университета.

В университете разработана и утверждена программа «ВолГУ – территория здорового образа жизни» с целью сохранения и укрепления здоровья студенческой молодежи, привлечения к регулярным занятиям физической культурой и спортом. В рамках реализации программы в университете регулярно проводятся физкультурно-оздоровительные мероприятия: «Дни здоровья» для студентов, проживающих в общежитии; выездные спортивные игры; добровольческие акции, направленные на профилактику употребления алкогольной продукции, табака и формирование здорового образа жизни.

Студенты ВолГУ привлекаются к многочисленным спортивно-массовым мероприятиям: соревнованиям среди студентов, проживающих в общежитии (по отдельным видам спорта); Спартакиаде ВолГУ среди институтов; Спартакиаде ВолГУ среди студентов первого курса «Первокурсник».

Одной из новых форм привлечения студентов к регулярным занятиям физической культурой и спортом является организация и проведение конкурса «Универсальный студент», проводящегося среди студентов институтов ВолГУ в рамках смотра-конкурса институтов «Alma mater».

Цель. Выявление и продвижение перспективной талантливой молодежи, обладающей качествами всесторонне развитого лидера, наделенной общекультурными компетенциями, способной к творческой самореализации, нравственной саморегуляции и адаптации в изменяющейся социокультурной среде.

Задачи:

1. Выявление активных, творчески работающих над формированием собственных когнитивных, коммуникативных, мировоззренческих компетенций студентов.
2. Формирование позитивного социального имиджа студентов университета.
3. Публичное признание, поощрение учебных, научных, спортивных, творческих и общественно-значимых достижений студентов.
4. Развитие корпоративной и студенческой культуры, сохранение и преумножение традиций Волгоградского государственного университета.

Методы:

1. Педагогические (наблюдение, тестирование).
2. Социологические (анкетирование и опрос).

Финальной частью конкурса является спортивный праздник, спортивные соревнования с элементами «Веселые старты»: участники смотра-конкурса организуют команды, состоящие из нескольких юношей и девушек (участник смотра-конкурса входит в их число и является капитаном команды). Приветствуется активная поддержка болельщиков, которая может повлиять на итоговую оценку соревнующихся. Оцениваются результаты команды и персональный вклад капитана.

Награждение победителей конкурса «Универсальный студент» осуществляется на финальном этапе смотра-конкурса институтов ВолГУ – фестивале «Alma mater», приуроченном ко Дню университета.

Победитель конкурса «Универсальный студент» номинируется на именную стипендию Ученого совета университета сроком на один учебный год.

Выводы.

Привлечение студенческой молодежи к активному участию в акциях, спортивно-массовых мероприятиях, спортивных конкурсах способствует приобщению её к здоровому образу жизни.

ДИФФЕРЕНЦИРОВАНИЕ ТРЕНИРОВОЧНЫХ РЕЖИМОВ У СТУДЕНТОВ, ЗАНИМАЮЩИХСЯ ОЗДОРОВИТЕЛЬНЫМ ПЛАВАНИЕМ С УЧЁТОМ ТИПА ТЕЛОСЛОЖЕНИЯ

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Проблема исследований заключается в недостаточности разработанных и научно обоснованных рекомендаций в планировании тренировочных занятий по плаванию с учётом типологических особенностей занимающихся. Известно, что эффективность тренировочного процесса во многом зависит от правильного подхода к планированию нагрузок, одним из условий является дифференцированный подход, как наиболее приемлемый в достижении срочного и отставленного тренировочного эффекта.

Целью исследования явилось обоснование тренировочных режимов в микро- и мезоциклах у студентов, занимающихся оздоровительным плаванием с учётом типа их телосложения.

Задачей исследования явилось изучение реакции сердечно-сосудистой системы на нагрузку различной направленности в плавании дифференцированной для занимающихся в зависимости от типа их телосложения.

По результатам изученной научно-методической литературы, полученных в ходе тестирования данных было выявлено, что наиболее эффективным в практике физической культуры и спорта является индивидуальный типоспецифический подход к построению тренировочных занятий, где акцент делается на сильные или отстающие стороны физической и функциональной подготовленности (В.П.Климин, 1970; Г.М.Грузных, 1972; Г.И.Ковальчук и др, 1991; Н.Ю.Горская, 1993 и др; Г.И.Акиншикова, 1996; Ю.И.Винокуров, 2004; Р.Балучи, 2005).

Методы и организация исследования. В исследовании принимали участие студенты омских вузов и сотрудники сторонних предприятий, занимающиеся оздоровительным плаванием. Всего 60 мужчин, практически здоровых (согласно медицинскому осмотру), в возрасте 18-25 лет. Экспериментальная часть проходила в п/бассейне два раза в неделю по 60 мин. По результатам предварительного тестирования все испытуемые были распределены на экспериментальные типологические группы: астенический тип (Э1), нормостенический тип (Э2) и гиперстенический тип (Э3). Представители трех типологических экспериментальных групп Э1, Э2, Э3 в течение одного месяца выполняли комплекс заданий, составленный таким образом, чтобы можно было отследить срочный тренировочный эффект (СТЭ) и отставленный тренировочный эффект (ОТЭ), направленность которых определяет проявление отдельных физиологических сторон.

Для достижения максимального тренировочного эффекта испытуемые должны были выполнять каждый компонент этапа при определенном уровне интенсивности. Тренировочные задания подбирались таким образом, чтобы перед выполнением программы и после ее завершения можно было провести анализ достижений испытуемых в аэробной и анаэробной зоне энергетической производительности. Существенное значение для оценки адаптационных процессов имеет измерение физиологических показателей, определяющих работоспособность испытуемых.

Основным методом оценки текущего функционального состояния организма явился математический анализ вариабельности сердечного ритма (BCP, heart rate variability) и оценки вегетативной системы с проведением функциональной пробы (активная ортостатическая проба).

Результаты и их обсуждение. Исследования показателей вариабельности сердечного ритма до и после дозированной нагрузки различной направленности среди представителей типологических экспериментальных групп показали, что исследуемых отличает большой разброс значений показателей в реакции сердечного ритма в зависимости от типологической принадлежности. Определение эффекта тренировки по данным BCP зависело от оценки показателей. Значение суммарной мощности спектра сердечного ритма (TP) является одним из информативным показателем сердечно-сосудистой системы при оценке адаптации. Так показатели TP в различных типологических группах после дозированной нагрузки составляли: TP (mc^2) – $3841,2 \pm 631,8$ и $8035,2 \pm 963,1$ ($P < 0,05$). В процессе анализа было выявлено, что после разнонаправленной нагрузки наблюдалась увеличение общей мощности спектра, в некоторых случаях происходило снижения показателей: гиперстенический тип (Э3) после смешанной нагрузки TP (mc^2) – $5517,4 \pm 1123,3$ и $4778,1 \pm 544,1$ ($P < 0,05$). Снижение показателей спектральной плотности в диапазоне HF (0,15-0,40 Гц.) и увеличение LF (0,04-0,15 Гц.) свидетельствовало о реакции

по симпатическому типу: LF(н.у.) – $30,74 \pm 2,1$ и $85,49 \pm 5,6$ ($P < 0,05$); увеличение значений в диапазоне HF и снижение LF характеризуют вклад парасимпатических влияний в составную сердечного ритма: HF(н.у.) – $56,98 \pm 3,7$ и $79,15 \pm 4,1$ ($P < 0,05$). Динамика изменений показателя вегетативного баланса LF/HF по сравнению с исходным имела тенденцию к уменьшению – $0,76 \pm 0,3$ и $0,32 \pm 0,1$ ($P < 0,05$). Данные коэффициента LF/HF имели значения увеличения в сторону симпатикотонии: $0,44 \pm 0,3$ и $3,49 \pm 1,1$ ($P < 0,05$). Оценка по типу регуляции и степени напряжения механизмов адаптации по данным кардиоинтервалографии были определены как нормотонический тип: при значении Mo, c $0,88 \pm 0,04$; ИН(у.е.) $92,5 \pm 4,2$, что свидетельствовало об «удовлетворительной адаптации». При значении Mo, c $0,69 \pm 0,02$; ИН(у.е.) $246,6 \pm 4,1$ тип регуляции оценивался как симпатикотонический, «напряжение» механизмов адаптации.

При определении реактивности парасимпатического и симпатического отделов ВНС, были определены типы реакции на активную ортостатическую пробу (АОП) у представителей экспериментальных групп. Запись кардиоритмограммы представлена периодами «фон» – положение лёжа, «орто» – положение стоя. При переходе из горизонтального положения в вертикальное происходит снижение АД при увеличении ЧСС: ЧСС уд./мин. – $69,3 \pm 4,5$ и $93,2 \pm 2,3$; АДсис – $15 \pm 4,3$ ($P < 0,05$). Для оценки ритмограммы использовали коэффициент реакции (Кр), при котором регистрируемые значения определяли тип реакции: нормальная, сниженная и парадоксальная.

Результатом проведённого нами исследования реакции сердечно-сосудистой системы явилось определение приоритетных направлений планирования тренировочной нагрузки в микроцикле (одно занятие) и мезоциклах, основываясь на полученных данных индивидуальной адаптации.

РЕАЛИЗАЦИЯ МЕРОПРИЯТИЙ ПО ФОРМИРОВАНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У СТУДЕНТОВ ФИЗКУЛЬТУРНОГО ВУЗА

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В Сибирском государственном университете физической культуры и спорта обучаются студенты, сферой будущей деятельности которых является работа с различными слоями населения. Таким образом, перед педагогами вуза стоит задача: выработать у студентов психологический иммунитет к вредным привычкам через пропаганду здорового образа жизни.

Цель работы: профилактика вредных привычек, привитие студентам навыков ведения профилактической работы.

В рамках курса «Вредные привычки и их профилактика» среди студентов СибГУФК проводился опрос по анкете, размещенной на разработанном сайте. Анкетирование длилось с февраля по март 2013 года, анализ результатов проведен на базе кафедры медико-биологических основ физической культуры и спорта Сибирского университета физической культуры и спорта, а также факультета туризма, рекреации и реабилитации. Тема тестирования: «Как ты относишься к своему здоровью?». В опросе участвовали 150 человек, из них: 80 – студенты, обучающиеся на факультете спорта, и 70 – студенты факультета туризма, рекреации и реабилитации. Был проведен анализ полученной информации.

93% опрошенных считают очень серьезной проблему получения информации о влиянии различных вредных привычек на организм. Интересный факт, что 22% респондентов, причем преимущественно девушки, независимо от факультета, предлагают ввести смертную казнь за распространение наркотиков в России; 33% опрошенных - убрать рекламу алкогольных напитков и табака; 12% - ввести более жесткий контроль над ввозом наркотиков на границе и таможне; 28% опрошенных студентов предлагают увеличить долю информации о здоровом образе жизни, а именно о пользе двигательной активности, в средствах массовой информации; 18% студентов считают, что с целью профилактики и борьбы с вредными привычками правительство должно выделять больше денег на развитие физкультуры и спорта и уделять больше внимания пропаганде здорового образа жизни.

С утверждением «И в молодые годы человек должен беречь своё здоровье, иначе старость он встретит не в лучшей форме» согласились 86% студентов факультета туризма, рекреации и реабилитации, тогда как на факультете спорта процент согласившихся был ниже и составил лишь 64%. Возможно молодежь, сферой деятельности которой является сфера рекреации и реабилитации, чуть больше понимает в вопросах сохранения здоровья населения, тогда как молодые спортсмены нацелены на достижение высоких результатов, особо не задумываясь об активном долголетии.

Спецкурсе «Вредные привычки и их профилактика», рассчитанный на 30 часов аудиторной и на 42 часа самостоятельной работы, ежегодно изучают около 200 студентов очного отделения и 100 студентов заочного отделения. При изучении данного материала используются принципы проблемного обучения (тренинги по профилактике наркотической зависимости), принцип наглядности (просмотр фильмов), экскурсии в музей Медицинской академии при кафедре Патологической анатомии (для знакомства с возможными последствиями злоупотребления психоактивными веществами).

Рассматриваются также долгосрочные последствия воздействия вредных привычек на человека, поднимается проблема отражения вредных зависимостей на здоровье и физической работоспособности людей, занимающихся физической культурой и спортом.

Данный спецкурс дополняет объем знаний, полученных студентами в процессе изучения следующих дисциплин: «Биология», «Физиология», «Анатомия», «Биохимия», «Психология», «Социология».

Преподаватели кафедры постоянно привлекают студентов к участию в конференциях и «круглых столах», посвящённых формированию здорового образа жизни и профилактике зависимостей.

Для повышения эффективности обучения, а также для обеспечения возможности дистанционного обучения студентов по дисциплине «Вредные привычки и их профилактика» в 2006 году преподавателями кафедры под руководством профессора Горской И.Ю. был создан сайт «Скажи «нет» вредным привычкам» ([www.sibsport.ru/наука/наши проекты](http://www.sibsport.ru/наука/наши_проекты)).

В рамках антинаркотической акции «Здоровье молодежи – богатство России», ежегодное проведение которой стало традицией вуза, проводятся различные мероприятия (спортивные и творческие состязания, пропагандирующие здоровый образ жизни). К участию в проведении профилактических мероприятий привлекались педагоги вуза, психологи, наркологи, представители общественных организаций, сотрудники правоохранительных органов. Ход и результаты акции освещались в средствах информации (на информационных стендах и в газете университета).

В университете ежегодно проводятся соревнования между кафедрами по различным видам спорта, по результатам которых формируется сборная команда университета для участия в межвузовских соревнованиях г. Омска. Студенты и преподаватели нашего университета принимают участие во всех спортивно-массовых мероприятиях, проводимых в Омске и Омской области: «Праздник севера», «Королева спорта», «Сибирский международный марафон», «Кросс наций», «Лыжня России» и др. Ребята с большим удовольствием помогают в организации соревнований, сами в них участвуют, выступают с показательными выступлениями. В университете созданы условия для развития спортивно-физической активности обучающихся. В спортивные сооружения закрытого плана входят игровые залы, легкоатлетический манеж, залы общей физической подготовки, зал тяжелой атлетики, борьбы, бокса, бассейны, тренажерные залы. Спортивные плоскостные сооружения включают футбольные поля, поля для мини-футбола, хоккейные коробки, теннисный корт, волейбольные площадки, баскетбольную площадку, беговую легкоатлетическую дорожку, сектор для метания и прыжков. Укрепляется материально-техническая база спорткомплекса, расположенного на территории «Зеленого острова».

В физкультурном университете создается крепкий фундамент для формирования устойчивых жизненных позиций о здоровом образе жизни. Студенты приобретают навыки использования полученных знаний при работе с детьми, подростками и взрослым населением, занимающимися физической культурой и спортом, в качестве будущих специалистов-педагогов, тренеров, инструкторов.

УНИВЕРСИТЕТСКИЙ СПОРТ В КОНТЕКСТЕ СОЦИАЛЬНЫХ И КУЛЬТУРНЫХ ТРАНСФОРМАЦИЙ СПОРТИВНОГО ДВИЖЕНИЯ

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Для современной эпохи характерны ускоренные социальные и культурные трансформации и стремление к переосмыслению всей предшествующей культуры и отдельных ее феноменов. В связи с этим наблюдается значительный интерес культурологов, социологов и антропологов к феномену физической культуры и спорта, что является основой для формирования новых дискурсов и исследовательских подходов в сфере научного знания о физической культуре и спорте. Интересующий нас феномен университетского спорта в контексте современной культуры подлежит глубокому осмыслению, что, в свою очередь, является основанием для проективной деятельности в области практики современного спорта.

Цель представленной работы заключается в определении генетических основ университетского спорта и описании его развития в контексте социальных и культурных трансформаций спорта как явления культуры.

В соответствии с целью исследования осуществлялся анализ текстов документов, фактов и результатов исследований, относящихся к философским, историческим и практическим аспектам университетского спорта.

Истоки физической культуры и спорта принято относить к глубокой архайке традиционных обществ, что приводит к неоправданной универсализации и осовремениванию состязательных практик древности, осуществляемых в контексте ритуала и мифологического сознания. Спортивное, универсально-достижительное, инструментальное отношение к телу и публичную состязательную демонстрацию физических возможностей человека следует рассматривать в контексте социальной истории современных обществ и социологии культуры эпохи модерна.

В качестве основных решающих и социологически значимых перемен, характеризующих современный спорт по сравнению с архаическими, закрытыми, традиционными сообществами и их ритуально-культовым смыслом, можно выделить следующие:

- спорт становится принципиально общедоступным для всех, он доступен и как организованная форма двигательной активности, и как зрелище;
- в контексте институционализации и профессионализации соревновательной практики происходит формирование различных моделей спорта;
- спорт становится механизмом социальной мобильности;
- спорт делается универсальным, техничным, рациональным, в его пространство вводятся условные, но всеобщие и обязательные меры достижения и их сравнения.

Для современных обществ и всей культурной программы модерности характерно то, что устойчивые формы телесных практик, глубоко изученные М. Моссом, соединяются с идеей универсального антропологического образца. Идея и идеология овладения собой и «преодоления себя» с помощью рациональных усилий и технических средств ради воплощения идеальных представлений о человеке и обществе ставят спорт в общий контекст с новым искусством и изобретательством, за образами которых стоит идея совершенного человека и абсолютного здоровья. Сами эти смысловые образования, точнее их прообразы и компоненты имели место в мифологических и религиозных системах разных времён и народов. Однако в Европе новейшего времени эти представления были соединены с идеей самоуправляемого и самоответственного, социально заинтересованного и активного индивида. Соответственно, они оказались включены в широкий культурный проект построения нового общества и нового человека, связанный с интересами и целями формирующихся социальных слоёв и массовых движений.

На многие годы развитие спорта было обусловлено выдающимся проектом Пьера де Кубертена, в котором была предпринята попытка определённой сакрализации спорта на основе принципов гуманизма и высокой духовности.

Спорт как система воплотил в себя идеи и черты укоренившегося его общества, и напротив: спортивное отношение к себе и другим (метофорика соревнований, рекордов, рейтингов) стало теперь возможным переносить на внеспортивную реальность, поведение в рамках современной политики, бизнеса, искусства.

Развитие массового спорта современные социологи и антропологи рассматривают в связи с формирующейся в Европе идеологией ювенильности, становлением молодёжных движений и с расширением, структурированием, институционализацией досуга, индустрией туризма.

Университетский спорт как относительно самостоятельное направление современного спортивного движения основан в 20-е годы XX века. Знаковым событием для этого явления явились Всемирные студенческие игры, организованные в Париже в мае 1923 года Жаном Петитжаном. Организатор этого спортивного праздника предполагал дать ему название «Университетские Олимпийские игры», однако Пьер де Кубертен посоветовал дать играм другое название: «Универсиада». Это название означает «универсальность», «единство», «университет» и созвучно слову олимпиада.

Рассматривая исторический контекст развития университетского развития спорта, можно возвести корни этого явления к спортивной педагогике Томаса Арнольда и формированию спорта в учебных заведениях Англии. Многие современные виды спорта зародились в пространстве университетского спорта – баскетбол, волейбол, регби, процесс становления правил и институциональных основ футбола также осуществлялся в рамках учебных заведений Англии.

Студенческий спорт развивался под эгидой Международной конфедерации студентов, образованной в 1924 году в Варшаве. В 1959 году были организованы Всемирные студенческие игры в Турине, с 1960 года стали проводиться Всемирные зимние олимпиады.

Анализ динамики олимпийского и университетского спорта даёт основание заключить, что модель спорта, разработанная Пьером де Кубертенем, в условиях современных трансформаций спорта в большей степени может быть реализована в пространстве университетского спорта.

При этом в настоящее время наблюдается значительная дифференциация и усложнение практики университетского спорта, в его развитии следует выделить сложные переходные формы - от массового спорта к спорту элитному.

ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТУДЕНТОВ-СПОРТСМЕНОВ И ИХ АДАПТАЦИЯ К УСЛОВИЯМ ФИЗКУЛЬТУРНОГО ВУЗА

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Проблема формирования профессиональной ориентации и укрепления мотивации к получению профильного образования всегда имела важное значение. Воздействие на профессионально-педагогические мотивации и ориентации возможно при грамотном построении профессиональной ориентационной деятельности, так как она в наши дни является одним из важнейших факторов формирования специалистов высокой квалификации. Учебные заведения спортивно-педагогического профиля заинтересованы в качественном наборе контингента, имеющего не только высокую спортивную подготовку, но и профессионально-педагогическую направленность, которая должна являться решающим фактором отбора и подготовки высококвалифицированных специалистов в сфере физической культуры и спорта.

Цель настоящего исследования заключается в выявлении особенностей профессионального самоопределения спортсменов и их адаптации к условиям физкультурного вуза. В соответствии с целью исследования были поставлены следующие задачи:

1. Проанализировать научно-методическую литературу по проблеме особенностей профессионального самоопределения спортсменов и адаптации к условиям физкультурного вуза.
2. Изучить особенности профессионального самоопределения спортсменов.
3. Изучить влияние условий физкультурного вуза на адаптацию студентов.
4. Разработать и обосновать методику адаптации студентов к условиям физкультурного вуза.

Для решения поставленных в работе задач были использованы методы исследования: анализ научно-методической литературы, тестирование, метод опроса (анкетирование), педагогический эксперимент, методы математической статистики.

Как показывает практика, в университет физической культуры поступает немало юношей и девушек, не имеющих достаточно чёткого, ясного и полного представления о будущей профессии и о тех качествах, которыми необходимо обладать, чтобы стать высококвалифицированным специалистом.

Анализ научно-методической литературы и проведенное анкетирование выпускников позволяют выделить следующие особенности профессионального самоопределения спортсменов:

1. Отсутствие у абитуриента-спортсмена чёткого понимания того, что спортивная квалификация или спортивное мастерство не является главным критерием набора в физкультурный вуз.
2. Ориентация на физкультурно-спортивную деятельность. Многие абитуриенты вуза физической культуры считают, что здесь учат на «профессионального спортсмена» или на тренера конкретного вида спорта, главная функция которого – «обучить конкретным двигательным навыкам и умениям». А о развивающей, социальной и валеологической функциях труда педагога физической культуры представление весьма смутное и отдалённое.
3. Наличие тренерско-преподавательского опыта. Как правило, многие спортсмены, поступающие в физкультурный вуз, имеют некоторый опыт преподавания, взятый у тренеров и накопленный в процессе своей спортивной жизни.

В результате после завершения спортивной карьеры процесс социализации уступает место ресоциализации, происходит переоценка ценностей, смысла жизни, будущего.

Для выявления особенностей адаптации студентов-спортсменов нами было проведено исследование. В результате были выявлены следующие особенности адаптации студентов-спортсменов к условиям физкультурного вуза:

1. Нацеленность на продолжение спортивной деятельности, а не на получение профессии. Основной вид деятельности студентов-спортсменов - тренировки и выступления на соревнованиях, в то время, как учебная деятельность отходит на второй план.
2. К моменту поступления в вуз спортсмены имеют, как правило, высокий социальный статус, в значительной

мере сформированный достижениями в спортивной деятельности; хорошим физическим развитием; более широким по сравнению со сверстниками кругом общения.

3. Высокая занятость. Частые тренировки, отъезды на сборы, соревнования не позволяют уделять много времени на учебную деятельность.

Согласно выявленным особенностям была разработана программа, включающая коррекционную работу по трем направлениям (компонентам). Смещение мотивов (нацеленность на спортивную деятельность, а не на получение профессии) представляет собой когнитивный компонент. Большая занятость студентов-спортсменов – организационный компонент, высокий социальный статус – субъективный компонент.

После эксперимента в экспериментальной группе достоверно повысились такие параметры, как адаптивность, принятие других, эмоциональный комфорт. Достоверных различий не выявлено по шкалам «внутренний контроль», «принятие себя» и «доминирование».

После проведения эксперимента у студентов повысился устойчивый профессиональный интерес (46%), 41% студентов имеют недостаточно устойчивый профессиональный интерес и у 13% студентов профессиональный интерес остался неустойчивым.

Повышение социально-психологической адаптации и профессионально-педагогического интереса (в частности, эмоционального и интеллектуального компонентов) у студентов спортивных специализаций дает возможность судить об эффективности использования программ адаптации студентов-спортсменов к условиям физкультурного вуза.

Таким образом, можно сделать вывод, что знание особенностей адаптации студентов-спортсменов к условиям физкультурного ВУЗа позволяет сделать процесс адаптации начинающих студентов менее болезненным, создает условия для развития позитивных качеств и свойств личности, необходимых в будущей профессиональной деятельности; делает более эффективным учебный процесс с учетом высокой занятости студентов-спортсменов без ущерба для их спортивной деятельности.

ОБОСНОВАНИЕ СИСТЕМЫ НЕПРЕРЫВНОГО МНОГОУРОВНЕВОГО ОБРАЗОВАНИЯ СПЕЦИАЛИСТОВ ПО ЕДИНОБОРСТВАМ

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Проблема изучения системных изменений в подготовке специалистов по физической культуре, в том числе по единоборствам, характеризуется отсутствием попыток выполнения системного научного анализа философских, педагогических и психологических оснований, которые могут быть использованы в качестве методологии обеспечения профессиональной подготовки специалистов в сфере единоборств.

Актуальность исследования проблемы создания и развития системы непрерывного образования единоборцев подтверждается тезисом о том, что по материалам практики обучения восточным единоборствам, действующим в настоящее время в России, возможна экспликация находящихся в её основе теоретико-методологических оснований, с тем чтобы они смогли быть осознанно и эффективно использованы в интегрированной подготовке специалистов в сфере восточных единоборств.

Значимость концепции непрерывного образования единоборцев определяется методологической разработкой проблемы концептуального обеспечения многоступенчатой подготовки специалистов-единоборцев на философско-методологическом (общем), общепедагогическом (конкретном) и концептуальном психолого-педагогическом (частном) уровнях и механизма их интерпретации в профессиональной педагогике.

Определение теоретико-методологических основ формирования системы непрерывного образования в сфере профессиональной подготовки специалистов по восточным единоборствам позволяет обосновать уровневую структуру профессиональной подготовки единоборцев (предпрофессионального, вузовского и послевузовского уровней), что, в свою очередь, обуславливает разработку профилей (моделей), отражающих разные стороны профессиональной подготовленности тренеров-преподавателей по восточным видам единоборств.

Моделирование компетентностных характеристик единоборцев определяет критериальную базу для оценки эффективности профессиональной подготовки специалистов по единоборствам в системе непрерывного многоуровневого образования на всех этапах их профессиональной подготовки.

Ключевым пунктом исследования проблемы непрерывного образования единоборцев является обоснование и описание процесса апробации единой технологии предпрофессиональной, вузовской и послевузовской подготовки единоборцев в системе непрерывного многоуровневого образования, включающей целевой, мотивационный, содержательный, методический, инструментальный, результативный и рефлексивный компоненты.

Уровневое раскрытие технологий определяется на основе синергетического подхода, предполагающего усложнение и мультипликацию технологических элементов, специфичных для каждого уровня, системное применение которых гарантирует результативность не только каждого этапа непрерывного образования единоборцев, но и эффективность результатов работы специалистов.

Важным звеном научно-методического обеспечения функционирования и развития системы непрерывного образования единоборцев становится выявление технологических оснований построения оптимальных учебных планов для подготовки специалистов по восточным единоборствам, которые включают ряд методических практических разработок частного характера для учебно-тренировочного и соревновательного процесса, касающихся модернизации направлений деятельности профессиональной подготовки в структуре непрерывного многоуровневого образования по восточным единоборствам (спортивное, оздоровительное, прикладное, административное).

Частная интерпретация интеграционного, инновационного и синергетического подходов, предопределяющих не только конструкт системы непрерывного образования единоборцев, но и изменения самой социально-образовательной среды, определение ее параметров, конструирование различных элементов, обеспечивающих сохранение культурных традиций и способствующих их эффективному личностному и профессиональному развитию, способствует интеграции форм, методов и средств реализации учебной программы непрерывной подготовки единоборцев и разработке синергетического подхода применительно к управлению процессом подготовки специалистов и совершенствованию методов их практической работы в спортивной практике.

Особым положением концепции системы непрерывного образования является общая схема управления сквозной образовательной программой для предпрофессионального, вузовского и послевузовского уровней профессиональной подготовки спортсменов и тренеров в сфере единоборств, в структуре которой посредством мониторинга производится ее регулирование.

Таким образом, разработка концепции непрерывного многоуровневого образования спортсменов и специалистов в сфере единоборств, определение направленности учебного процесса на формирование компетенций по этапам обучения, а также поиск оптимальных соотношений средств, методов и форм подготовки единоборцев на различных этапах образования могут служить ориентиром при планировании подготовки профессионалов различного уровня и квалификации.

Одновременно с этим реализация концепции:

- обеспечивает достижение качественных улучшений подготовки тренеров-преподавателей на различных этапах непрерывного многоуровневого образования;
- позволяет заимствовать опыт подготовки специалистов в сфере восточных единоборств, накопленный различными школами;
- делает задачу оперативного перехода от одного вида единоборств к другому реально выполнимой;
- формирует повышенную социальную защищенность специалиста по физической культуре и спорту на современном рынке труда;
- делает систему подготовки спортсменов, студентов вуза, педагогов-тренеров оптимальной, согласованной в русле принципов непрерывности, преемственности и взаимодополняемости.

Алгоритм моделирования системы непрерывного многоуровневого образования практически применим при разработке программ и спецкурсов для подготовки профессионалов по единоборствам на различных этапах непрерывного многоуровневого образования в ДЮСШ, СДЮСШОР, колледжах, институтах, академиях, университетах физической культуры и учреждениях, занимающихся послевузовским обучением и переподготовкой кадров.

ОСОБЕННОСТИ ТРЕНИРОВОЧНОГО ПРОЦЕССА ГАНДБОЛИСТОВ В СОРЕВНОВАТЕЛЬНОМ ПЕРИОДЕ ПОДГОТОВКИ И ЕГО ЭФФЕКТИВНОСТЬ

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Спортивные игры характеризуются высокой интенсивностью игровых действий, быстрыми переключениями по ходу игры, силовыми противоборствами, широким разнообразием используемых игровых приемов в нападении и защите (М.В.Сахарова, 1999; В.Я.Игнатьева, 2008).

В научно-методической литературе имеются фрагментарные сведения о применении нагрузок различной направленности при подготовке гандбольных команд в соревновательном периоде. В частности, Ф. Хамуда (1980) предлагает использовать 40% общего объема нагрузок, ориентированных на развитие специальной выносливости, 30% - на развитие быстроты, 20% занимает бросковая работа, 10% - прыжковая подготовка. Нами выявлено противоречие между общей направленностью соревновательной деятельности гандболистов в современных условиях и имеющимися в теории данными о содержании тренировочного процесса. Отсутствие обоснованных рекомендаций о соотношении нагрузок различной направленности в тренировке соревновательного периода подготовки квалифицированных гандболистов определило направление нашего исследования.

Цель исследования: экспериментально обосновать оптимальное соотношение нагрузок различной направленности в соревновательном периоде подготовки гандбольных команд высшей лиги.

Методы исследования: Для уточнения характеристик соревновательной и тренировочной деятельности квалифицированных гандболистов использовали методы педагогического контроля – хронометрирование и пульсометрию. Ежедневно выполнялось хронометрирование деятельности спортсменов в тренировочных занятиях соревновательного периода. Параллельно с этим у спортсменов регистрировали показатели ЧСС с помощью кардиомониторов «Polar 810». В официальных играх соревновательного периода проведена видеозапись, после чего произведены подсчеты индивидуальных и командных действий игроков.

Для оценки уровня развития общей и специальной работоспособности использовали как педагогические, так и медико-биологические методы исследования в лабораторных и «полевых» условиях.

Педагогическое тестирование предполагало выполнение спортсменами специального теста гандболистов (челночный бег с ведением мяча), а также для оценки состояния развития физических способностей проводились тесты - 6-минутный бег (ЧСС 160-170 уд/мин.), бег 30 м, бег 30 м с ведением мяча, прыжок в длину с места.

Для оценки физической работоспособности в лабораторных условиях использовали дозированные нагрузки. Испытуемые выполняли трехступенчатую нагрузку на велоэргометре. Первая ступень выполнялась в качестве разминочной (ЧСС-110-120 уд/мин), вторая – в зоне большой мощности (ЧСС - 160-170 уд/мин), третья – в субмаксимальном режиме (ЧСС - 180 уд/мин и более). Продолжительность первой и второй ступени – 5 мин, продолжительность третьей ступени – 1 мин, интервал отдыха между ступенями – 3 мин. Рассчитывали абсолютную и относительную мощность работы на второй (ФР170) и третьей ступенях нагрузки (ФРсуб).

Организация исследования. Исследование проводилось на базе команды высшей лиги «Скиф» (г. Омск). В исследовании приняли участие 22 спортсмена, средний возраст $20,3 \pm 1,7$ лет. Спортивная квалификация – от 1 взрослого разряда до мастера спорта.

Результаты исследования и обсуждение. Анализ соревновательной деятельности проводили с учетом ее пульсовой стоимости. Анализ эффективности соревновательной деятельности проводили на основе изучения игровых действий в играх сезонов 2008-2011 (А.Ю. Асеева с соавт., 2010).

Анализ тренировочной деятельности включал расчет процентного соотношения фактически выполненной нагрузки определенной направленности. Так, объем аэробной нагрузки составил 12 %, аэробно-анаэробной в большой зоне мощности – 68%, анаэробной гликолитической – 5 %, анаэробной креатинфосфокиназной – 15%. При этом наибольший объем анаэробной гликолитической работы приходился на этап подготовки между двумя кругами чемпионата (январь).

Также было выявлено, что показатели физической работоспособности по тесту PWC170 достоверно увеличились у гандболистов к началу соревновательного периода и оставались на достигнутом уровне до его окончания. Абсолютные показатели физической работоспособности в анаэробном режиме достоверно выросли к началу соревновательного периода и значительно снизились после 1-го тура второго круга чемпионата.

Показатель эффективности соревновательной деятельности - коэффициент брака - имел максимальные значения в конце каждого тура (рис.1).

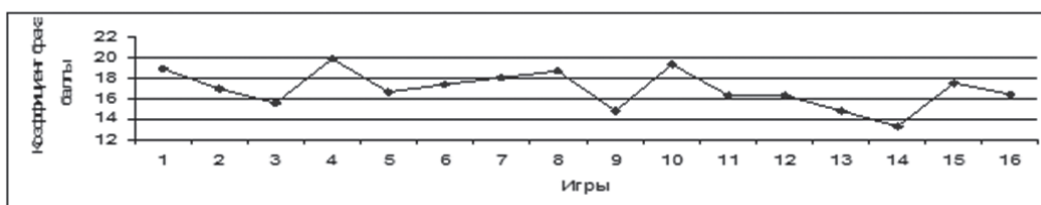


Рис. 1. Динамика показателей коэффициента брака игровых действий в соревновательном периоде

Таким образом, установлено, что в тренировочной деятельности квалифицированных гандболистов преобладают нагрузки в большой зоне мощности, что противоречит данным о соревновательной деятельности в современном гандболе (А.Ю. Асеева с соавт., 2010; С.А. Сидорчук, 2012).

Заключение. Для реализации принципа соответствия тренировочных нагрузок особенностям соревновательной деятельности в процесс подготовки гандболистов в соревновательном периоде должны быть внесены коррективы, касающиеся увеличения объемов анаэробной гликолитической нагрузки до 15%.

СТУДЕНЧЕСКАЯ ВСЕМИРНАЯ УНИВЕРСИАДА 2013 КАК СТИМУЛ ФОРМИРОВАНИЯ ЗДОРОВОГО ОБРАЗА ЖИЗНИ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ В РЕСПУБЛИКИ ТАТАРСТАН

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В последнее время активизировалось внимание к здоровому образу жизни студенческой молодёжи, что отражает озабоченность общества здоровьем будущих специалистов, выпускаемых высшей школой, ростом заболеваемости в процессе профессиональной подготовки, снижением дееспособности в трудовой сфере.

Цель исследования. Качественная профессиональная подготовка студентов в вузе невозможна без активной учебно-трудовой, познавательной деятельности. Обучение в вузе требует от студентов мобилизации воли, психофизических, духовных и физических качеств. Для того чтобы студент смог выдержать возрастающее напряжение в процессе обучения, необходимо научить, привить к здоровому образу жизни.

Здоровый образ жизни (ЗОЖ) - это образ жизни, основанный на принципах нравственности, рационально организованный, активный, трудовой, закаливающий и в то же время защищающий от неблагоприятных воздействий окружающей среды, позволяющий до глубокой старости сохранять нравственное, психическое и физическое здоровье.

Физическое здоровье - это естественное состояние организма, обусловленное нормальным функционированием всех его органов и систем.

Психическое здоровье зависит от состояния головного мозга, оно характеризуется уровнем и качеством мышления, развитием внимания и памяти, степенью эмоциональной устойчивости, развитием волевых качеств.

Нравственное здоровье определяется теми моральными принципами, которые являются основой социальной жизни человека, т.е. жизни в определенном человеческом обществе.

Здоровье - это первая и важнейшая потребность человека, определяющая его способность к труду и обеспечивающая гармоническое развитие личности. Активная, долгая, здоровая жизнь - это важное слагаемое человеческого фактора. Один из обязательных факторов здорового образа жизни студентов – систематическое, соответствующее полу, возрасту, состоянию здоровья использование физических нагрузок.

В период всего обучения в вузе двигательная активность студентов ограничена, при условии, что студенты самостоятельно не проявляют желание и интерес заниматься различными видами спорта или элементарными физическими упражнениями. Основным условием формирования у студентов устойчивого интереса к физической культуре является совершенствование процесса физического воспитания, поиск новых путей привлечения студентов к занятиям.

Большое значение в пропаганде здорового образа жизни и привлечении студенческой молодежи к занятиям физической культурой и спортом имеет подготовка города Казани к проведению студенческой Всемирной Универсиады 2013 года. Высшие учебные заведения получили в свое распоряжение современные универсальные спортивные комплексы, которые в свою очередь открывают широкие возможности для занятия спортом и привлечению к здоровому образу жизни молодежи.

Методы исследования. Занимаясь вопросами улучшения процесса физического воспитания, мы использовали традиционный метод педагогических исследований, такой как наблюдение (специально организованное восприятие исследуемого объекта, процесса или явления в естественных условиях). В последние 2-3 года, мы обратили внимание на возрастающий интерес студентов к игровым видам спорта, входящим в программу студенческой Всемирной Универсиады 2013 года: волейбол, баскетбол, футбол, настольный теннис, теннис, бадминтон и др.

Использование игровых видов спорта и их элементов на занятиях физической культурой, позволяет разносторонне воздействовать на организм студента, развивают силу, быстроту, выносливость, улучшает подвижность в суставах, способствует приобретению широкого круга двигательных навыков, воспитывают волевые качества. Занятия игровыми видами спорта динамичны и эмоциональны, способствуют развитию силы, скоростно-

силовых качеств, координационных способностей, быстроты простой и сложной двигательных реакций, требуют проявления находчивости, способности к концентрации и переключению внимания, пространственной, временной, динамической точности движений и их биомеханической рациональности. Они эффективно влияют на развитие у студентов как психических процессов (внимания, восприятия, памяти, рациональности мышления, воображения), так и физиологических (усиливают кровообращение, дыхание, обмен веществ).

Широкая возможность вариативности нагрузки позволяет использовать игровые виды спорта не только в группах основного отделения, а также как реабилитационное средство в группах студентов с ослабленным здоровьем. На занятиях проводятся учебные игры по облегченным правилам, разнообразные эстафеты с элементами игровых видов спорта.

Результаты исследования. Использование игровых видов спорта на занятиях вырабатывает у студентов умения и навыки физического самовоспитания, необходимость в здоровом образе жизни, в занятиях физической культурой и спортом. Студенты начинают активно проявлять интерес к игровым видам спорта, стремятся заниматься не только на занятиях физической культурой, но и в свободное от занятий время на открытых игровых площадках и в спортивных залах. Многие студенты стремятся посещать соревнования в качестве зрителей, познают игру на ярком примере профессиональных команд. На Всемирной Универсиаде 2013 года студенты получили прекрасную возможность в качестве волонтеров видеть различные соревнования, помогать, участвовать в их организации и т.д. Это способствует привлечению студенческой молодежи к занятиям физической культурой и спортом, а также пропаганде здорового образа жизни не только среди студентов, но и среди всех слоев населения.

ОРГАНИЗАЦИОННЫЕ И УПРАВЛЕНЧЕСКИЕ ОСНОВЫ ДЕЯТЕЛЬНОСТИ СТУДЕНЧЕСКИХ СПОРТИВНЫХ АССОЦИАЦИЙ США

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Одной из ведущих причин неизбежности в перестроении подготовки специалистов, стремящихся в период обучения в вузе заниматься спортом, является существующая политическая ситуация в России, связанная с рыночными отношениями. Так как развитие спорта в вузах нашей страны характеризуется динамичной его интеграцией в международную систему студенческих соревнований, представляет интерес выявление черт и признаков, содействующих сближению национальных подходов в международном студенческом спортивном движении. Наиболее «продвинутым», имеющим социальную, правовую и экономическую защищённость, является спорт в университетах и колледжах США.

Цель. Рассмотреть работу студенческих спортивных ассоциаций США со стороны организации и управления.

Методы. Обзор литературных источников, анализ литературных и электронных источников, анализ документов.

Практическая значимость работы заключается в использовании её результатов в учебном процессе, а также участие в разработке федеральных и региональных программ, подготовке нормативных документов.

Научная новизна работы заключается в последовательном решении задач по выявлению в существующей модели студенческого спорта США значимых и важных тенденций с целью применения их в отечественной спортивной традиции; весьма ценным является и вклад в развитие наук о физической культуре и спорте в Российской Федерации.

Результаты. В проведённом исследовании было определено количество крупных студенческих спортивных ассоциаций, находящихся и действующих на территории США, а именно, 6 независимых друг от друга студенческих спортивных ассоциаций для колледжей двух лет обучения и 2 независимые друг от друга студенческие спортивные ассоциации для колледжей и университетов четырёх лет обучения. Менее крупные студенческие спортивные ассоциации являются дочерними и входят в членство лишь одной наиболее крупной студенческой спортивной ассоциации США, НССА (Национальная Студенческая Спортивная Ассоциация). Количество этих дочерних студенческих спортивных ассоциаций в данной работе не было определено.

Правительство США не оказывает финансовой поддержки ни одной из 8 изученных нами студенческих спортивных ассоциаций. Все 8 ассоциаций являются коммерческими и поэтому оказываются самодостаточными с финансовой точки зрения. Основной доход у всех 8 ассоциаций приобретается от компаний по трансляциям и вещаниям студенческих спортивных чемпионатов, с которыми ассоциации заключают договора. Примерный процент всего годового дохода от трансляций и вещаний студенческих спортивных чемпионатов, для каждой ассоциации по-разному, составляет 65-85 %. Остальные проценты годового дохода, для каждой ассоциации по-разному, приобретаются со студенческих спортивных чемпионатов (продажа билетов и товаров).

Примерно 85-95 % всего годового дохода, для каждой ассоциации по-разному, расходуются на поддержку всего членства ассоциаций посредством прямых распределений и через администрацию по проведению чемпионатов и спортивных программ. Оставшиеся проценты годового дохода, для каждой ассоциации по-разному, распределяются внутри Национальных/Главных офисов ассоциаций.

Управленческая структура всех 8 студенческих спортивных ассоциаций оказалась в большей мере схожей. Схема управления выглядит как строго последовательная цепочка, связующими звеньями которой оказываются различные Комитеты. Главным Комитетом у всех 8 студенческих спортивных ассоциаций оказывается Исполнительный комитет, который осуществляет текущую работу. Практическую же работу осуществляют определённые Комитеты. Любая из 8 студенческих спортивных ассоциаций имеет право добавить, но не убрать к вышеуказанным комитетам, если необходимо, дополнительный комитет. Надзор за строгим исполнением работы, как по цепочке Комитетов, так и внутри каждого комитета осуществляют Законодательные службы, в каждой студенческой спортивной ассоциации свои.

Каждый университет или колледж (двух и четырёх лет обучения), принадлежащий к той или иной студенческой спортивной ассоциации, может выбрать определённый уровень спортивных соревнований, который наиболее

подходит его миссии и финансовым возможностям. Уровни соревнований представлены дивизионом I (наибольшее количество программ, связанных с финансовой помощью для студентов-спортсменов), дивизионом II (ограниченное количество программ), дивизионом III (никаких программ). Наиболее высокие требования к спортивным соревнованиям (календарь соревнований, система тренировок) для своих членов-школ предъявляет Дивизион I. В зависимости от уровня команды по тому или иному виду спорта один университет или колледж (двух и четырёх лет обучения) может принадлежать к нескольким дивизионам.

Все 8 студенческих спортивных ассоциаций разрабатывают и спонсируют различные программы для своих членов-школ, которые являются необходимыми для студентов-спортсменов, а именно, образовательные, финансовые, оздоровительные и страховочные.

Выводы.

1. Были выявлены и схематично показаны системные и структурные связи всех 8 студенческих спортивных ассоциаций США. Помимо этого, для более полного представления сложившейся иерархии студенческих спортивных ассоциаций США была последовательно и подробно описана существующая теоретическая модель студенческого спорта США, а также была приведена схема обязательной принадлежности высшего учебного заведения к конкретной студенческой спортивной ассоциации.
2. Так как предварительный анализ показал, что велика схожесть в организационных и управленческих аспектах деятельности всех 8 студенческих спортивных ассоциаций США, то для избегания повторений целесообразным было наиболее подробно рассмотреть самую крупную и лидирующую студенческую спортивную ассоциацию – НССА. Остальные студенческие спортивные ассоциации были более подробно описаны с точки зрения индивидуально-отличительных особенностей в организационно-управленческих аспектах.

К ПРОБЛЕМЕ ПОВЫШЕНИЯ ИНТЕРЕСА СТУДЕНТОВ К ФИЗИЧЕСКОЙ КУЛЬТУРЕ И СПОРТУ

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Внедрение инновационных учебных программ, повышение значимости здорового образа жизни в обществе вызывает необходимость постоянного совершенствования высшего, профессионального образования, в том числе и в области физической культуры. Подготовка конкурентоспособного специалиста, который может решить сугубо профессиональные задачи так и стать олицетворением нравственности и здорового образа жизни для подрастающего поколения. Именно поэтому в вузах необходимо создать все условия для комфортных занятий физической культурой и спортом, помогая студентам достигнуть высокого уровня физической и функциональной подготовленности.

Приоритетным направлением вузовского физического воспитания становится его оздоровительная составляющая, позволяющая студенту сделать осознанный выбор в пользу занятий тем или иным видом спорта.

Особенностью организации студенческого спорта КФУ является его доступность. Каждому студенту предоставляется возможность заниматься физической культурой и спортом в часы обязательных учебных занятий по дисциплине «Физическая культура» (в основном учебном и спортивном отделениях) или в свободное от учебных академических занятий время в вузовских спортивных секциях. Кроме того, студенты очного отделения могут самостоятельно посещать бассейн и тренажёрные залы, использовать все возможности современных спортивных комплексов «Москва» и «Бустан», которые являются объектами Универсиады. Общеуниверситетская кафедра физического воспитания и спорта также использует соревнования как наиболее эффективную форму организации спортивно-оздоровительной работы. Календарный план внутри- и межвузовских соревнований по многим видам спорта позволяет регулярно участвовать в них как спортсменам-разрядникам, так и студентам, заинтересованным в повышении спортивного мастерства и уровня физической подготовки.

Однако с сожалением приходится констатировать, что у многих студентов отсутствует целевая установка на регулярные занятия физической культурой и спортом, не сформирована потребность в систематических занятиях физическими упражнениями. Многие молодые люди не хотят участвовать в соревновательном процессе, предпочитая зачислить себя в ряды активных болельщиков.

С целью выявления интереса к регулярным занятиям физической культурой и спортом нами было проведено анкетирование студентов первого курса. Результаты показали, что из 205 опрошенных студентов: 9,6 % - безразлично относятся к занятиям физической культурой, 68,3% - готовы регулярно заниматься, 22 % - активно принимать участие в соревнованиях разного уровня. Кроме того, необходимо отметить и тот факт, что 1/3 спортсменов с поступлением в вуз завершают свою спортивную карьеру.

По мнению студентов, потеря интереса и даже негативное отношение к занятиям физической культурой и спортом в вузе отчасти связано: с мало комфортными условиями и плохим оснащением спортивных баз (22%), с ограниченным выбором современных видов спорта, наиболее популярных в молодежной среде (19%), а также с отсутствием адекватной системы поощрений (15%). Наиболее значимым внешним фактором, препятствующим регулярным занятиям физической культурой, студенты считают недостаток свободного времени (36%) и отдалённость спортивных объектов (31%). Анализ полученных данных показывает, что респонденты осознают благотворное влияние физических упражнений на их физическое становление, эмоциональное и духовное саморазвитие, признают необходимость регулярных занятий спортом.

В этой связи содействие правильному физическому и психическому развитию, совершенствование жизненно важных двигательных навыков и формирование у студентов потребности в занятиях физической культурой и спортом остаётся актуальной задачей педагогов вуза.

Внести некоторые коррективы в осознанное отношение студентов к занятиям физической культурой, возможно, поможет иная система оценки физической подготовленности и работоспособности. Повышение роли самостоятельных занятий и их регулярность - главные особенности такой системы. Оценивается не непосредственное состояние физической подготовки, а динамика показателей развития физических качеств, положительные изменения в физическом развитии и состоянии здоровья, а также повышение уровня спортивного мастерства. В этом случае мы дадим студенту возможность самому ставить перед собой задачи и достигать цели при профессиональном руководстве со стороны педагога.

Такой подход требует индивидуального отношения к студенту, что, к сожалению, невозможно в условиях большого потока занимающихся одновременно в одном зале. Поэтому строительство в нашем городе современных спортивных объектов для Универсиады 2013 и дальнейшее их использование в качестве тренировочной базы для студентов, несомненно, повысит интерес учащихся вузов к учебным занятиям по физической культуре и привлечёт большое количество студентов в спортивные секции. При правильной организации спортивной деятельности она может стать серьезным и действенным средством формирования социальной активности и здорового образа жизни студенческой молодежи.

ФИЗИЧЕСКОЕ ВОСПИТАНИЕ И СПОРТ В РОССИЙСКОМ ГОСУДАРСТВЕННОМ ГЕОЛОГОРАЗВЕДОЧНОМ УНИВЕРСИТЕТЕ

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На современном этапе развития общества качественное высшее образование играет важнейшую роль в формировании прогрессивного гражданского общества, создании инновационной экономики, основанной на Цели высшего образования – это подготовка специалиста, способного генерировать новые идеи, знания, актуальные технологии, а также широко их внедрять в повседневной практике.

Студенческий период жизни представляется оптимальным для осознанного использования средств и методов физического воспитания, самооценки своих личностных качеств, выработки позитивных направлений самореализации. Эффективное развитие современного человека обусловлено ведением здорового и рационального образа жизни, а также равновесием в формировании физических, интеллектуальных и духовных качеств.

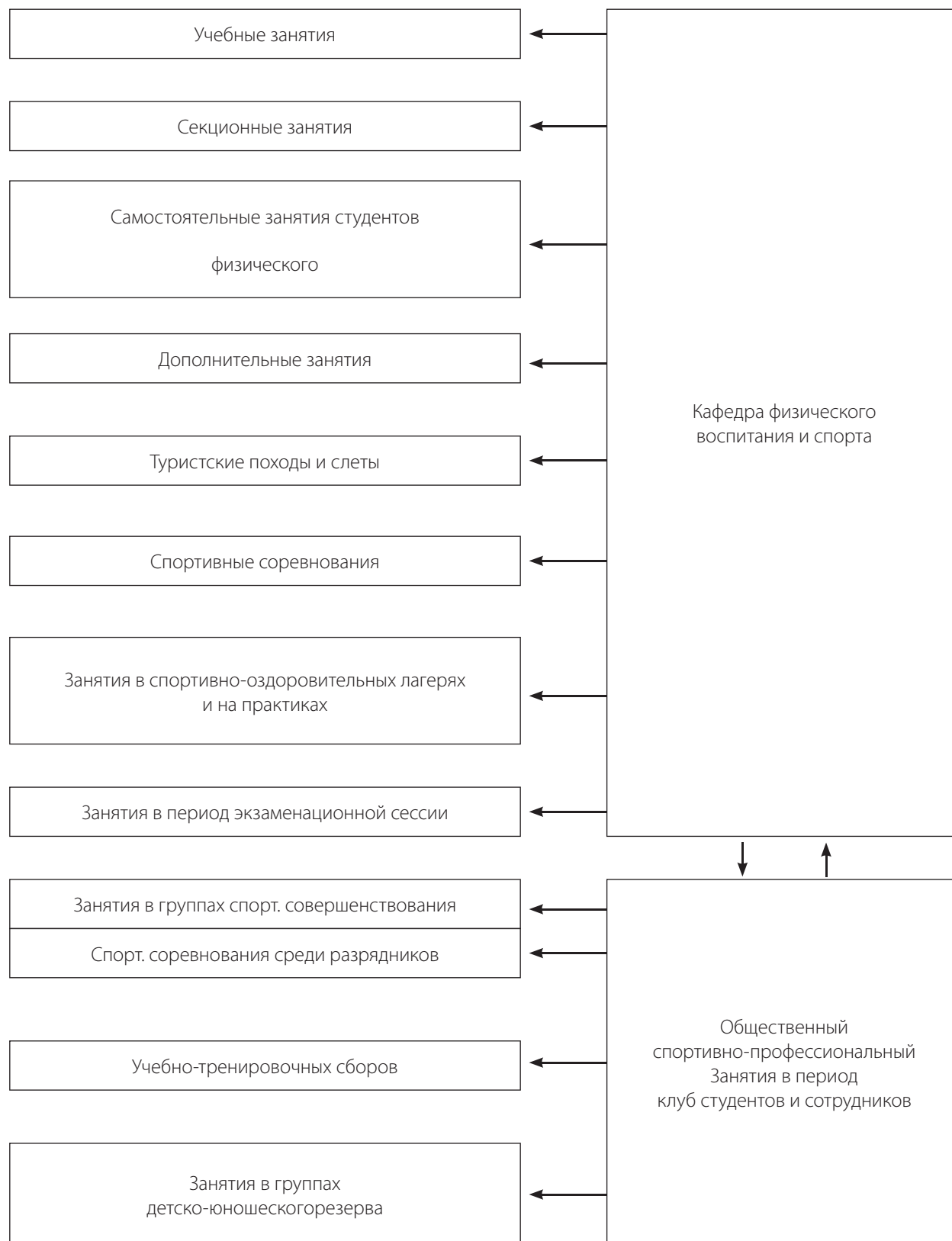
Национальная доктрина образования в Российской Федерации определяет, что образование является сферой ответственности государства, которое наряду с прочими задачами должно осуществлять всестороннюю заботу об укреплении здоровья и физическом совершенствовании учащихся и студентов. Соответственно, создание Ассоциации студенческих спортивных клубов под патронажем Президента России В.В.Путина, провозглашенное на встрече со студенческим спортивным активом в Кремле 24.01.2013 года, является важнейшим общественно-значимым проектом.

В этой связи воссоздание в структуре ВУЗов спортивных клубов, осуществляющих свою деятельность во взаимодействии с администрацией образовательного учреждения, кафедрой физического воспитания, профсоюзной и студенческой организациями и являющимися основным звеном системы студенческого спорта, весьма актуально. Это позволит привлечь к регулярным занятиям массовыми видами спорта значительную часть студенческой молодежи.

Общественный студенческий спортивно-профессиональный клуб студентов и сотрудников МГРИ-РГГРУ образован в декабре 2008 г. и активно функционирует при поддержке руководства Университета с 2009 г. на базе спортивного комплекса университета.

Система взаимосвязанных и дополняющих друг друга педагогических учебно-тренировочных воздействий в рамках кафедры физического воспитания и общественного спортивного клуба студентов, и сотрудников МГРИ-РГГРУ представлена на схеме 1.

Система взаимосвязанных учебно-тренировочных воздействий в рамках кафедры физического воспитания и общественного спортивного клуба студентов и сотрудников МГРИ-РГГРУ



Существенной проблемой развития массового студенческого спорта в России является отсутствие у большей части молодёжи интереса к систематическим занятиям физическими упражнениями и спортом, а также проникновение в студенческую среду социально-негативных явлений (наркомания, алкоголизм, табакокурение).

Иллюстрацией сказанного являются материалы социологического обследования, проведённого нами среди студентов РГГРУ в декабре 2010 года, представленные в табл. 1.

Таблица 1. Результаты социологического исследования студентов

Вопрос	Мужчины	Женщины	Всего
Ваше отношение к употреблению наркотиков			
Никогда не пробовал и не собираюсь	62,1%	67,4%	64,8%
Пробовал легкие наркотики один или несколько раз	20,7%	16,8%	18,7%
Периодически употребляю легкие наркотики	6,9%	5,3%	6,0%
Периодически употребляю тяжелые наркотики	5,7%	8,4%	7,1%
Ваше отношение к алкогольным напиткам			
Совершенно не употребляю	12,6%	5,3%	8,8%
Употребляю изредка, в умеренных дозах	57,5%	73,7%	65,9%
Регулярно пью пиво или другие слабоалкогольные напитки	17,2%	8,4%	12,6%
Выпиваю довольно регулярно	8,0%	2,1%	4,9%
Ваше отношение к табакокурению			
Никогда не курил и не собираюсь	33,3%	46,3%	40,1%
Курил, но бросил	13,8%	13,7%	13,7%
Курю, но собираюсь бросать	34,5%	25,3%	29,7%
Курю, и бросать не собираюсь	18,4%	14,7%	16,5%
Ваше отношение к запрещению курения в общественных местах, в частности, в образовательных учреждениях			
Полностью одобряю	37,9%	42,1%	40,1%
В принципе правильно, но вряд ли будут выполнять	17,2%	29,5%	23,6%
Бессмысленно, все равно будут курить везде	26,4%	21,1%	23,6%
Категорически не согласен	12,6%	4,2%	8,2%

В этой связи одной из важнейших задач сегодняшнего времени является формирование физической культуры личности, привитие здорового образа жизни в среде молодежи. Этот процесс неразрывно связан с формированием мировоззрения, направленного на физическое самовоспитание и самосовершенствование. У молодежи необходимо вырабатывать осознанную и устойчивую потребность систематически заботиться о своем здоровье и физическом развитии.

ИНТЕГРАЦИЯ ЗАКОНОДАТЕЛЬНЫХ, НОРМАТИВНЫХ ПРАВОВЫХ ДОКУМЕНТОВ ПРИ ПОДГОТОВКЕ И ПРОВЕДЕНИИ «СОЧИ -2014» И ИХ НАСЛЕДИЕ В УНИВЕРСИАДСКОМ ДВИЖЕНИИ

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По своей значимости Олимпийские игры не имеют себе равных в мире. Решение Международного Олимпийского Комитета о проведении в г. Сочи «Игр-2014» имеет масштабное, грандиозное значение для российской политики, экономики и социального престижа России в целом [3]. При этом нельзя недооценивать и уровень задач, которые возложены на Российскую Федерацию в связи с реализацией данного проекта. При подготовке к проведению XXII Зимних Олимпийских игр и XI Паралимпийских зимних игр 2014 года в г. Сочи предполагается модернизация нормативных правовых актов и их позитивное наследие при подготовке и проведении всемирной зимней Универсиады в 2019 году в г. Красноярске.

Сложившиеся условия функционирования системы физической культуры и спорта отличаются разнообразием управленческих подходов, появлением различных сегментов менеджмента, что обусловлено качественным управлением посредством нормативной правовой базы.

Написание данной статьи обусловлено недостаточностью исследований по организационно-правовым вопросам в подготовке и проведении «Игр-2014», что относится к числу востребованных тем. Политические, социально-экономические условия страны, а также страны-лидера в олимпийском движении в советский и постсоветский периоды потребовали для государственной и социальной жизни появления инновационных нормативных правовых актов, регулирующих подготовку и проведение Зимних Олимпийских игр «Сочи-2014».

Гипотезой нашего исследования стало предположение о том, что нормативные правовые документы позволяют при строгом соблюдении и исполнении субъектами проекта провести на высоком организационном уровне «Игры – 2014».

Отношения, возникающие в процессе подготовки и проведения XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 г. в г. Сочи (далее - Игры-2014), регулируются многочисленными законами, нормативными и правовыми актами. В нашей статье мы проводим исследование на основании следующих нормативных правовых документов:

- Олимпийская хартия МОК (в действии с 08.07.2011 г.);
- Федеральный закон от 01.12.2007 г. № 310-ФЗ «Об организации и проведении XXII Зимних Олимпийских игр и XI Паралимпийских зимних игр 2014 года в городе Сочи, развитии города Сочи как горноклиматического курорта»;
- Федеральный закон от 28.12.2010 г. № 390-ФЗ «О безопасности»;
- Федеральный закон от 30. 10. 2007 г. № 238-ФЗ «О государственной корпорации по строительству олимпийских объектов и развитию города Сочи»;
- Указ Президента от 22.12.2008 N 1806 (ред. от 27.12.2010) «Положение о Совете при Президенте по развитию физической культуры и спорта, спорта высших достижений, подготовке и проведению XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в Сочи».

Наши исследования позволяют выделить пять субъектов, исполняющих и реализующих законодательную, нормативную правовую базу проекта «Сочи-2014», а именно: Международный Олимпийский Комитет (МОК) и Паралимпийский комитет; Оргкомитет «Сочи-2014» (ОКОИ); государственная корпорация (ГК «Олимпстрой»); совет при Президенте по развитию физической культуры и спорта, спорта высших достижений, подготовке и проведению XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в г.Сочи;многочисленные сегменты безопасности: экономическая; экологическая; миграционная; дорожного движения; общественного порядка; защита от террористических и экстремистских угроз; безопасность олимпийских объектов (рис.).

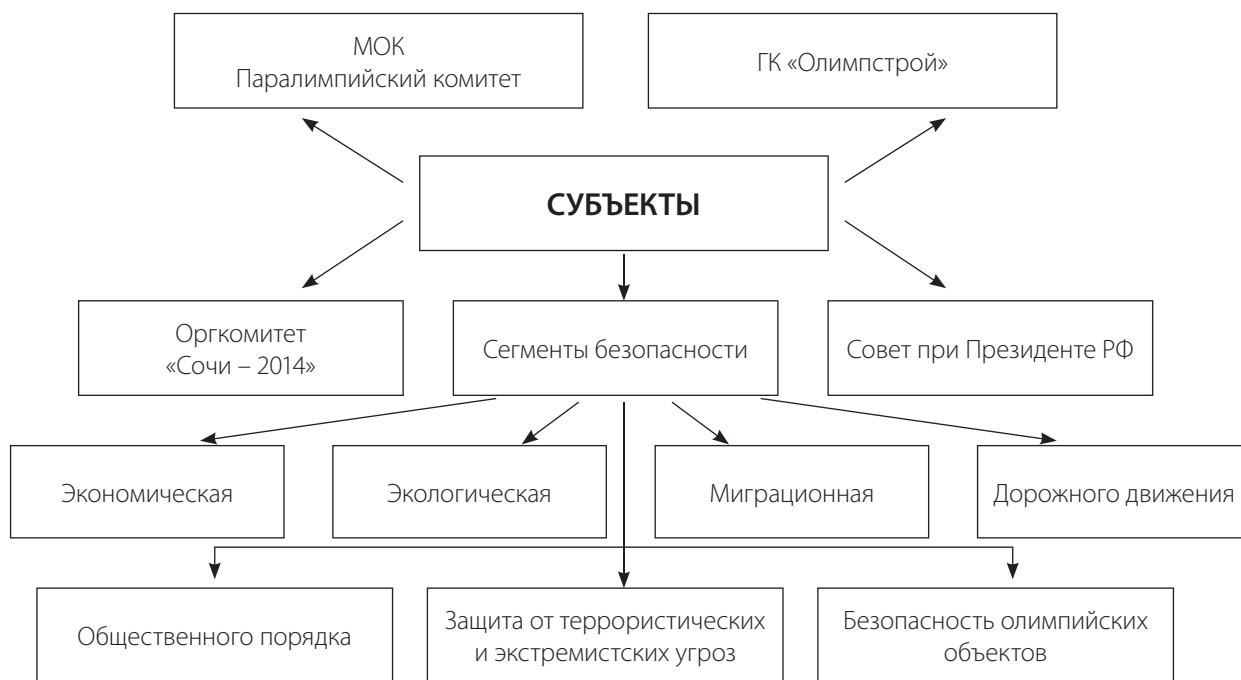


Рис. Субъекты, исполняющие законодательную базу

Иностранцами субъектами, организаторами Олимпийских игр и Паралимпийских игр являются Международный Олимпийский Комитет, Международный паралимпийский комитет. Согласно нормативным документам Международного олимпийского комитета (МОК) по вопросам обеспечения безопасности проведения Олимпийских игр (своеобразный «аккредитационный показатель»), существуют требования, которые должны быть, безусловно соблюдены страной, принимающей Игры. Выполнение этих требований контролируется МОК, который регулярно присылает полномочных представителей для регуляции, консалтинга и контроллинга. Существует соответствующая международная и основанная на ней национальная система нормативного правового регулирования. Исходя из международных стандартов, разрабатывается отечественная корпоративная нормативная правовая база.

Организатором и субъектом исполнения со стороны проводящей организации является «Оргкомитет «Сочи-2014», автономная некоммерческая организация, учреждаемая Олимпийским комитетом России, Российской Федерацией и городом Сочи для регулирования проведения Олимпийских игр и Паралимпийских игр в соответствии с положениями Олимпийской хартии и соглашением, заключенным Международным олимпийским комитетом с Олимпийским комитетом России и городом Сочи на проведение XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 г. в г. Сочи

Оргкомитет «Сочи-2014» осуществляет следующие функции:

- реализует мероприятия по организации и проведению Олимпийских игр и Паралимпийских игр, а также связанных с ними программ;
- обеспечивает защиту принадлежащих Международному олимпийскому комитету и Международному паралимпийскому комитету исключительных прав на объекты интеллектуальной собственности, в том числе в судебном порядке;
- обеспечивает финансирование мероприятий по организации и проведению Олимпийских игр и Паралимпийских игр, включая образовательные, культурные и рекламные мероприятия, непосредственно связанные с проведением Олимпийских игр и Паралимпийских игр, а также финансирование строительства временных и иных объектов, используемых при проведении Игр.

Следующим субъектом, принимающим приоритетное участие в организации Олимпийских игр, является государственная корпорация по строительству олимпийских объектов и развитию города Сочи как горноклиматического курорта «Олимпстрой» (далее - ГК «Олимпстрой»).

Целью деятельности корпорации является осуществление управленческих и иных функций, связанных с инженерными изысканиями при строительстве, с проектированием, строительством и реконструкцией, организацией эксплуатации объектов, необходимых для проведения XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 г. в г. Сочи,

а также для развития г. Сочи как горноклиматического курорта.

Перед очередным субъектом при подготовке и проведении Олимпиады - Советом при Президенте по развитию физической культуры и спорта, спорта высших достижений, подготовке и проведению XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в Сочи - стояли следующие задачи:

- рассмотрение вопросов, связанных с подготовкой и проведением Олимпиады, и выработка соответствующих предложений;
- проведение экспертизы проектов нормативных правовых актов, планов, программ и иных документов, касающихся подготовки и проведения Олимпиады, выработка по ним предложений, содержащих, в частности, рекомендации по определению способов, форм и этапов реализации соответствующих мероприятий;
- анализ хода реализации планов, программ и отдельных мероприятий, касающихся подготовки и проведения Олимпиады, и выработка соответствующих предложений;
- взаимодействие с Организационным комитетом «Сочи 2014» в целях обеспечения согласованных действий.

«Сочи-2014» - стратегический национально-государственный проект, который предусматривает и мероприятия по обеспечению его безопасности. Для полноценного решения всего спектра задач по обеспечению безопасности на основании нормативных актов созданы Координационный центр и Центр оперативной информации.

Президентом Российской Федерации на период проведения Олимпийских игр и Паралимпийских игр могут быть введены усиленные меры безопасности, включающие:

1. установление контролируемых и (или) запретных зон;
2. ограничение на въезд и (или) временное пребывание и проживание граждан;
3. ограничение движения транспортных средств;
4. ограничение полетов летательных аппаратов;
5. ограничение судоходства;
6. усиление охраны общественного порядка и объектов;
7. ограничение на проведение публичных мероприятий, не связанных с проектом «Сочи – 2014»;
8. приостановление деятельности опасных производств и организаций, в которых используются взрывчатые, радиоактивные, химически и биологически опасные вещества;
9. проведение при проходе (проезде) на контролируемую территорию и при выходе (выезде) с указанной территории досмотра физических лиц и транспортных средств;
10. ограничение или запрещение продажи оружия, боеприпасов, взрывчатых веществ, специальных средств и ядовитых веществ, установление особенностей оборота лекарственных средств.

В связи с этим в следственном комитете Краснодарского края создана постоянно действующая рабочая группа по обеспечению законности в период подготовки «Игр-2014». Следственному комитету Российской Федерации поручен постоянный ведомственный контроль за законностью решений, принимаемых по уголовным делам и материалам. В июне 2012 года следственное управление г. Сочи уже завело три уголовных дела на объектах «Олимпстрой». Министерство внутренних дел России обнаружило, в частности, попытку хищения на сумму более 8 млрд. рублей (253,9 млн. долларов) при строительстве олимпийских объектов путем завышения сметы строительства. Должностные лица государственной корпорации «Олимпстрой» создали условия для «необоснованного увеличения» сметной стоимости объектов Олимпиады-2014 в Сочи на 15,5 млрд. рублей, из отчета Счетной палаты России за 2012 год).

Деятельность МОК и федеральных государственных органов власти посредством законодательной и нормативной правовой базы послужили основой для качественного и эффективного менеджмента субъектами при подготовке и проведении проекта «Сочи-2014», определяя ее долговременную перспективу. На основании нашего исследования мы пришли к следующим выводам:

1. При подготовке и проведении крупных международных проектов «Сочи-2014», «Казань-2013» и «Красноярск-2019» немаловажное значение имеет переосмысление роли и места государственных органов власти посредством интеграции нормативных правовых актов.

2. Глубокие социально-экономические и политические преобразования в нашей стране требуют выработки новых подходов по контроллингу в решении проблем оптимизации в строительстве sportсооружений и мер безопасности на основе законодательной базы.
3. Нами предпринята попытка анализа взаимоотношений исполнительных организаций в плане системности и взаимодействии отраслевых международных, федеральных и региональных субъектов.
4. Законодательные полномочия «Оргкомитета Сочи-2014» занимают центральное место в процессе подготовки и проведения Олимпиады, нацеленном на достижение устойчивого качественного развития.
5. Нормативные правовые документы, международные и отечественные, а также корпоративные стандарты ГК «Олимпстрой» позволяют осуществлять руководство и административное управление строительством олимпийских объектов, включая надзор за их качеством для проведения Игр в установленный срок.
6. Вместе с тем при подготовке Игр существуют проблемы: обеспечения безопасности; логистики; техногенные и др., для чего возможно привлечение международных специалистов, имеющих опыт проведения Игр «Ванкувер – 2010» и «Лондон – 2012». В связи с этим могут потребоваться новые, радикальные нормативные правовые документы.

АДАПТИВНЫЕ РЕАКЦИИ КАРДИОРЕСПИРАТОРНОЙ СИСТЕМЫ В УСЛОВИЯХ СОЧЕТАННОЙ ГИПОКСИИ И ГИПЕРКАПНИИ У СПОРТСМЕНОВ-ГРЕБЦОВ С РАЗЛИЧНЫМ УРОВНЕМ ЛЕГОЧНОЙ ВЕНТИЛЯЦИИ

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Любые изменения, возникающие в организме при действии экстремальных факторов, в том числе в условиях спортивной деятельности, в конечном итоге приводят к нарушению газового баланса – гипоксии и гиперкапнии. При этом механизмы компенсации умеренных форм гипоксии, гиперкапнии или их комбинации имеют определенное приспособительное значение в формировании адаптационных реакций, направленных на повышение устойчивости организма к целому комплексу экстремальных факторов. В связи с этим появляется возможность использования тренировки с дыханием газовыми смесями с различной концентрацией кислорода (O_2) и углекислого газа (CO_2) для повышения уровня функциональных возможностей организма. Вместе с тем остаются недостаточно изученными индивидуальные особенности физиологических реакций организма при действии различных экстремальных факторов, в том числе гипоксии и гиперкапнии с учетом базального уровня легочной вентиляции.

В связи с этим целью работы явилось изучение адаптивных реакций кардиореспираторной системы у спортсменов-гребцов с различным уровнем легочной вентиляции при дыхании в условиях сочетанной гипоксии и гиперкапнии.

В исследованиях приняли участие 65 высококвалифицированных взрослых и юных спортсменов-гребцов мужского пола, 31 студент-мужчина в возрасте 18-28 лет и 28 школьников в возрасте 14-15 лет, не занимающихся спортом, с которыми была проведена функциональная проба с использованием методики «возвратного дыхания» (дыхание в замкнутый объем спирометра без поглощения CO_2 в течение 5 мин). Ежеминутно регистрировались парциальное давление (pO_2) и (pCO_2) во вдыхаемом и выдыхаемом воздухе с помощью газоанализаторов и функциональные показатели кардиореспираторной системы. В конце пробы соотношение pCO_2/pO_2 во вдыхаемом воздухе составляло 48 – 52/80 – 90 мм рт.ст. Объемные показатели внешнего дыхания рассчитывались в системе BTPS, а показатели газообмена приводились к условиям STPD. Функциональное состояние сердечно-сосудистой системы оценивалось с помощью электрокардиографии и импедансной тетраполярной реографии.

Анализ полученных показателей кардиореспираторной системы проводился с учетом индивидуальных значений индекса дыхания (ИД) в состоянии покоя, которые не попадали в диапазон $[M-1\sigma; M+1\sigma]$ и отражали высокий и низкий удельный уровень легочной вентиляции.

Взрослые спортсмены дольше задерживали дыхание на вдохе (проба Штанге) по сравнению с юными гребцами ($p<0.001$) и с испытуемыми, не занимающимися спортом ($p<0.001$), что отражало их большую устойчивость к сдвигам дыхательного гомеостаза. При этом обследуемые с низким исходным ИД отличались большей устойчивостью в пробе Штанге, дольше задерживая дыхание, чем лица с высоким ИД ($p<0.1$ – $p<0.004$).

У юных спортсменов и школьников также установлены достоверно более высокие значения ЖЕЛ и ФЖЕЛ у лиц с низким ИД. У взрослых обследуемых с высоким и низким уровнем вентиляции показатели функциональных возможностей системы внешнего дыхания существенно не различались. Следовательно, факторы, определяющие функциональные резервные возможности внешнего дыхания оказывали статистически значимое влияние на уровень вентиляции у подростков в покое и не влияли у взрослых обследуемых.

Лица с низким ИД отличались достоверно более низкими величинами парциального давления кислорода и более высокими углекислого газа в выдыхаемом воздухе, а удельное потребление O_2 было значительно ниже, чем у обследуемых с высоким уровнем легочной вентиляции. Повышение потребления кислорода может быть связано с гипокапнией и ее влиянием на процессы биологического окисления.

Несмотря на более низкие величины удельного потребления O_2 у лиц с низким ИД по сравнению с лицами, имеющими высокий ИД, величина коэффициента потребления кислорода (КИО $_2$) у первых была достоверно выше в группе взрослых спортсменов ($p<0.02$), юных спортсменов и школьников ($p<0.1$), что свидетельствовало о более высокой эффективности дыхания. Обследуемые с низким ИД имели достоверно высокие величины гемодинамического эквивалента - ГДЭ- O_2 ($p<0.05$ – $p<0.001$) во всех группах, что отражало более низкий уровень экстракции кислорода из крови.

В пробе с «возвратным дыханием», несмотря на увеличение легочной вентиляции, во всех обследованных группах отмечалось угнетение газообмена, которое выражалось в снижении $\dot{V}O_2$, $\dot{V}CO_2$ и KIO_2 . При этом градиент снижения показателей по отношению к фоновым значениям был выше у лиц с исходно высоким ИД во всех группах ($p < 0.002$ - $p < 0.0001$), что отражало меньшую их устойчивость к сочетанному воздействию гипоксии и гиперкапнии.

Наибольшие изменения оказались в группах подростков, что отражало возрастные особенности реактивности в условиях острого воздействия гипоксии и гиперкапнии.

Повышение содержания CO_2 во вдыхаемом воздухе до 2 об.%, приводило к достоверному снижению $\dot{V}O_2$, что может быть связано с замедлением метаболических процессов в организме.

Дальнейшее повышение содержания CO_2 и снижение O_2 во вдыхаемом воздухе приводило к росту ГДЭ- O_2 ($MOK/\dot{V}O_2$ ед.) в группах подростков, независимо от их спортивной подготовленности, что свидетельствует о лимитирующей роли возрастного фактора в реакциях утилизации кислорода тканями, а также способности переноса и отдачи кислорода гемоглобином. У взрослых спортсменов с низким ИД гемодинамический эквивалент сохранял свои значения, что отражало устойчивость гемодинамики к CO_2 стимулу с одной стороны, и возможность сохранять уровень метаболизма - с другой.

Обследуемые с низким ИД отличались большей устойчивостью гемодинамики, поддерживая ударный объем (УО) на уровне фоновых значений, и в большей степени сохраняли способность к использованию инотропного резерва сердца, о чем свидетельствовали более высокие значения индекса уравновешенности объемно-частотной характеристики работы сердца УО/ЧСС ($p < 0.08$ - $p < 0.001$).

Снижение УО, более выраженное у лиц с высоким ИД, было связано ($r = - 0.594$; $r = - 0.907$, $p < 0.05$) с повышением периферического сопротивления сосудов, которое, очевидно является защитным механизмом перераспределения кровотока в пользу наиболее чувствительных к гипоксии органов - головного мозга и сердца в экстремальных условиях нарастания гипоксии и гиперкапнии.

Таким образом, индивидуально-типологические особенности обеспечения адекватного уровня метаболизма со стороны газотранспортной системы у обследуемых с разным исходным типом легочной вентиляции заключались в большей эффективности сердечной деятельности у лиц с низким уровнем ИД и большей экстракцией O_2 из крови - с высоким уровнем ИД ($p < 0.001$ - $p < 0.05$). При этом у лиц с низким ИД во всех группах величины удельного потребления O_2 были ниже, чем у лиц с высоким ИД. Исходный уровень легочной вентиляции оказывал влияние на адаптивные реакции кардиореспираторной системы и газообмена в пробе с «возвратным дыханием». У лиц с исходно высоким ИД во всех группах отмечалась меньшая устойчивость к сдвигам дыхательного гомеостаза в условиях гипоксии и гиперкапнии, что необходимо учитывать при тренировке с использованием газовых смесей.

ПРОБЛЕМЫ РЕАЛИЗАЦИИ СПОРТИВНОЙ ПОДГОТОВКИ СТУДЕНТОВ В ФИЗКУЛЬТУРНЫХ ВУЗАХ

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Сегодня студенческий спорт в России занимает отдельное место в структуре физкультурно-спортивной деятельности, став, по сути, одним из стратегических направлений государственной политики. Возрождены традиции проведения всероссийских универсиад, фестивалей, чемпионатов России среди студентов, созданы студенческие лиги по видам спорта, внесены изменения в федеральное законодательство, где определены понятие студенческого спорта и статус Российского студенческого спортивного союза. В 2008 году возобновилось проведение всероссийских универсиад, и в настоящий момент проведено три летних и два зимних крупнейших студенческих спортивных форума всероссийского уровня. Студенческий спорт получил официальный статус на законодательном уровне как часть спорта, направленная на физическое воспитание и физическую подготовку обучающихся в образовательных учреждениях среднего профессионального и высшего профессионального образования, их подготовку к участию и участие в физкультурных мероприятиях и спортивных мероприятиях, в том числе, в официальных физкультурных и спортивных мероприятиях.

Значимость студенческого спорта подчеркивает президент России В.В. Путин, рассматривая студенческий спорт как одно из важнейших направлений социальной политики, целью которой является устойчивое духовное и физическое развитие молодежи через интеграцию образования, спорта и культуры. Кроме того, Президент возглавляет Попечительский совет Ассоциации студенческих спортивных клубов.

Развитию студенческого спортивного движения уделяется большое внимание в «Стратегии развития физической культуры и спорта в Российской Федерации на период до 2020 года». Так, например, одним из показателей является увеличение доли обучающихся и студентов, систематически занимающихся физической культурой и спортом, в общей численности данной категории населения (на первом этапе - с 34,5 процента до 60 процентов, и на втором этапе - до 80 процентов). Ежегодно проводится всероссийский смотр-конкурс на лучшую организацию спортивно-массовой работы среди студентов.

В то же время, несмотря на активное внимание к развитию студенческого спорта в нашей стране, намечился ряд серьезных проблем его развития не только в вузах неспортивного профиля, но и в вузах физической культуры и спорта:

1. В настоящее время в перечне организаций, осуществляющих спортивную подготовку (статья 34.1 ФЗ №329 «О физической культуре и спорте в Российской Федерации») нет учреждений высшего профессионального образования. То есть, финансирование спортивной подготовки в вузах не предусмотрено, и вся деятельность такого плана идет на усмотрение руководства и с учетом финансовых возможностей учреждения.
2. В 80-х годах прошлого века, в «золотое» время студенческого спорта в СССР на повышение спортивного мастерства в физкультурных вузах в рамках учебной нагрузки отводилось 1100 часов на 4 года обучения для студентов средней спортивной квалификации и возможно было планирование до 1500 в год на учебно-тренировочную работу и участие в соревнованиях студентов высокой спортивной квалификации. Федеральные государственные образовательные стандарты последнего поколения предусматривают общее суммарное количество часов по дисциплинам «Профессионально-спортивное совершенствование» и «Спортивно-педагогическое совершенствование» в объеме 480 часов на 4 года обучения без учета уровня спортивной квалификации студентов. Таким образом, реализация спортивной подготовки в должном объеме в рамках учебной нагрузки становится принципиально невозможной.
3. В «Стратегии развития физической культуры и спорта в Российской Федерации на период до 2020 года» в качестве одного из факторов развития студенческого спортивного движения рассматривается совершенствование перечня аккредитационных показателей деятельности вуза с учетом эффективности системы физического воспитания студентов и организации спортивно-массовой работы. Однако в настоящий момент перечень аккредитационных показателей деятельности вуза этого не учитывает.

Все эти факты свидетельствуют о том, что спортивное студенческое движение в настоящее время в каждом конкретном вузе зависит, зачастую, от персональной инициативы руководства. Широкомасштабная кампания по популяризации студенческого спорта, к сожалению, упирается в отсутствие целого ряда необходимых условий: четкого механизма организации спортивной подготовки студентов; прямого финансирования студенческих

спортивных клубов; стимулирования руководителей вузов к организации студенческого спортивного движения. Решение данных проблем видится в полноценной реализации «Стратегии развития физической культуры и спорта в Российской Федерации на период до 2020 года»: создании условий функционирования спортивных клубов и спортивных команд на базе высшего профессионального образования; создании на базе высших учебных заведений физической культуры и спорта центров спортивной подготовки сборных команд; внесении в перечень аккредитационных показателей деятельности вуза пункта «Эффективность системы физического воспитания студентов и организации спортивно-массовой работы» и т.д. Ведь только комплекс мер, направленных на развитие и совершенствование студенческого спорта на всех организационных уровнях в России, позволит нашим студентам и дальше гордо нести знамя отечественного спорта на международном уровне.

СПОРТ, СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ И ВОСПИТАНИЕ ДУХОВНОСТИ

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Тысячелетиями спорт выступает как зрелище. С 776 года до нашей эры человечество наслаждалось состязаниями и красивыми телами олимпийцев, участников древних Олимпийских игр. Олимпиады включали и требования к всестороннему развитию: состязания в искусстве декламации (оратор Демосфен, философ Сократ, математик Пифагор); в военных танцах; красоте среди мужчин; выступления поэтов, музыкантов.

Физические упражнения могут воспитывать чувство прекрасного (художественная гимнастика, фигурное катание, синхронное плавание), а могут и низменные чувства по требованию толпы («хлеба и зрелищ!») – бои гладиаторов на утеху кровожадной публике древнего Рима, приводящие к тяжелым увечьям и даже смерти. Не под влиянием ли этих сцен формировались агрессивные намерения римлян вести многочисленные войны?

Олимпиады, Спартакиады, Универсиады притягивали миллионы людей, всесторонне воспитывали их, приобщая к здоровому образу жизни. Этому помогали средства массовой коммуникации. Но сегодня какими-то силами почему-то упорно выделяется и негативное, напоминающее гладиаторские бои – смешанные единоборства, профессиональный бокс, кикбоксинг, бои без правил. Но публика уже иная: благодаря Интернету зрелищем крови «наслаждается» весь мир, все слои населения. На гладиаторские бои (и даже на древние Олимпиады) не допускали женщин и детей, а сегодня они у телевизора. И учатся жестокости, наслаждаются видом крови соперников! Комментатор умело усиливает эффект, восторженно расхваливая умение победителя «попадать по голове лежащего на полу соперника». Чем не гладиаторские бои, усиленные во стократ современным технологиям? 31 декабря 2012 года весь вечер был посвящен полностью боям без правил, когда все население сидело у телевизора – более пяти часов! Раньше в это время проводился новогодний вечер представителей всех республик страны, а на этот раз «выделили» короткое «окно» президенту для новогоднего обращения к народу и ... кровь продолжила литься, охватывая умы и сердца людей. Так у людей воспитывали агрессивность: один из бойцов, положив другого на пол, на спину, дубасит его на радость многочисленным зрителям, пока тот может выдержать (не теряя сознание) и ... разрешает судья! Естественно, он весь окровавленный (да и победитель тоже), весь в синяках, с затекшим глазом (борется, пока еще видит один глаз), получая одобрение и тренера, и «истинных ценителей» единоборств. «Настоящий боец!», – говорят о нем.

Для взрослого, сложившегося во всех отношениях, человека, это может быть и не страшно, но 10-летние дети с еще не сложившейся психикой не должны смотреть это. А ведь среди рукоплещущих зрителей немало женщин, тоже болеющих и откровенно радующихся, когда кого-то бьют. А женщина – главный воспитатель духовности в семье, по крайней мере, такой мы всегда хотим ее видеть.

Таким образом, публика привлекается к телевизору, чтобы смотреть на боль и страдания людей. Не спорт, а кровавые бои! Естественно, смешанные бои развивают человека физически, его волю, но развивают ли высокую духовность? Бои похожи на хулиганские действия – не лучший пример для молодежи. Подростки считают, что если такое избиение совершают взрослые и с разрешения других взрослых людей, то оно разрешается и для подражания. Такие сцены сегодня порочно ворвались в наше телевидение!

Наш боец Д. Лебедев приводит на свои выступления маленькую дочь, радующуюся его победам. Здоровый ли образ жизни у дочери отец воспитывает, коль она, давая интервью, довольна тем, что ее отец побеждает всех, а точнее, избивает до полусмерти другого отца такой же, как и она, девочки, но всегда ли будет рада этому?!

А в хоккее с шайбой иногда также случаются бои без правил, когда два хоккеиста дерутся, сняв перчатки. А судьи стоят и ждут, не останавливая (на радость зрителям) драку. Ждут когда один из них упадет замертво? Взрослые разрешают, значит можно бить и вне хоккейного матча.

Эти сцены противоречат всему тому, что воспитывалось на Руси тысячелетиями: «Лежачего не бьют!». А противоречия всегда решались в «четном» единоборстве: друзья (часто одноклассники) образовывали круг, и двое враждующих выясняли отношения до «первой кровянки». Именно до этого продолжалась драка, после появления крови у одного из них она останавливалась, объявлялся победитель, заставляли подать друг другу руки в знак примирения. Сегодня на улице первая кровь не всегда останавливает группу хулиганов, избивающих одного человека.

Вероятно, деньги решают все: названные виды спорта имеют спонсоров, а федерации художественной гимнастики

или легкой атлетики настолько бедны, что их поклонники могут наслаждаться соревнованиями по этим видам спорта лишь несколько раз в год. Какая же легкая атлетика после этого «королева спорта»? Бедная золушка, да и только.

В воспитании высокой духовности населения должно помогать телевидение, но оно больше воспитывает агрессивность: художественные фильмы посвящены убийствам, захватам заложников – все негативное в нашей жизни вперемешку с большим количеством подобных западных фильмов. Что стоит одна красавица Анжелина Джоли, легко, красиво и эффектно сворачивающая шеи здоровенных мужчин. Как же у нее не учиться! Поневоле захотят повторить. Фильмов о трудовых победах, укреплении семьи, о любви слишком мало. Убийство человека, как в жизни, так и в телевидении, принимается как рядовой факт наших будней, не вызывая возмущения и не заставляющий задуматься о причинах.

Для воспитания духовности подходят не все виды спорта. А СМИ могут многое: и агитировать за спорт, и создать напряженность через образ врага-террориста, ежедневно твердя о нем в автобусе, трамвае, магазине или образ врага – целой страны в период холодной войны. Так могут возникать конфликты между людьми и целыми государствами. Где уж тут высокая духовность и здоровый образ жизни? Это уже образ жизни и психология потенциального убийцы.

Сумеем ли это остановить? Сумеем, если захотим.

ИДЕОЛОГИЯ СОВРЕМЕННЫХ ФОРМАТОВ СПОРТИВНО-ОЗДОРОВИТЕЛЬНОГО КОМПЛЕКСА ГТО

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Сфера физической культуры и спорта в России находится под пристальным вниманием как со стороны государственных структур, так и со стороны научно-педагогического сообщества.

При этом целевым ориентиром развития молодежного спортивного движения в сети образовательных учреждений различных организационно-правовых форм, типов и видов является направленность на формирование здорового физически и духовно, морально устойчивого гражданина, непрерывное совершенствование физического, нравственного, интеллектуального, эстетического воспитания личности.

В качестве первоочередных задач спортивно-стратегической политики выступают:

- популяризация различных видов спорта;
- улучшение качества спортивно-оздоровительных услуг населению;
- вовлечение молодежи в систематические физкультурно-спортивные занятия;
- организация пропаганды здорового образа жизни;
- сохранение и укрепление здоровья.

Оптимизация спортивной отрасли сопровождается целенаправленным созданием благоприятных условий путем увеличения финансирования данной области, обновления и расширения физкультурно-спортивной инфраструктуры российских регионов, законодательно-стратегического и научно-методического обеспечения проводимых модернизационных процессов.

Цель. В рамках проведения научных изысканий по наиболее актуальным проблемам вовлечения учащихся различных систем образования в систематические занятия физической культурой и спортом, признавая ведущую роль профессиональных специалистов (учителей и тренеров) в решении обозначенных направлений, мы разработали инновационный исследовательский проект на основе консолидации и интеграции предметного содержания учебных дисциплин профессионального цикла, изучаемого студентами физкультурных специальностей.

Предпосылками к описываемой новаторской деятельности послужил вывод о том, что идейно-спортивная ориентация физического воспитания является наиболее приемлемой и привлекательной для современных учащихся.

Содержание, методы и организация исследования. Содержательная сущность нашей научно-творческой деятельности предполагает:

- разработку учебных программ-проектов группами студентов в соответствии с их спортивными специализациями. Указанные программы (для учащихся определенного возраста, студентов различных педагогических специальностей) имеют своей целью углубленное изучение одного из видов спорта и направлены на освоение его элементов, средств и технических приемов, ознакомление с историей его развития и правилами соревнований. Разрабатываемые проекты выполняются студентами коллективно на основе имеющихся программ по предмету «Физическая культура», новых ФГОС, учебно-методических разработок по избранным спортивным специализациям, а также собственного спортивного опыта;
- апробацию разработанных программ студентами в период педагогической практики. При этом студенты распределяются в образовательные учреждения (базовые школы, факультеты Ульяновского госпедуниверситета) в соответствии с предварительно выявленными у учащихся предпочтениями в тех или иных видах спорта. Наряду с обязательными занятиями по физической культуре, проводятся разновекторные действия, направленные на популяризацию изучаемых видов спорта (занятия в спортивных секциях, физкультурно-спортивные мероприятия с приглашением ведущих спортсменов и т.п.).

Одной из важнейших новационных составляющих проводимой с 2010 года исследовательско-педагогической работы является разработка критериально-оценочной системы качества физкультурно-спортивной

деятельности обучающихся, что находит свое отражение в создании и разработке содержания и нормативов результативно-идейного комплекса «Спортивный кодекс волжанина», включающего тестовые испытания по общефизической и специальной (по видам спорта) подготовленности на основе нормативов ГТО, а также личностно-целевые установки по различным компонентам воспитательного процесса в области социально-духовного, интеллектуального и нравственного развития (выполнение теоретических тестовых заданий, наличие книжки спортивного волонтера и участника соревнований, написание и защита индивидуальных проектов по спортивно-оздоровительной деятельности и др.).

Данное направление нашей исследовательской деятельности органично согласуется с предложением Президента России Владимира Путина возродить комплекс ГТО в новом современном формате.

Результаты исследования. Резюмируя вышесказанное, следует заметить, что переустановка общественно и личностнозначимых ценностей и постулатов в молодежной среде способствовала целенаправленному смещению научно-педагогических детерминант в сторону формирования устойчивых мотивационных приоритетов у учащихся в двигательнo-телесной деятельности на основе глубокого осознания и понимания жизненности средств физической культуры и спорта путем приобщения школьников и учащейся молодежи к спортивным канонам и традициям. По полученным нами данным, эффективность данного направления развития физкультурно-спортивного образования подтверждена увеличением количества обучающихся, регулярно посещающих занятия физической культурой и секции по избранным видам спорта, значительным улучшением качества по всем видам подготовленности (физической, технико-тактической, интеллектуальной, нравственно-психологической). Получаемые оптимистические результаты дают нам веские основания для продолжения, расширения и модернизации проводимой работы не только на экспериментальных площадках, а также для широкого внедрения ее идей в практику образовательных учреждений Ульяновской области и профессиональной подготовки студентов физкультурных специальностей Российских вузов.

ПРИМЕНЕНИЕ ОПТИЧЕСКОГО ИЗЛУЧЕНИЯ СИНЕГО ДИАПАЗОНА ДЛЯ ОПТИМИЗАЦИИ ФУНКЦИОНАЛЬНОГО СОСТОЯНИЯ ВЫСОКОКВАЛИФИЦИРОВАННЫХ СПОРТСМЕНОВ

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Оптическое излучение уже давно успешно применяется для подготовки спортсменов различных специальностей. Воздействуя на организм человека различными диапазонами оптического излучения, можно получить направленные положительные реакции, в основе которых лежит улучшение энергетических параметров и регуляции процессов метаболизма, активация функция дыхания, кровотока и других параметров жизнедеятельности.

Целью настоящего исследования являлась разработка методик оптимизации и повышения адаптационных возможностей организма спортсменов высоких квалификаций, основанных на применении автономных источников оптического квазимонохроматического излучения длиной волны 465+10 нм при воздействии разнонаправленных физических нагрузок.

Материалы и методы: в качестве излучателей были использованы автономные оптоэлектронные приборы: браслет автономный светоизлучающий (БАСИ) и аппарат фототерапевтический светодиодный (АФС). Исследование проводилось в условиях клиничко-лабораторного эксперимента на статистически значимой группе, состоящей из 88 спортсменов (лыжные гонки, биатлон, футбол, хоккей). Оценивались срочные физиолого-психологические и клиничко-лабораторные реакции организма на однократное 24-минутное контактное фотовоздействие длиной волны 465+10 нм (получаемая энергия или доза составляла 15 Дж). Контрольная группа была сравнима по возрасту и уровню подготовки спортсменов.

Результаты: При проведении эксперимента были выявлены следующие эффекты:

1. статистически значимое повышение помехоустойчивости и улучшение функциональной активности зрительного анализатора, а также выраженная тенденция к улучшению силы нервных процессов;
2. увеличение пикового вращающего момента и импульса силы на динамометре Биодекс;
3. статистически более значимое быстрое снижение концентрации лактата в экспериментальной группе, чем в контрольной;
4. статистически значимое благоприятное снижение индекса напряжения регуляторных систем (SI) и показателя активности регуляторных систем (ПАРС) после предельных велоэргометрических нагрузок, повышение мощности парасимпатической регуляции (HF), нормализация активности сосудодвигательного центра (LF).

Также были выявлены следующие тенденции:

1. возрастание максимальной мощности выполняемой работы у спортсменов, проходивших процедуру воздействия синим светом, а также тенденция к усилению процессов аэробного энергогенеза в процессе возрастающей физической нагрузки;
2. положительное влияние на результаты Эхо-кг, отражающее явления «экономизации кровообращения» в отношении средних значений ударного объема и фракции сердечного выброса.

Выводы:

На основании проведенного исследования разработаны оптимальные режимы для фотовоздействия на организм спортсменов высшей квалификации в тренировочном периоде и во время соревнований.

СТАНОВЛЕНИЕ СИСТЕМЫ ПРОФИЛЬНОГО ОБРАЗОВАНИЯ В СФЕРЕ СПОРТИВНОГО МЕНЕДЖМЕНТА В УКРАИНЕ

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В последние годы в Украине наблюдается значительный рост интереса к спорту – как к профессиональному, так и к более массовому физкультурно-оздоровительному движению. Государство и частный бизнес выделяют большие средства на развитие спорта, однако далеко не всегда это приносит ожидаемый результат. Как следствие, некоторые владельцы спортивных клубов вынуждены распускать их по причине убыточности, а руководители государства вместе с многомиллионной армией болельщиков – сокрушаться и искать виновных в очередном провале украинских спортсменов на олимпиаде, чемпионате мира или Европы. В связи с этим, все чаще звучат слова о важности грамотного спортивного менеджмента, так как только профессионалы в данном вопросе способны эффективно управлять спортивными инвестициями. По этой причине со стороны различных спортивных организаций все больше растает интерес именно к таким специалистам.

В Украине сегодня существует большое количество спортивных организаций. Количество же профессионально подготовленных спортивных менеджеров явно не соответствует потребностям рынка. Все это означает, что рынок труда в данной сфере только начинает развиваться. Стоит ли говорить о том, что современному украинскому спорту жизненно необходимы сегодня не только яркие спортсмены и тренеры, но и профессиональные менеджеры, агенты, маркетологи и экономисты, способные рационально и успешно управлять коллективом и вести всю финансово-хозяйственную деятельность. Без качественного менеджмента в спорте частные организации просто не смогут элементарно выжить в условиях рынка, а государственные структуры просто не смогут грамотно готовить спортсменов к крупнейшим международным соревнованиям.

На Западе спортивных менеджеров готовят уже десятилетия. Первые учебные заведения, реализующие соответствующие программы, появились в США и Канаде уже более 30 лет назад. Чуть позже их поддержали большинство стран Европы – Франция, Швейцария, Великобритания, Германия и др. Иностранные управленцы давно поняли, что спорт особая сфера, где должны работать люди, владеющие определенным набором знаний. Сегодня об этом заговорили и в Украине.

Донецкий государственный университет управления в 2012 году открыл первую в Украине образовательную программу «Международный спортивный менеджмент». Программа на сегодняшний момент реализуется на базе Центра последипломного образования ДонГУУ в рамках переподготовки специалистов по специальности «Менеджмент внешнеэкономической деятельности».

Донецкий государственный университет управления (ДонГУУ) – это высшее учебное заведение, аккредитованное по IV уровню. Имеет признание как на общегосударственном, так и на международном уровне. Специализируется по подготовке управленческих кадров, ориентированных на деятельность в условиях рыночной экономики Украины.

На протяжении 20 лет ДонГУУ уделяет огромное внимание развитию спорта, как профессионального, так и массового. В университете в разные годы обучались 2 чемпиона Олимпийских игр, чемпион Паралимпийских игр, 4 чемпиона Мира и Европы, 3 чемпиона всемирной универсиады, обладатель Кубка УЕФА по футболу, обладатель Кубка Европы по легкой атлетике. На базе ДонГУУ действует гандбольная команда «Шахтер-Академия» (трехкратный чемпион Украины), футбольная сборная ДонГУУ (двукратный чемпион студенческой лиги ФК «Шахтер»), аматорский хоккейный клуб «Кристалл».

В Украине профессии, связанные со спортивным менеджментом, довольно молоды, но уже достаточно востребованы. Спрос на профессионалов высокого международного стандарта велик и быстро растет. Данный вопрос становится особенно актуальным в свете проведения в Украине крупномасштабных международных спортивных проектов, таких как Чемпионат Европы по футболу (2012 г.), Финал Континентального кубка по хоккею 2012-2013 гг., Чемпионат мира по хоккею среди молодежных команд U-20 (2012 г.), Чемпионат мира по хоккею (2013 г.), Чемпионат мира среди молодежи по легкой атлетике (2013 г.), Чемпионат Европы по баскетболу (2015 г.).

Цель образовательной программы – подготовка высококвалифицированных специалистов в сфере управления международными спортивными мероприятиями, организациями и объектами.

Основные особенности содержательной части программы: инновационный подход к учебному процессу; гибкость и в то же время насыщенность учебных модулей по следующим содержательным блокам: менеджмент, маркетинг, экономика, финансы, право, коммуникации; участие в научно-практических конференциях и открытых круглых столах, тренингах и семинарах по проблемам управления в спортивной индустрии.

В рамках развития образовательной программы запланирован следующий календарный план мероприятий:

Год	Результат
2012	Открытие специализации «Международный спортивный менеджмент» в Центре последипломного образования ДонГУУ
2013	Открытие специализированной учебной аудитории в ДонГУУ
2013	Открытие специализации «Международный спортивный менеджмент» на ОКР «специалист»
2014	Открытие специализации «Международный спортивный менеджмент» на ОКР «Бакалавр»
2015	Открытие базе ДонГУУ полностью коммерческой программы по подготовке управленческих кадров в сфере спортивного менеджмента
2015	Открытие базе ДонГУУ кафедры «Международный спортивный менеджмент»

В условиях коммерциализации экономики спорта, становления спортивной отрасли как экономической категории именно спортивные менеджеры решают основные задачи формирования инфраструктуры, соответствующей общепринятым мировым и европейским стандартам. Поэтому изучение темы управления персоналом в рамках современной спортивной организации является как нельзя более актуальным на сегодняшний день.

ЖЕНЩИНЫ И СПОРТ ВЫСШИХ ДОСТИЖЕНИЙ

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Считается, что спорт – это изобретение мужчин. Тем не менее в реальности всё больше представительниц прекрасного пола покушаются на лавры второй половины человечества, целиком и полностью отдавая себя профессиональному спорту. Женский спорт, безусловно, более зрелищен, чем мужской.

Развитие спорта высших достижений сопровождается всё более активным вовлечением в него представительниц женского пола. Растёт количество соревновательных дисциплин, в которых женщины принимают участие. Касается это и лёгкой атлетики, где женщины участвуют практически во всех видах, в которых выступают мужчины. Женщины в лёгкой атлетике, помимо традиционных дистанций, принимают участие и в длинных бегах, таких как суточный бег, бег на 100 километров, бегают в гору, бегают с препятствиями, прыгают в длину, высоту, и с шестом. Также женщинам покорился тройной прыжок с разбега, спортивная ходьба на 20, 50, 100 километров, суточная ходьба. Больше не стоит вопрос о том, что физические возможности женщин имеют ограничения при занятиях спортом – даже на самом высоком уровне – в противовес тому, что утверждалось ранее, особенно медиками. Современное мнение медиков в любом случае, как и теория тренировок, имеет чёткое представление о возможностях женщин противостоять физическим и психологическим стрессам в спорте. Но в тоже время очевидно, что существуют значительные различия между мужчинами и женщинами, которые никто не будет отрицать и которые должны серьёзно рассматриваться при составлении планов тренировок.

Женщина по сравнению с мужчиной более вынослива, лучше приспосабливается к изменениям внешней среды (температурным сдвигам, голоду, кровопотере, некоторым болезням). Это даёт ей некоторое естественное превосходство над мужчиной и дарит большую продолжительность жизни. Несмотря на это, результаты в соревновательных дисциплинах значительно ниже, чем у мужчин. Обусловлено это физиологически: женское сердце меньше, чем мужское, объём лёгких уступает мужскому и уровень гемоглобина в крови несколько ниже. Кроме того, у женщин меньше мышечная масса (30 – 35% от веса тела) и тоньше мышечные волокна. Поэтому спортивные нормативы у женщин несколько иные. В связи с этим нагрузки в процессе тренировок должны отличаться от мужских по скорости, объёму и количеству повторений.

Циклический процесс женского организма также имеет значительное влияние на тренировки и соревнования и должен быть принят во внимание. Эти циклические процессы влияют на физические и психические возможности достижения результатов. Всё это доставляет большие сложности тренерам, работающим с женщинами. Однако практика показывает, что в процессе тренировки к этим изменениям организм спортсменок привыкает. И спортсменки в любое время готовы показать высокие, а иногда рекордные результаты.

Большое количество женщин успешно продолжали и продолжают свою лёгкоатлетическую карьеру после рождения ребёнка, и даже двух детей. Из российских спортсменок можно привести в пример таких чемпионок и рекордсменок, как Ирина Привалова, Светлана Мастеркова, Алина Иванова, Олимпиада Иванова, Елена Николаева и многих других. Елена Исимбаева в своем интервью тоже говорила о рождении ребёнка и возвращении в большой спорт.

Женщины в спорте заботятся о своей женственности и образе. Они больше заботятся о своём здоровье, чем мужчины, особенно принимая во внимание желание иметь семью. Как видно возраст женщин спортсменок возрастает, это тоже надо учитывать при составлении перспективных планов. Для прогресса в результатах в любом виде лёгкой атлетики в данной ситуации необходим:

- хороший медицинский контроль;
- распределение ролей в семье;
- гибкость в организации тренировочного процесса.

Чтобы в женском спорте высокий результат стал реальностью, необходим долгий творческий союз тренера и спортсменки.

Успех в женском спорте предопределяет:

- грамотный, профессиональный тренер,
- спортсменка, способная к этим занятиям,
- педагогически выверенный и правильно построенный учебно-тренировочный процесс, учитывающий индивидуальные и психические особенности спортсменки.

ВЗАИМОДЕЙСТВИЕ ОЛИМПИЙСКОГО ДВИЖЕНИЯ И МИРОВОЙ КУЛЬТУРЫ

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Сформировавшаяся к настоящему времени познавательная ситуация обязывает рассматривать регионально - исторический аспект олимпийского образования с широких методологических позиций, в рамках социально- философского и исторического подходов, на базе принципа единства логического и исторического.

Цель исследования: показать взаимодействие олимпийского движения с другими сферами культуры в XX веке.

Задачи исследования: определить место и значение олимпийского движения в образовании.

Научная новизна: попытка определить место и роль олимпийского движения в современной культуре и образовании.

Сегодня, наверное, трудно указать на какое-либо социальное явление, равнозначное в нашем сознании феномену культуры.

Как явление культуры, физическая культура имеет свой предмет, функции и результат, соотносимые с соответствующими характеристиками всей культуры в целом. Физическая культура - это и процесс специфической деятельности людей и ее результат, отражающий уровень не только личности, но и общества в целом. Значит, физическая культура представляет собой сложное материально-духовное образование.

Большинство исследователей связывают физическую культуру лишь с совершенствованием природной основы человека, его физической организации. Однако, будучи одной из человеческих и социальных ценностей, она выступает и как культура образа жизни людей, человеческого общества в целом.

Однако в настоящее время как в массовом, так и в теоретическом сознании все еще преобладает узкое понимание физической культуры лишь как двигательной активности человека. Между тем история и практика олимпийского движения позволяют расширить представление и осуществить серьезную аналитическую работу в переосмыслении социокультурного статуса физической культуры в общем историческом процессе.

Термин «олимпийское движение», широко применяемый в современном языке, достаточно многозначен: стоит лишь представить, какое количество предикаций с ним связано (олимпийскими являются движения и спортсмены, города и годы, идеалы и принципы, идеи и девизы, комитеты и музеи, академии и виды спорта и т.д.), чтобы оценить спектр его возможных смыслов и денотатов.

Философская антропология олимпийского движения фиксирует соответствующую педагогическую антропологию (которая, в свою очередь, является основанием олимпийского образования и олимпийской педагогики), ибо подлинная цель олимпийского движения заключается в том, чтобы способствовать построению лучшего мира путем воспитания молодежи средствами спорта.

Важный аспект олимпийского образования наряду с коррекцией самой спортивной субкультуры - общеобразовательный. Он представляется наиболее значимым, поскольку чрезвычайно широк по числу участников (все общеобразовательные учреждения страны, и в первую очередь школы) и содержателен в общекультурном плане. Все это задает чрезвычайно широкий контекст олимпийского образования. В частности, олимпийские знания после соответствующей трансформации могут быть легко транслированы в общеобразовательные дисциплины. Наиболее естественны такие дополнения в спортивных учебных заведениях. В общеобразовательной школе эффективно сочетание двух направлений олимпийского образования - контекстного и непосредственного. Контекстное направление реализуется в процессе преподавания на основе междисциплинарных связей большой группы школьных предметов, когда олимпийские знания, транслированные в конкретные дисциплины, трансформированы настолько, что не изменяют естественной органики преподавания: античное олимпийское движение (предметы: история, мировая художественная культура, история религии, математика, география, литература, физическая культура), современное олимпийское движение (предметы: человек и мир, новейшая история, этика, эстетика, физическая культура). Непосредственное олимпийское образование возможно и активно реализуется как система уроков олимпийских знаний.

В педагогической антропологии (Б.М. Бим-Бад) выделяют шесть атрибутивных элементов образования, инвариантных на протяжении всей истории его системной эволюции. Наложение этих атрибутивных черт формального образования на сферу олимпийского образования позволяет произвести соответствующую оценку уровня системной органики олимпийского образования.

1. Образование, прежде всего и по преимуществу - именно подготовка к участию в социальной жизни.
2. Образование дополняет стихийную, спонтанную, естественную, в частности семейную, социализацию, осуществляемую в ходе каждодневного бытия через диадку практического показа и подражания сообщением и усвоением концентрированного, специально отобранного знания.
3. Отбор содержания образования определяется более или менее осознанными его целями и принципами, то есть предполагает теоретически фундированный план образования, или его философию.
4. Образование осуществляется в школе как институции, обеспечивающей встречу сравнительно небольшого числа более совершенных и опытных людей (учителей, воспитателей) с одним или несколькими менее совершенными и опытными (учащимися, воспитуемыми).
5. Содержание образования сообщается и усваивается благодаря особому взаимодействию учителей и учащихся (преподаванию и учению), опосредствованному методом и технологией, при этом деятельность преподавания и деятельность учения тесно переплетаются.
6. Образование считается достигшим цели, реализовавшим план, приведшим к желательным результатам, только когда завершается публичной демонстрацией приобретенных совершенств - экзаменом, испытанием.

Речь в данном случае должна идти в первую очередь об аттестационных испытаниях в области олимпийских знаний. Испытательный (итоговый) компонент в системе олимпийского образования есть и представлен там разнообразными вариантами текстов, викторин, конкурсов знатоков олимпийского движения. Итоговая оценка вообще ориентирована на проверку широты и качества преимущественно знаний исторического плана (истории Олимпийских игр, истории международного и национального олимпийского движения); здесь слабо или вообще не артикулированы общекультурный и социальный планы (олимпийское движение как философия, этические и эстетические стороны, политические, экономические и экологические аспекты олимпийского движения). Преодоление гипертрофии исторического и артикуляцию социокультурных элементов можно рассматривать в качестве направления системной эволюции олимпийской аттестации. В конечном счете, конструктивен своеобразный компаративный мониторинг в рамках философии олимпийского образования, позволяющий непрерывно отслеживать становление и динамику системы олимпийского образования, и ее соответствие атрибутивным характеристикам формального образования.

Результаты исследования: с точки зрения структуры, олимпийское движение как элемент входит в состав физической культуры, которая, в свою очередь, является частью общей культуры человечества. Значит, на олимпийское движение распространяются все основные законы и закономерности, присущие культуре вообще. Олимпийское движение является частью мировой культуры, и можно сказать, что на его основе сформировалась специфическая олимпийская культура и образование.

МЕСТО СПОРТА В РАЗЛИЧНЫХ СИСТЕМАХ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

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Спорт в системе образования традиционно ответствен за физическое развитие и физическую подготовку молодого поколения. В РФ оно функционирует и развивается на основе опыта и традиций советского физического воспитания. Теоретико-методические основы и содержание этой системы были ориентированы на подготовку подрастающих поколений к определенным условиям жизни. Воспитание нового, всесторонне развитого человека – одно из необходимых и решающих условий успешного развития современного общества. Развитие науки и передовой практики физического воспитания значительно расширило представление о роли двигательной деятельности, в частности физических упражнений, в развитии и укреплении биологических и психических процессов, происходящих в организме человека.

Никто не может сравниться с преобразующей силой физической культуры и спорта. Эта сила делает неуклюжего – ловким, медлительного – быстрым, слабого – сильным, всегда жалующегося на усталость – выносливым, болезненного – здоровым. Хорошая физическая подготовка позволяет быстрее осваивать новые сложные производственные профессии; она же стала одним из решающих факторов подготовки летчиков, космонавтов, военных. Физическая культура и спорт способствуют развитию интеллектуальных процессов – внимания, точности восприятия, запоминания, воспроизведения, воображения, мышления, улучшают умственную работоспособность. Здоровые, закаленные, физически развитые юноши и девушки, как правило, успешно воспринимают учебный материал, меньше устают на уроках в школе, не пропускают занятий из-за простудных заболеваний. Многолетняя практика показала, что физическая культура способствует также умственному развитию, воспитывает ценные моральные качества – уверенность, решительность, волю, смелость и мужество, способность преодолевать препятствия, чувство коллективизма, дружбы. К сожалению, далеко не все учащиеся старших классов понимают значение физического воспитания. Многие из них ограничиваются только посещением обязательных уроков физкультуры. Это ни в коей мере не может компенсировать недостаточность двигательной активности старшеклассников, в результате чего возникает излишняя полнота, отставание в физическом развитии, снижается умственная работоспособность.

Современное содержание образования в области физической культуры нацеливает не только на то, чтобы выпускник школы вышел в жизнь с достаточной физической подготовленностью, но и на то, чтобы он был действительно образованным в физической культуре: владел средствами и методами работы со своим телом, знал его и не боялся; владел средствами и методами укрепления и сохранения здоровья, повышения функциональных возможностей основных систем организма; умел организовывать и грамотно проводить свои занятия физическими упражнениями. Сегодня школьная физическая культура все больше становится ответственной за формирование у школьников ориентации на здоровый образ жизни. Для нынешнего поколения России эта ориентация жизненно необходима против растущей опасности наркомании, алкоголизма, никотиновой зависимости. Занятия физической культурой в школе учат школьника самоконтролю, самокритике, т. е. ценить время, организовывать распорядок дня, без чего невозможна нормальная жизнь любого человека. Современное содержание предмета физической культуры в школе должно исходить из следующего условий:

- физическая культура должна удовлетворять интересам общества во всестороннем физическом развитии школьников;
- физическая культура должна использоваться как средство организации здорового образа жизни человека, укрепления здоровья и поддержания долголетия;
- физическая культура должна способствовать индивидуальному развитию культуры собственного тела школьника, возможности активно включаться в разнообразные трудовые, физкультурно-спортивные и культурные мероприятия;
- физическая культура должна обеспечивать формирование знаний, умений и навыков в организации и проведении самостоятельных форм занятий, чтобы использовать физические упражнения для целенаправленного развития физических качеств, двигательной подготовки и культуры движений, формирования осанки и телосложения;
- физическая культура должна развивать мышление, учить межличностному общению, уважению к себе и окружающим, давать возможность для самовыражения и содействовать самоопределению. Исходя из этого можно

сделать вывод о том, насколько важна роль физической культуры в формировании личности обучающихся, их интересов и творческих способностей, в совершенствовании двигательных и психофизиологических качеств, в укреплении здоровья и профилактики заболеваний школьников. Физическая культура – это развитие физического и духовного в человеке, это способ жизни и способ развития целостной личности. Поэтому в структуре общего среднего образования предмет «Физическая культура» должен занимать одно из ведущих мест среди других предметов и способствовать решению важных общепедагогических задач. Физическая культура не должна быть лишь школьным предметом, она должна быть образом жизни детей.

Для этого необходимо преодолеть устаревшие традиционные формы, методы и средства педагогической деятельности, при которых наша физическая культура оставалась бы в школьном образовании лишь как процесс физической подготовки и средство укрепления здоровья школьников. Решая традиционные задачи по формированию двигательных навыков, воспитанию физических качеств и координационных способностей, многие учителя зачастую забывают о формировании положительного отношения и интереса школьников к занятиям физическими упражнениями и урокам физической культуры. Одной из главных задач учителей физической культуры общеобразовательных школ должна стоять задача по формированию у учащихся положительного отношения к физической культуре. Для решения этой задачи необходимо использовать разнообразие всех доступных средств и методов.

Активность учащихся во многом зависит от многих факторов, основными из которых являются: правильная постановка задач урока, создание положительного эмоционального фона, оптимальная загруженность школьников на уроке.

Создание положительного эмоционального фона имеет исключительное значение. Как правило, он формируется у школьников еще до начала урока и должен сохраняться на всем его протяжении. Однако эмоциональный фон может меняться по ходу занятия. Это зависит от самочувствия учеников, их интереса к физической культуре как к предмету, к физическим упражнениям, конкретному уроку или личности учителя, от оценок их деятельности, настроения, поведения и самочувствия учителя. Урок физической культуры всегда приносит удовлетворение и радость, если школьники двигаются, а не сидят, скучая на скамейках, если они видят учителя в хорошем настроении, понимают его шутки, знают и наглядно ощущают результаты своего труда. Важно, чтобы строгость, точность и четкость действий учителя перемежались улыбками, словами поощрения учеников за их успехи, подбадриванием их при временных неудачах.

Существует множество способов разнообразить проведение уроков: использовать фронтальную, групповую или круговую организацию занятий; включать различные новые физические упражнения; менять обстановку, условия урока (например, переходить из спортивного зала на воздух); использовать игровой и соревновательный методы, командные спортивные игры для повышения двигательной активности и достижения удовлетворенности уроками физической культуры.

Игра – это привычная форма занятий для школьников. Для детей младшего школьного возраста это не только развлечение, но и способ развития. С помощью игр, требующих проявления двигательной активности, ученики усваивают правила и нормы рациональных форм движений, развивают психические и физические качества, коммуникативные способности. На уроках с младшими школьниками важно использовать сюжетные игры, при этом учитель, создавая определенный игровой сюжет деятельности для учеников, включает в содержание урока программный учебный материал. Применяя такой метод, учитель сам должен стать участником игры, поверить в реальность создаваемых им образов и выполнять соответствующую сюжету роль. С повышением возраста школьников следует использовать игры, отличающиеся все большей реалистичностью. Это могут быть разнообразные спортивные игры, вначале с упрощенными правилами, а затем полностью соответствующие реальным требованиям.

Подвижные игры и занятия командными видами спорта на уроках физической культуры развивают дух коллективизма, сотрудничества. Среди командных спортивных игр баскетбол занимает одно из самых почетных мест. Он был придуман в конце XIX века преподавателем физической культуры в американском колледже Спрингфилд. В системе физического воспитания баскетбол приобрел огромную популярность из-за экономической доступности игры, высокой эмоциональности, большого зрелищного эффекта и самое главное, что эта игра благоприятно воздействовала на организм человека. Баскетбол как нельзя лучше отвечает нынешнему времени. Трудно отыскать еще такой вид спорта, в котором сочетаются скорость, выносливость, сила, ловкость и самое главное, ум. Баскетбол как нельзя лучше способствует всестороннему физическому развитию, так как основу баскетбола составляют простые естественные движения – прыжки, бег, передачи и броски.

Основу соревновательного метода составляет рационально организованный процесс состязания, соперничества, борьба за первенство и высокие достижения. Школьник соревнуется не только с другими, но и с самим собой, стремясь превзойти свой спортивный результат или показатели в подготовительных упражнениях. Соревновательный метод усиливает воздействие физических упражнений и способствует максимальному проявлению функциональных возможностей организма, тем самым способствуя их наивысшему развитию.

Таким образом, физическая культура, являясь частью культуры общей, способствует развитию и подготовке школьников к дальнейшей самостоятельной жизни, а спорт является так называемой «школой жизни». Ведь в спорте учатся не только играть в тот или иной вид игровой деятельности (если речь идет об игровых видах спорта), но и работе в команде, тактике, стратегии, учатся проигрывать и побеждать, строить отношения с соперниками и отношениям в своей команде (особенно в соревновательной деятельности), принимать самостоятельные решения не только в игре, но и в жизни и многому другому.

Занятия физической культурой и спортом формируют здоровое честолюбие, чувство собственного достоинства, способность держать удар, причем не только в спортивном зале, подводят к духу честной конкуренции, что особенно важно для подрастающего поколения в современной России.

Школьная физическая культура закладывает основу для формирования личностных свойств, таких как трудолюбие, позитивная активность, стремление не отставать от других. Это эффективное средство направления энергии школьников в конструктивное русло. При этом поведение, знания и умения, личный пример учителя физической культуры становятся для школьников более значимыми ориентирами, чем наставления и назидания. И если учитель физической культуры поможет сформировать у учащихся потребности к постоянному самообразованию и самосовершенствованию, то им будет легче осознать и принять для своей жизни такие социальные понятия, как дружба, равноправие, справедливость, красота, право на интересную жизнь, свобода и счастье.

НЕОБХОДИМОСТЬ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ СПЕЦИАЛИСТОВ СПОРТИВНОГО ПРОФИЛЯ

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Развитие современного общества связано с интенсивным процессом его информатизации, особенно в сфере образования. Массовое внедрение информационных и коммуникационных технологий, компьютеризация и всевозрастающая наукоемкость в спорте требуют повышения фундаментальной подготовки специалистов. Сложность, многогранность и ответственность в профессиональной деятельности предъявляют высокие требования к выпускникам спортивных ВУЗов. Специалист спортивного профиля должен иметь глубокую общенаучную, общетехническую и специальную подготовку. Добиться этого – задача всего преподавательского состава Поволжской государственной академии физической культуры, спорта и туризма. Решать ее приходится при возрастающих объемах информации, которую должны усвоить студенты-спортсмены. В связи с этим возникает противоречие между сроками обучения, с одной стороны, и объемом информации – с другой. Увеличение сроков обучения является неприемлемым. Следовательно, решение этой проблемы надо искать на пути интенсификации и рациональной организации образовательного процесса в Поволжской ГАФКСиТ. Одним из путей решения этой задачи, по оценкам ряда отечественных и зарубежных ученых, является применение современных образовательных технологий в педагогическом процессе.

Цель – теоретическое обоснование необходимости и сущности применения современных образовательных технологий в процессе обучения специалистов спортивного профиля.

Достижению цели и решению способствовало использование комплексной методики, включающей скоординированное применение различных методов: общетеоретических (анализа, синтеза, классификации, сравнения, обобщения, систематизации и др.); педагогических (педагогического наблюдения, беседы, изучения результатов деятельности, изучения и обобщения опыта и др.); социологических (анкетирования).

Противоречия. В ходе анализа практики комплексного использования современных образовательных технологий при обучении специалистов спортивного профиля были выявлены противоречия между:

- растущими требованиями к объему знаний, навыков и умений специалиста спортивного профиля и ограниченным временем на его подготовку;
- требованиями к педагогической деятельности и уровнем квалификации преподавательского состава;
- содержанием, сложностью профессиональной деятельности специалиста спортивного профиля и возможностями ее моделирования в образовательном процессе.

Социальные предпосылки. К социальным предпосылкам появления и активного применения в подготовке специалистов спортивного профиля современных образовательных технологий обучения отнесены следующие:

- усложнение социального заказа спортивным образовательным учреждениям – подготовка не просто самостоятельно мыслящих граждан, высококвалифицированных специалистов, компетентных в сфере будущей профессиональной деятельности, но и высоконравственных, духовно развитых и готовых к инновациям, совместной деятельности, общению и сотрудничеству, работе в нестабильных и быстро меняющихся условиях с проявлением инициативы и творчества;
- утверждение гуманистического приоритета в образовательных целях – личностного и профессионального развития личности будущего гражданина и специалиста спортивного профиля в ходе реализации и усвоения государственного образовательного стандарта;
- гуманитаризация образовательной среды в единстве с активно развивающимися современными образовательными технологиями.

Активное применение современных образовательных технологий (информационных, социальных, коммуникативных и др. видов) в подготовке специалистов спортивного профиля может достичь следующих результатов:

- повысить качество образовательного процесса, сделать процесс обучения специалистов спортивного профиля комфортным и эффективным. Внедрение современных образовательных технологий в состоянии обеспечить такое повышение, так как эффективность учебного процесса увеличивается за счет представления и усвоения большого количества информации в единицу времени, самоорганизации образовательной деятельности, изменяется позиция всех субъектов. Повышается доступность учебных материалов и другой информации, свобода выбора способов и условий освоения образовательных программ;
- оптимизировать расходы на обеспечение подготовки специалистов спортивного профиля. Более эффективный образовательный процесс снижает нагрузку на преподавателя и студента, позволяет оптимизировать образовательные ресурсы, сокращает время на репродуктивные виды работы;
- повысить уровень общей культуры специалиста в работе с информацией, техникой и людьми. Владение общими компетенциями (учебными, социальными, коммуникативными, личностными) повысит готовность учиться в течение всей жизни и осваивать новые профессиональные компетенции.

Однако активное и широкое применение современных образовательных технологий в практике подготовки специалистов спортивного профиля – не самоцель, а средство повышения педагогического мастерства преподавателей и эффективности деятельности студентов в достижении более высоких образовательных результатов, расширения возможностей для выбора более эффективных способов решения образовательных задач и оптимального использования ресурсов.

В процессе написания данной статьи было проведено анкетирование преподавателей Поволжской ГАФКСиТ. При составлении анкет было предусмотрено получение некоторых фактических данных о стаже педагогической деятельности преподавателей, об их отношении к использованию современных образовательных технологий, выяснение наиболее характерных затруднений. Анонимность анкетированных позволила получить объективные ответы на предложенные вопросы.

Как показал анализ анкетных данных, 38% преподавателей, независимо от педагогического стажа, испытывают большие затруднения при использовании современных образовательных технологий. Это связано с непониманием ими сущности современных образовательных технологий, незнанием их видов, особенностей и структуры применения, отсутствием методики, методических разработок и рекомендаций, психической и педагогической неподготовленностью преподавателей, слабой мотивацией, предубеждениями и др.

Проведенный опрос преподавателей Казанского высшего военного командного училища и Казанского государственного медицинского университета свидетельствует о том, что современные образовательные технологии используются редко. Кроме того, у многих педагогов отсутствует постоянная потребность в их применении. Они указывают следующие причины, которые влияют на частоту их применения: «нет качественного научно-методического сопровождения»; «отсутствует блок педагогического мониторинга»; «низкая компьютерная культура участников компьютеризации процесса обучения».

Алгоритм применения. Исходя из результатов изучения педагогической литературы (С. Л. Вигман, Л. В. Макара, С. А. Мухина, М. М. Смолкин), представляется, что планирование использования современных образовательных технологий при обучении специалистов спортивного профиля должно осуществляться преподавателями следующим образом:

1. Исследование задач, которые могут решаться с помощью современных образовательных технологий.
2. Выявление функций, которые должны выполнять современные образовательные технологии в изучении учебных дисциплин.
3. Определение видов современных образовательных технологий, оптимально выполняющих выявленные задачи и функции.
4. Использование преподавателем современных образовательных технологий наряду с традиционными методами в изложении материала так, чтобы это было не в ущерб основным целям и задачам, а логично дополняло и подкрепляло ход занятий.
5. Повышение квалификации преподавателей для эффективного использования соответствующих современных образовательных технологий.

6. Составление учебных программ и тематических планов, закрепляющих использование современных образовательных технологий при обучении специалистов спортивного профиля.

7. Разработка необходимых тестирующих программ, обеспечивающих проверку знаний студентов по определенным темам.

Использование современных образовательных технологий в обучении специалистов спортивного профиля помогает преподавателю проводить занятия в соответствии с современными требованиями, повышать свое педагогическое мастерство, быть в курсе новых информационных технологий. Четко организованные занятия с использованием современных образовательных технологий освобождают время для дополнительной подачи материала, для самостоятельной работы студентов, использование тестовых заданий помогает преподавателю объективно и быстро оценивать знания.

Практические рекомендации. Педагогический опыт автора и анализ педагогической литературы позволили сформулировать практические рекомендации по совершенствованию обучения специалистов спортивного профиля на основе использования современных образовательных технологий:

- регулярное проведение совещаний, семинаров, конференций, посвященных обобщению передового опыта;
- разработка и внедрение в образовательную практику теоретико-методологического и информационно-методического сопровождения процесса обучения специалистов спортивного профиля на основе использования современных образовательных технологий;
- поиск возможностей подготовки и регулярного издания материалов о передовом опыте педагогических коллективов по совершенствованию обучения специалистов спортивного профиля на основе использования современных образовательных технологий.

В заключение отметим: чтобы самую строгую инструментальную технологию наполнить человеческим содержанием и смыслом, вдохнуть в нее жизнь, нужно ее в какой-то мере сделать авторской, учесть индивидуально-типологические особенности студентов-спортсменов, обстоятельства реального жизненного окружения и образовательной среды, психологические и личностные особенности самого преподавателя.

АНГЛИЙСКИЙ ЯЗЫК КАК СРЕДСТВО МЕЖКУЛЬТУРНОГО ЯЗЫКОВОГО ВЗАИМОДЕЙСТВИЯ НА СПОРТИВНЫХ СОРЕВНОВАНИЯХ МЕЖДУНАРОДНОГО УРОВНЯ

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Актуальным на сегодняшний день является реализация комплекса мер по подготовке и проведению XXVII Всемирной летней универсиады 2013 года в Казани. Данные мероприятия являются одной из составляющей стратегической цели государственной политики в сфере физической культуры и спорта, обозначенной Концепцией долгосрочного социально-экономического развития до 2020 года, утвержденной правительством Российской Федерации.

Цель – это осознание условий, ориентирующих граждан на здоровый образ жизни, в том числе на занятие физической культурой и спортом, развитие спортивной инфраструктуры, а также на повышение конкурентоспособности российского спорта.

Достойно подготовиться к универсиаде и провести ее на высоком уровне – стремление всех Татарстанцев. Универсиада меняет облик города и качество жизни его жителей. Значительно обновляется спортивная инфраструктура вузов столицы республики. Спортивные объекты, построенные к Играм, передаются в пользование вузам и спортивным школам города. Принимая во внимание развитие спортивной инфраструктуры и создание студенческого городка, в Казани создана Поволжская государственная академия физической культуры, спорта и туризма – принципиально новый спортивный научно-образовательный вуз. Цель академии – стать ведущей базой подготовки специалистов в области спорта и резерва сборных команд России к крупнейшим международным соревнованиям по летним видам спорта. В соответствии с требованиями FISU подготовка к Студенческим играм подразумевает проведение тестовых соревнований на базе новых спортивных объектов. Важность таких соревнований определяется возможностью опробовать готовность спортобъектов, системы логистики, технических систем, организаторов и волонтеров к встрече Игр 2013 года.

Волонтеры – одна из основополагающих сил при проведении такого масштабного мероприятия как Универсиада. Подготовкой волонтеров для Всемирных студенческих игр занимается АНО «Исполнительная дирекция «Казань 2013» в соответствии с Планом подготовки и проведения XXVII Всемирной летней Универсиады 2013 года в г. Казани.

В качестве волонтеров будут работать и студенты Поволжской государственной академии физической культуры, спорта и туризма. Волонтеры задействованы на таких направлениях, как аккредитация, встречи и проводы, атташе, транспорт, транспортное бюро, протокол, помощь в офисе FISU, размещение, управление Деревней Универсиады, питание, информационные стойки и др.

Работа волонтеров по многим направлениям требует от них коммуникативного владения иностранным языком. Иностранный язык служит средством не только межличностного, но и межнационального, межгосударственного и международного общения. Английский язык является одним из самых важных критериев для отбора в состав волонтеров для организации и проведения Универсиады 2013 в Казани. В целях подготовки к Универсиаде 2013 по инициативе кафедры иностранных языков Поволжской ГАФКСиТ в ООП ВПО были включены дисциплины «Олимпийское волонтерство (на английском языке)» и «Английский язык для спортивных волонтеров». Основными целями освоения дисциплин являются: формирование языковой компетентности как компонента профессиональной компетентности; формирование навыков иноязычного общения, необходимых для волонтерской деятельности во время спортивных событий; развитие профессиональных компетентностей и способностей, необходимых в деловом общении; знание речевого этикета в ситуациях межкультурного делового общения.

В рамках подготовки к Универсиаде ППС кафедры также осуществляет подготовку студентов по иностранным языкам на дополнительных курсах обучения.

Обучение ведется на основе современных коммуникативных методик с применением информационно-коммуникационных образовательных средств. Первостепенное значение приобретает функция иностранного языка как средства формирования профессиональной компетентности, т.е. интереса к будущей профессии и стремления получить знания по возможно большему числу коммуникационных каналов, одним из которых в таком

случае становится владение иностранным языком, обеспечивающее возможность знакомства с достижениями в профессиональной области за рубежом.

Студенты академии имеют уникальную возможность постоянно совершенствовать свои навыки иностранного языка путем общения с зарубежными гостями и спортсменами на различных спортивных мероприятиях и турнирах, проводимых в стенах академии, посредством живого общения на видеоконференциях со студентами зарубежных вузов-партнеров, путем участия в различных конкурсах, олимпиадах и конференциях. Прошедшие тестовые испытания студенты направления подготовки «Туризм» успешно работали в различных департаментах во время проведения заседаний АТЕС 2012 года в Казани. Ежегодно студенты участвуют во Всероссийском конкурсе на знание иностранных языков «Полиглот». По итогам конкурса отобраны студенты, которые станут волонтерами Универсиады 2013 по направлению «Лингвистические услуги» и «Атташе». Наличие таких волонтеров позволит эффективно и качественно выстраивать коммуникации с клиентскими группами: спортсменами и гостями Всемирной летней Универсиады в Казани.

В текущем году кафедрой иностранных языков совместно с Дирекцией был проведен II Региональный открытый конкурс «Learn to win!» для учащихся старших классов в рамках программы подготовки волонтеров XXVII Всемирной летней Универсиады 2013 года в Казани. Основными целями проведения конкурса являлись: выявление степени сформированности коммуникативных умений; повышение интереса учащихся к дальнейшему изучению иностранного языка; выявление одаренной молодёжи и формирование потенциала для волонтерской деятельности на Универсиаде 2013.

Мы верим, что после завершения Универсиады Казань станет одним из современных центров российского спорта, который способен принимать соревнования различного уровня, а полученный опыт и наследие станут мощным стимулом для развития современного студенческого спорта и модернизации всей системы физкультуры и спорта в нашей стране.

ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА СПЕЦИАЛИСТОВ В ОБЛАСТИ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В ГЕРМАНИИ

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В некоторых европейских странах переход к знаниевой экономике сопровождается быстрым технологическим развитием. Однако все более насущным становится вопрос об успешном старте молодого специалиста на рынке труда. Изменения в обществе приводят и к изменениям в области образования. Какие профессии являются наиболее востребованными – проблема, которая стоит перед многими молодыми людьми. Спортивное образование в данном случае не исключение.

Большой интерес для нас представляет изучение состояния подготовки кадров в области физической культуры и спорта в высших учебных заведениях Европы.

Целью нашей работы является исследование профессиональной подготовки студентов немецких университетов, обучающихся по спортивным программам.

Согласно докладу Федерального министерства образования и науки Германии, целью профессионального образования является создание важнейшей системы начального и непрерывного профессионального образования и полное интегрирование ее с другими областями образования и подготовки. Основное внимание уделяется двум направлениям: постоянному улучшению перехода к профессиональному образованию; повышению привлекательности системы двойного профессионального образования, особенно для талантливой молодежи.

Всего в Германии 412 высших учебных заведений, из них 177 университетов. По направлениям физической культуры и спорта обучается 26677 человек, в том числе 26524 студента получают высшее образование в университетах (по статистике 2010 года).

Рассмотрим профессиональную подготовку бакалавров спорта на примере университета Лейпцига.

Лейпцигский университет является важным средоточием обучения и исследования в области спортивной науки, имеет отличную репутацию не только в стране, но и за ее пределами. Факультет спортивной науки был реорганизован в 1993 году. Большое количество студентов, обучающихся на факультете, иллюстрирует огромный интерес к получению образования в области спортивной науки в Лейпциге. Данный факультет включает следующие институты: Институт спортивной психологии и физического воспитания, Институт спортивной медицины и профилактики, Институт тренировки и общественного здоровья, Институт общей кинезиологии и подготовки спортсменов, два Института науки движения и тренировочного процесса в спорте.

Бакалавр спортивной науки, так же как и бакалавр в области педагогического образования, в процессе обучения изучает гуманитарные, социальные дисциплины, естественнонаучные предметы и спортивную медицину, проходит обучение по курсам, связанным со спортом и тренировочной деятельностью. Бакалавр, осуществляющий подготовку по направлению спортивного менеджмента, обучается на стыке экономических и спортивных наук.

В качестве базовых навыков, получаемых студентами в процессе университетского образования, выступают физическое воспитание, психология спорта, философия спорта и дидактика спорта; биология спорта, спортивная биомеханика, спортивная моторика, естественные науки; специальные спортивные дисциплины (игры, командные виды спорта, гимнастика, акробатика, танцы, зимние виды спорта, легкая атлетика, боевые искусства, плавание и т.д.).

За время обучения студент должен получить 180 бонусных баллов, из которых не менее 60 баллов должны быть заработаны в ходе изучения спортивных дисциплин. Интересен тот факт, что на учебу в университет Лейпцига на факультет спортивной науки абитуриенты принимаются через онлайн офис, где они подают заявку на прохождение теста профессиональной пригодности и способности к обучению на данном факультете. Целью определения практической спортивной пригодности является рассмотрение спортивной физической компетенции поступающих в университет абитуриентов.

Следует отметить заинтересованность университета в международных студенческих обменах, а также в международных исследовательских программах для ученых и тренеров. Кроме того, студенты факультета спортивной науки принимают участие в исследовательских программах университета в области спорта, здравоохранения и спортивного отдыха.

Изучение и анализ подготовки студентов на факультете спортивной науки в университете Лейпцига позволяет увидеть востребованность специалистов спорта и физической культуры для рынка труда и общества в целом. Подготовка бакалавров ведется в соответствии с современными требованиями. А выпускники факультета задействованы в различных областях общественной жизни страны: в профессиональной деятельности, в сфере досуга, развлечений, образования и здравоохранения.

СТУДЕНЧЕСКИЙ СПОРТ И ПОДГОТОВКА СПОРТИВНЫХ СУДЕЙ ПО БАСКЕТБОЛУ

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Система подготовки судейских кадров в баскетболе, особенно молодых, развивается не столь динамично, как сам баскетбол. Стремительное развитие баскетбола привело к возникновению противоречия между требованиями, предъявляемыми к уровню подготовленности спортивных судей, и реальными их возможностями осуществлять данный вид деятельности. Основной причиной возникновения данного противоречия является несовершенная методика подготовки судей по спорту, которая на протяжении многих лет остается практически неизменной. Это наглядно показали проведенные нами исследования и результаты анкетирования судей РФБ. К сожалению, и опытные судьи, в отличие от начинающих, менее мотивированы к судейской работе вследствие отсутствия конкретной цели или просто нежелания дальнейшем профессионального роста.

Анализ литературных источников и анкет судей РФБ показал, что на качество судейства отрицательно влияет низкий уровень физической и психологической подготовленности начинающих судей. Психическая неустойчивость, подверженность воздействию внешнего психологического давления, неумение бороться с усталостью, недостаточный уровень общей физической подготовленности существенно влияют на качество судейства и, следовательно, на результат игры. Поэтому надлежащая психофизическая подготовка наряду с профессиональной подготовкой являются важной предпосылкой успеха баскетбольного судьи.

В настоящее время обучение, селекция и отбор судей по баскетболу в основном происходит на турнирах, судейских семинарах, где очевиден различный уровень подготовленности начинающих судей из разных регионов. Из этого можно сделать вывод о необходимости разработки единой программы подготовки судей, которая включала бы в себя обучение, как начинающих, так и опытных арбитров во всех региональных федерациях баскетбола. К тому же такая программа способствовала бы привлечению опытных и авторитетных судей к ее реализации в качестве наставников и учителей начинающих судей, а впоследствии они и сами смогли бы продолжить свою судейскую карьеру в качестве комиссаров, инструкторов, инспекторов, членов просмотрной комиссии и т.д.

Целью исследования является теоретическое обоснование и разработка программы подготовки начинающих судей по баскетболу.

Программа подготовки судей предполагает систематическую и последовательную работу. Предлагается четырехлетний курс подготовки начинающего арбитра. Его можно вести как факультативно в вузах, колледжах и техникумах физической культуры, так и при региональных федерациях баскетбола (в школах молодого арбитра), а также в спортивных школах и в профильных классах общеобразовательных учреждений.

Задачи программы:

- создание общего представления о профессиональной деятельности баскетбольного судьи, раскрытие ее сущности;
- формирование у начинающих судей системы знаний, умений и судейской практики;
- мотивация опытных арбитров, заканчивающих судейскую карьеру к работе с молодыми, начинающими судьями в качестве наставников;
- расширение судейского контингента в регионах;
- усиление роли и активизация деятельности региональных федераций баскетбола;
- совершенствование системы подготовки арбитров РФБ;
- повышение качества судейства соревнований РФБ;
- популяризация баскетбола в регионах и стране.

Результаты исследования. Программа включает в себя теоретическую и практическую части: изучение правил игры, их интерпретацию, двойную и тройную механику судейства, методику работы и взаимодействия судей на площадке и секретарской бригады, психологическую подготовку, практическое судейство игр разного уровня с последующим разбором на видео, ознакомление с основами методики физической подготовки баскетбольного судьи. В программе рассматриваются также вопросы воспитания личности судьи в коллективе, его роль в процессе управления игрой. В целом программа направлена на начальную подготовку судей по баскетболу, формирование у них мотивации на профессиональную судейскую деятельность, целенаправленный отбор и селекцию судей.

В региональных коллегиях, где уже функционируют школы молодого (начинающего) арбитра, существует база для работы и преподавательские кадры, достаточно предложить единую программу обучения, методические материалы и провести организационную работу по реализации программы. Данная работа не потребует значительных затрат, т.к. сама по себе она уже ведется на местах, остается только ее организовать, упорядочить и осуществлять контроль. Для тех регионов, где нет судейской школы, необходимо будет рассмотреть вопрос о внедрении системы обучения (включая дистанционное) на основе программы подготовки начинающих судей.

Как один из вариантов обучения в подготовке начинающих судей может использоваться дистанционное обучение. Особенностью дистанционного образования является возможность обучения и контроля судейской деятельности посредством Интернета и программы Skype. Для этого необходимо создать интернет-страницу по подготовке, привлечению и обучению будущих судей дистанционным способом на базе судейского сайта РФБ.

На сайте создается учебный курс, который включает в себя материалы по методике судейства, трактовке, применению и интерпретации правил игры, рекомендации по самостоятельной физической и психологической подготовке, организации деятельности судьи по баскетболу. При этом необходимо наличие обратной связи, чтобы в процессе обучения судья мог задавать вопросы, а преподаватели могли контролировать выполнение поставленных задач.

Каждый слушатель считается прошедшим обучение успешно после сдачи теоретического экзамена (дистанционно) и нормативов по физической подготовке на месте в своем городе. Учебный материал должен быть преподнесен таким образом, чтобы он был удобен для восприятия с экрана монитора компьютера. Важным является вовлеченность в этот процесс заинтересованных людей в регионах, а именно руководителей и представителей региональных организаций, непосредственно проводящих игры, а также местных коллегий судей. Поскольку дистанционно можно дать только учебный материал и задания для слушателей курсов, контроль можно осуществлять только на местах с привлечением руководителей судейских центров, утвержденных СК РФБ. В реализации этого проекта невозможно обойтись без активного участия представителей местных федераций баскетбола и региональных судейских организаций. К реализации программы подготовки начинающих судей необходимо также привлекать комиссаров, опытных судей, инструкторов и наставников.

Программа подготовки начинающих судей заканчивается теоретическим экзаменом и практическим судейством тренировочных и официальных игр. Таким образом, внедрение по всей стране единой программы подготовки, системы отбора и обучения начинающих судей с единым центром управления и контроля позволит в незначительные сроки повысить уровень судейства в баскетболе по всей стране. При этом информация о начинающих судьях будет собираться в базе данных. Это впоследствии позволит создать единую базу данных баскетбольных арбитров РФБ.

Между тем необходимо понимать, что подготовку спортивного судьи нельзя поставить на конвейер. Она очень специфична и сопряжена со многими жесткими требованиями, которые предъявляются к специалисту, и не каждый начинающий судья может справиться с ними. К ним можно отнести: противостояние стрессам, быстроту и адекватные реакции на игровые ситуации, хороший уровень физической подготовленности, мобильность, коммуникабельность, внешний вид, пунктуальность и другие.

Примерное распределение компонентов подготовки начинающих судей по баскетболу по годам обучения

№ п/п	Виды подготовки	Всего часов	1-й год обучения	2-й год обучения	3-й год обучения	4-й год обучения
1	Теоретическая подготовка	160	60	40	40	20
1.1	Правила игры	35	10	10	10	5
1.2	Интерпретация правил	25	10	5	5	5
1.3	Техника и тактика игры	20	10	5	5	-
1.4	Механика судейства	23	10	5	5	3
1.5	Жесты и сигналы	22	10	5	5	2
1.6	Предыгровая беседа	35	10	10	10	5
2	Физическая подготовка	240	60	60	60	60
2.1	Общая физическая подготовка	160	40	40	40	40
2.2	Специальная физическая подготовка	80	20	20	20	20
3	Психологическая подготовка	160	40	40	40	40
3.1	Психология общения	40	10	10	10	10
3.2	Управление конфликтами	40	10	10	10	10
3.3	Мотивация	40	10	10	10	10
3.4	Аутогенная тренировка	20	5	5	5	5
3.5	Идеомоторная тренировка	20	5	5	5	5
4	Практическая подготовка	600	120	140	160	180
4.1	Судейство игр	420	90	90	120	120
4.2	Механика судейства	60	10	20	10	20
4.3	Жесты и сигналы	40	10	10	10	10
4.4	Видеоанализ (беседа)	80	10	20	20	30
5	Тестирование, анкетирование	40	10	10	10	10
6	Самостоятельная работа	400	80	100	100	120
	Итого часов:	1600	370	390	410	430

СОСТОЯНИЕ И ТЕНДЕНЦИИ РАЗВИТИЯ СТУДЕНЧЕСКОГО СПОРТА В КУЗБАССЕ

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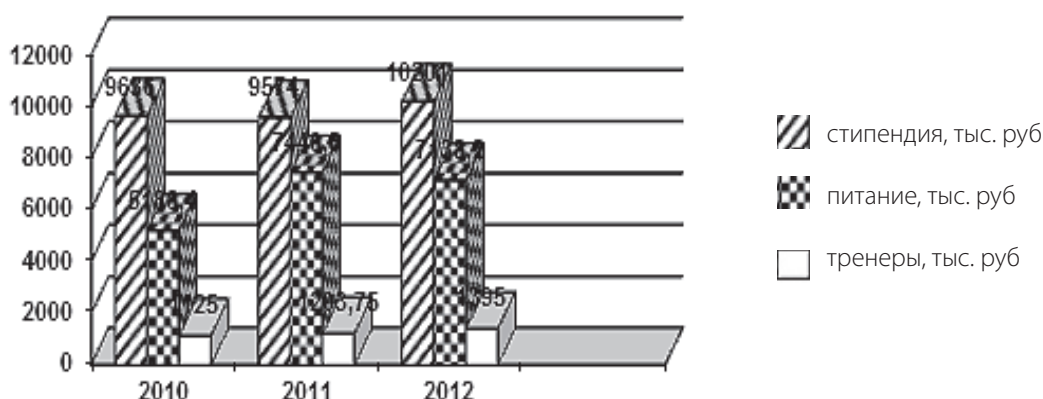
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Вопросам развития физической культуры и спорта в студенческой среде в последнее время уделяется особое внимание на всех уровнях власти. Студенческий спорт – это мощный механизм, позволяющий формировать всесторонне развитую личность.

Физическое воспитание студенческой молодежи представляет собой неотъемлемый компонент здорового образа жизни населения и развития спорта. Рейтинг спорта в этом возрасте достаточно высок, а занятия спортом популярны не только среди самих студентов, высок престиж студенческого спорта и среди зрителей.

Спорт — один из видов физической культуры. Физическая культура объективно является сферой массовой самодетельности. В свою очередь, массовость очень важный фактор для комплектования профессиональной команды. «Массовость – основа мастерства» – не только красивый лозунг из советских времен, но и по-прежнему руководство к действию. Она служит важнейшим обстоятельством становления активной жизненной позиции человека. В ряде исследований (А.А.Васильев, М.Я. Виленский, В.И. Григорьев, В.Г. Шилько) установлено, что у студентов, включенных в систематические занятия физической культурой и спортом и проявляющих в них достаточно высокую активность, вырабатывается определенный стереотип режима дня, повышается уверенность поведения, наблюдается развитие престижных установок, высокий жизненный тонус. Они в большей мере коммуникабельны, выражают готовность к сотрудничеству, радуются социальному признанию, меньше боятся критики, у них наблюдается более высокая эмоциональная устойчивость, выдержка, им в большей степени свойствен оптимизм, энергия, среди них больше настойчивых, решительных людей, умеющих повести за собой коллектив.

В настоящее время Российская Федерация ориентируется на международную систему критериев эффективности молодежной политики, где интегральным параметром выступает «Индекс развития молодежи» – комплексный показатель, оценивающий продолжительность жизни, здоровье, образование, уровень жизни молодого поколения, рассчитываемый по методологии ЮНЕСКО, что позволяет сопоставлять достигнутые показатели с международной статистикой, ориентируясь на средние значения по странам, входящим в Организацию экономического сотрудничества и развития. У многих наших студентов есть естественное стремление к двигательной активности, сумму более 16 млн. руб.; в 2011 г. стипендию получили 179 спортсменов, 27 тренеров, оплачено питание 237 человекам на общую сумму более 18 млн. руб.).



В целях поддержки развития студенческого спорта, стимулирования деятельности спортсменов и их тренеров для достижения высших спортивных результатов в Кемеровской области принято постановление Коллегии Администрации Кемеровской области от 14.11.2008 г. №484 «О единовременном денежном вознаграждении спортсменов и тренеров».

Предусмотрено введение дополнительного ежемесячного денежного вознаграждения для спортсменов, находящихся на централизованной подготовке в составах сборных команд Российской Федерации по видам спорта в сезоне 2012-2013 гг. в размере 50000 рублей, для их тренеров – 30000 рублей. Также принят дополнительный комплекс мер по государственной поддержке спортсменов и их тренеров:

- единовременное денежное вознаграждение (призовые) спортсменам победителям и призерам XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в городе Сочи, и их тренерам;

- предоставление участникам Олимпийских, Паралимпийских и Сурдлимпийских игр беспроцентного долгосрочного целевого жилищного займа без первоначального взноса сроком на 20 лет.

Спортивные победы достигаются в ходе длительной и напряжённой работы. И насколько эффективно, качественно она проводится, показывают сами соревнования и их результаты.

ИСТОРИЧЕСКИЕ СВЕДЕНИЯ О РАЗВИТИИ НАЦИОНАЛЬНОГО СПОРТИВНОГО ЕДИНОБОРСТВА “ХАПСАГАЙ” И ЕГО ПЕДАГОГИЧЕСКОЕ ЗНАЧЕНИЕ

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В Республике Саха (Якутия) большой популярностью пользуется национальное спортивное единоборство “хапсагай”. Это «единоборство» имеет огромное значение не только как средство, способствующее развитию массовости спорта среди населения, но и как важнейшее средство физического, нравственного и духовного воспитания детей и молодежи.

Но до настоящего времени еще не изучен ряд вопросов, касающихся массового вида состязаний “хапсагай” у народа саха. Не исследована многовековая история, не изучена и не обобщалась техника национального спортивного единоборства “хапсагай”, нет разработок и практических рекомендаций по основам методики обучения, тренировок; все это, естественно, сдерживает широкое развитие единоборства “хапсагай”, его воспитательные возможности.

Национальные единоборства есть у каждого народа, да не по одному виду. Чем труднее были жизненные условия народа, тем больше сил и настойчивости ему приходилось проявлять чтобы выжить, тем более сложные и трудные виды спорта культивировались при воспитании молодого поколения, борьба была обязательным видом спорта.

Борьба – один из самых древних и любимых народом видов единоборств. Истоки ее зарождения уходят в глубину веков. Еще в древности человеку приходилось вступать в единоборства. В этих поединках формировались определенные навыки, тактические уловки. Человек искал и находил такие способы единоборства, которые обеспечивали бы ему победу с наименьшим риском и наименьшей затратой сил. Так, наряду с трудовыми навыками накапливались и приемы борьбы, которые передавались из поколения в поколение. Случайно найденные приемы, придуманные уловки и хитрости становились достоянием людей. Создавались зачатки народных видов борьбы.

Издrevле якуты (саха) предпочитали единоборство и культивировали различные виды состязаний, поединков, борьбы. Виды состязаний в основном включали единоборство двоих, почти исключая коллективные, массовые виды, требующих взаимодействия многих людей.

Результаты различных исследований позволяют наметить основные этапы эволюции обычая состязаний в народных видах борьбы от зарождения этого явления в глубокой древности и полагают, что древнейшие корни состязательных игр находятся в биологическом прошлом человека. Элементы борьбы без оружия как осознанная деятельность людей возникли, по- видимому, еще в первобытной древности. Ключевую роль здесь играл труд, в особенности один его вид - охота, предъявлявшая высокие требования к развитию физической силы и ряда двигательных навыков - бега, прыжков, лазания, захватов, ударных действий, подъема тяжестей и т.п. Наряду с этим первобытный человек нередко должен был защищать свою жизнь, используя прежде всего естественное средство - свои руки и ноги. Осмысливание опыта успешной охоты и защиты от нападений позволило человеку установить непосредственную связь между предварительной тренировкой, подготовкой к этой практической деятельности и результатами последней. Такое осмысливание положило начало процессу постепенного отделения различных движений от утилитарной производственной основы и превращение их в отвлеченные действия - игру, состязания, инструмент подготовки к жизнедеятельности. Элементарные захваты, приемы, удары, являясь средством подготовки к труду, вместе с тем успешно применялись в ходе «древней войны племени против племени», составлявшей в первобытном обществе побочную ветвь трудовой деятельности, направленную на охрану и удержание объективных условий существования.

Целый период древней истории народа саха остался в народной памяти как период «кыргыс уйэтэ» - «век битв и резни». Этот век оставил глубокий след в фольклоре саха. Боевые единоборства народов мира всегда были тесно связаны с культурой этих народов, сами являясь ее составной частью. Упоминания о них содержатся во многих письменных источниках. Устная традиция сохранила многочисленные рассказы и легенды о межродовых столкновениях, о битвах героев, о кровавых войнах и об участниках исторических событий. Конечно, в этих рассказах и легендах, как бывает часто, много сказочного, преувеличенного и приукрашенного, но в их основу положены подлинные события в жизни народа. Причинами межродовых войн были кровная месть, личные

оскорбления, захваты скота и женщин. Нередко они кончались единоборством богатырей, признанием превосходства: «аат ылыы» - «отображением имени и славы». Битвой руководили родоначальники (тойоны), главными воителями были богатыри. С юных лет богатырей обучали военному делу и тренировали. Воинскому искусству мальчика обучали старые, опытные воины. Интересен сам процесс обучения: «Учили его (мальчика) увертливости и ловкости, кидая в раздетого мальчика горящими угольями, потом, когда он подрастал, то стреляли в него настоящими стрелами». В результате реакция человека достигала совершенства. В преданиях часто восхваляется ловкость воинов, которые не только увертываются от летящих стрел, но и хватают их на лету. В период «кыргыс кэмэ» саха совершенствовались в войнах, вооруженной защите своих интересов. Уже в глубокой древности рукопашные состязания служили традиционным средством воспитания, социализации, физической подготовки, контроля её уровня.

С прогрессом общества обострилась борьба, за лучшие земли. В формировании народа саха большую роль сыграли взаимные ассимилятивные процессы, что безусловно сказалось в материальной и духовной культуре народов в целом. Пришлый контингент был предельно разнообразен во всех отношениях: в этническом, в культурном, в хозяйственном. Культурное освоение нового географического региона сопровождалось кровопролитными столкновениями, основной причиной которых было приобретение пастбищных, сенокосных и охотничьих угодий. Постепенно в системе воспитания, подготовки к жизнедеятельности состязательные игры, вырабатывавшие навыки и качества, необходимые в боевых условиях, стали занимать всё большее место. В течение веков человек искал и на практике находил рациональные приемы рукопашного противоборства, которые обеспечивали победу с наименьшим риском и затратой сил. Такие приемы использовались, совершенствовались и, вместе с трудовыми навыками, передавались из поколения в поколения, постепенно складываясь в систему.

Войны, грабежи, беспорядки, необходимость совместной защиты заставили мало-помалу сблизиться разьединенные экономическими причинами роды и путем символических празднеств и обрядов поддерживать рвущуюся связь. К таким родовым празднествам принадлежат, несомненно, Ысыахи.

Ысыахи устраивали по поводу свадьбы, при заключении мира, в знак радости. Обязательной частью старинных ысыахов были игры, конные бега и стрельба из лука. Это были как бы военные маневры, с помощью которых роды учитывали свои силы и соответственно тому - степень влияния в родовом союзе.

Военно-прикладные и физические упражнения способствовали обеспечению необходимого уровня хозяйственной деятельности и обороны народа. В военно-физическом воспитании борьба у народа саха с древнейших времен занимала одно из важных мест. В научном труде В.М.Никифорова «Военное искусство древних якутов (на материалах преданий)» отмечено: «... что подготовка воинов осуществлялась по нескольким «направлениям» - это умение владеть определенным видом оружия и предохраняться от подобного же, выработка выносливости, приобретение навыков единоборства без оружия и многое другое».

Сложившаяся уже в значительной мере к этому времени система способов противоборства без оружия и состязаний имела, как нам представляется, нерасчлененное содержание с включением сюда индивидуальных приемов борьбы и кулачного боя. От дифференцированная от трудовых и боевых условий, такая система утверждается как ведущее средство военно-физической подготовки и воспитания мужской молодежи, выполняя одновременно другие общественные функции. Постепенно возникла объективная необходимость в разделении состязаний на две ветви - кулачный бой и борьбу. Рост числа приемов, их усложнение привели к тому, что эффективное использование на практике потребовало специальной тренировки в каждом из способов рукопашного противоборства. Отделившись от боя, борьба была, как представляется, первоначально похожа на борьбу, где практически не ограничивались захваты тела и одежды противника.

Постепенно традиционные мужские состязания все более обособлялись от породившей их утилитарной целесообразности. Все более расширялась сфера функционирования этих игр. Вместе с преимущественно военно-физической и трудовой они постепенно стали все шире использоваться для целей воспитания, развлечения, а также выполняли функции социализации, коммуникативную, обычного права и другие. Параллельно бытовало обрядово-ритуальное функционирование обычая таких состязаний. Такая полифункциональность, удовлетворение целому ряду общественных потребностей несомненно явились основной причиной устойчивого бытования обычая состязаний в борьбе в течение длительного времени.

С развитием классового общества состязания стали также массовым зрелищем и оказывали мощное эмоциональное воздействие на участников и зрителей.

В ходе длительной эволюции удельный вес функционирования исследуемого явления в тех или иных сферах

не оставался неизменным. Наиболее устойчиво использовалось оно в областях воспитания, социализации, военно-прикладной, контроля уровня подготовки, развлечения, зрелищно-эмоциональной и др. В XIX- XX в. функционирование состязаний в этих сферах сохранялось в значительной степени. Лишь военно-прикладная роль их еще в XVIII в. определенно уменьшилась ввиду господства огнестрельного оружия, но все же оставалась значительной. Употребление же состязаний в качестве традиционного мужского развлечения субъективно воспринималось современниками в это время как основное.

Пока игра удовлетворяла общественным потребностям, она охватывала большие массы людей. Но с возрождением традиционного уклада народные средства жизнедеятельности постепенно соприкасаются с научными методами воспитания и подготовки.

На протяжении всего XX века происходит интенсивный процесс промышленного освоения районов Сибири, а значит и изменения в социально-экономической и культурной жизни его коренных народов. В результате этого многие явления традиционной культуры видоизменялись, а некоторые просто исчезли. К тому же в течение длительного периода, начиная с первой половины XVIII века и до недавнего времени, исторические, этнографические, педагогические материалы освещались под углом социальных и культурных преобразований. И, естественно, в этой сложной ситуации не были опубликованы многие ценные материалы по народной культуре саха. Вероятно, и это в какой-то степени повлияло на то, что нынешнее поколение, особенно молодежь, уже плохо знает культуру своего народа.

В суровых условиях Сибири народ саха создавал свою оригинальную и неповторимую самобытную культуру и внес тем самым огромный вклад в культуру мировую, общечеловеческую.

Таким образом, можно считать, что древний обычай состязаний у народа саха представляет собой сложное этнокультурное явление, которое было в XVIII-XX в. широко распространенным, устойчивым элементом традиционной национальной культуры.

ДИФФЕРЕНЦИРОВАННАЯ ОЦЕНКА РАБОТОСПОСОБНОСТИ СПОРТСМЕНА ПРИ МАКСИМАЛЬНОМ НАГРУЗОЧНОМ ТЕСТЕ

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Время выполнения теста (а также его фаз), от которого зависит уровень проделанной спортсменом работы, – важная величина, которой часто пренебрегают в клинической, а иногда и в спортивной медицине. Причиной этого в клинической медицине чаще всего служит тот факт, что пациенту редко дают выполнить максимальный тест («до отказа»). Критериями прекращения теста здесь чаще всего служат признаки нарушения электрической функции сердца (клинически значимые неспецифические изменения сегмента ST, нарушения ритма и др.), либо достижение расчетных субмаксимальных цифр частоты сердечных сокращений (ЧСС). Стоит учитывать еще и тот факт, что для сопоставления показателя времени выполнения теста необходимо использование одного и того же протокола нагрузки. В то же время в спортивной медицине использование применяемых в обычной клинике стандартных протоколов, направленных в основном на быстрое и достоверное достижение критериев ишемической болезни сердца (ИБС), согласно мнениям авторитетных специалистов (Карпман, Белоцерковский, 1988 г.), не является лучшим методом задания физической нагрузки. Это связано с несколькими причинами.

1. Основной целью тестирования в спортивной медицине служит определение максимального уровня работоспособности (а не достижение критериев ИБС).
2. Для выхода спортсмена на максимально возможный (или близкий к максимальному) уровень работы с целью определения истинного состояния аэробной работоспособности нежелательно применение протоколов с наличием значимого угла наклона (каким, например, является протокол Bruce).
3. Необходимо максимально возможное соответствие протокола теста специфике физической работы в естественных условиях для разных видов спорта.

Подчеркивая важность этого показателя, следует сказать, что многие тесты в полевых условиях, разработанные специалистами (тест Купера, тест Bangsbo и др.), в качестве основного учетного показателя используют время его выполнения.

Материалы и методы: Из профессиональных спортсменов отобраны спортсмены высокого класса, имеющие стаж занятий футболом на высоком уровне (первый и высший дивизионы, сборные команды) не менее 5 лет. Количество спортсменов, взятых для сравнительного исследования в разных группах, приведено далее в таблицах, оценивающих результаты исследования.

Нагрузочное тестирование осуществлялось на бегущей дорожке Jaeger LE 300.

В тесте использовался стандартный протокол проведения испытаний:

- разминка: бег со скоростью 5 км/час, угол подъема дорожки 0,2 (отношение высоты подъема к длине дорожки) в течение 5 минут;
- основная нагрузка: начальная скорость бега – 7 км/час, угол подъема дорожки 0,1; возрастание скорости бега на следующей ступени 1,5 км/час

Тест выполнялся до отказа спортсмена от продолжения тестирования вследствие развития утомления. Для идентификации анаэробного порога (AT – от англ. anaerobic threshold) и определения достижения максимального потребления кислорода ($O_2\max$) использовались стандартные критерии.

Максимальные значения концентрации лактат-иона (в дальнейшем лактата) капиллярной крови фиксировались на 3-й минуте восстановления, согласно имеющимся рекомендациям.

Исследование проведено в группах футболистов, сформированных по следующим параметрам: 1) по возрасту; 2) по полу (гендерные различия); 3) по спортивно-педагогическим задачам, выполняемым спортсменами в качестве игроков различных амплуа и линий поля; 4) по сезонам, в которых играли обследуемые футболисты.

При статистическом анализе результатов проведенных исследований использовался пакет компьютерных программ SPSS 12.0. Для установления достоверности полученных результатов использовался 5% уровень значимости, принятый в медицинских и биологических исследованиях.

Графики и таблицы построены в редакторах Word, Excel, SPSS.

Результаты исследования и их обсуждение. Условно можно выделить общее время выполнения работы, время работы до достижения уровня АТ (работа в аэробной зоне) и после достижения АТ (работа в анаэробной, или гликолитической зоне)

Выполнение анаэробной фазы работы вносит наибольший вклад в повышение концентрации лактат-иона капиллярной крови, что подтверждается положительной корреляцией между этими параметрами ($r=0,604$; $p<0,001$) (рис.1).

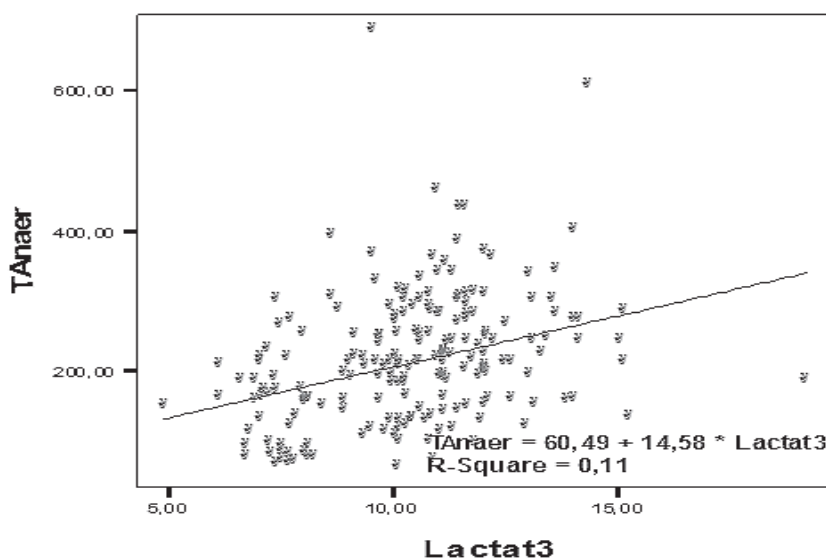


Рис. 1. Изменение концентрации лактата в зависимости от времени анаэробной работы

Примечания:

Tanaer – время работы в анаэробной зоне

Lactat3 – максимальный уровень лактата в тесте (на 3-ей минуте после окончания теста)

В то же время очевидно, что продолжительность работы в аэробной зоне не имеет такой тесной и выраженной взаимосвязи с максимальной концентрацией лактат-иона ($r=0,076$; $p>0,05$).

Самое продолжительное время выполнения теста, которое несущественно отличалось от аналогичного показателя у взрослых игроков, демонстрировали спортсмены в возрасте 16-20 лет (табл.1). У них же отмечено наибольшее время работы в аэробной зоне (до момента достижения АТ), $p<0,001$.

В свою очередь, время работы в анаэробной зоне (после преодоления АТ) было наибольшим у взрослых игроков. Оно превышало значения этого показателя у футболистов 14-15 лет на 97,2 сек, и у игроков 16-20 лет – на 42,1 сек. Наименьшие анаэробные показатели отмечены у спортсменов 14-15 лет, причем они достоверно отличались от остальных показателей возрастных групп как по абсолютной величине, так и в процентном отношении.

Таблица 1

Время работы в различных зонах энергообеспечения у спортсменов различных возрастов

Игроки	t prot, сек	t aer, сек	t anaer, сек	t anaer, % от t prot
14-15 лет (n=22)	838,4±93,1***†	702,2±85,1**†	136,2±42,7***†	16,2±5,8***†
16-20 лет (n=176)	918,0±108,6	726,7±123,7***	191,3±90,3**	20,8±9,8***
Взрослые (n=214)	900,3±112,5	666,9±119,7	233,4±92,0	25,9±10,2

Примечания:

t prot – время выполнения протокола;

t anaer – время работы в анаэробной зоне ;

t aer – время работы в аэробной зоне;

** - $p < 0,01$; *** - $p < 0,001$ при сравнении с группой взрослых спортсменов;

† - $p < 0,05$ при сравнении с группой 16-20 лет

Так как аэробные способности постепенно теряются с возрастом, у более зрелых и крупных спортсменов они замещаются анаэробными механизмами, что хорошо видно при графическом сопоставлении времени работы в аэробной и анаэробной зонах (рис.2).

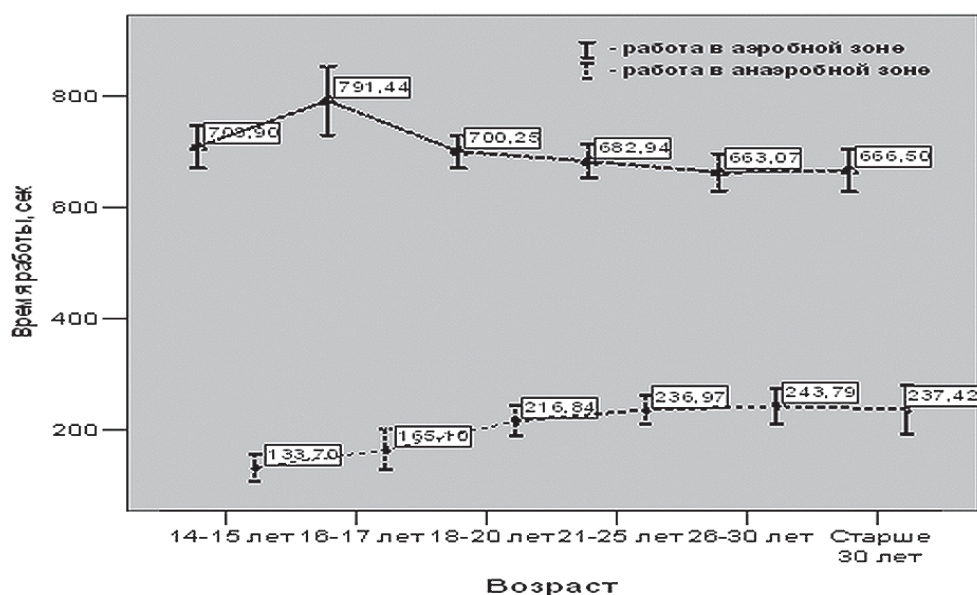


Рис 2. Время выполнения нагрузки по зонам работы у спортсменов различных возрастов (критерий V-slope)

Что касается гендерных различий, то следует сказать, что тест дольше выполнялся спортсменами-мужчинами – различие составило, примерно 9,7% от выполненного футболистами женского пола. Различие продолжительности работы в анаэробной зоне составило 36% в пользу мужчин; таким образом, игроки мужского пола выполняли работу в условиях преобладания гликолиза примерно в 1,6 раз дольше, чем женщины-спортсменки. Отличия же времени работы в аэробной зоне между игроками различных полов были недостоверными (табл.2).

Таблица 2

Показатели времени выполнения теста у футболистов мужского и женского полов

Игроки	prot, сек	t aer, сек	t anaer, сек	t anaer, % от t prot
Мужчины (n=348)	904,6±98,3	694,2±116,5	212,7±88,6	23,4±9,7
Женщины (n=72)	807,4±114,0***	668,8±160,2	136,2±79,2***	18,1±12,2***

Примечания:

t prot – время выполнения протокола;

t anaer – время работы в анаэробной зоне ;

t aer – время работы в аэробной зоне; ***p<0,001

Общее время выполнения протокола у игроков различного амплуа достоверно различалось (табл.3). При этом наибольшее время выполнения работы показывали полузащитники, а наименьшее – вратари, при разнице выполнения теста по времени более 1 минуты (65,8 сек). У вратарей наблюдается быстрее достижение уровня АТ. Полузащитники показывали наибольшее время работы как в аэробной, так и в анаэробной зонах, однако без достоверных различий в структуре выполняемого теста.

Таблица 3

Показатели времени выполнения теста у игроков различных амплуа

Игроки	t prot*, сек	t aer, сек	t aner, сек	t anaer, % от t prot
Нападающие (n=71)	879,4±97,5	682,1±105,2	199,1±73,3	22,7±8,1
Полузащитники (n=143)	928,9±97,5	706,8±130,2	225,2±97,1	24,3±10,8
Защитники (n=123)	898,5±95,0	692,3±109,5	205,7±85,9	22,9±9,2
Вратари (n=38)	863,1±100,6	655,9±62,1	194,4±99,9	22,2±9,7

Примечания:

t prot – время выполнения протокола;

t anaer – время работы в анаэробной зоне ;

t aer – время работы в аэробной зоне;

***p<0,001

При анализе результатов у футболистов различных линий поля (крайние и центральные) видно, что общее время выполнения теста было более продолжительным у крайних игроков. У игроков краев поля продолжительность выполняемой нагрузки была в среднем на 79,3 с больше, чем у центральных футболистов. Данное различие имело высокий уровень достоверности. Причем разница была обусловлена в основном более длительной работой крайних футболистов в аэробной зоне. Здесь различие во времени работы составило 10,5%. С отсчетом времени в анаэробной (смешанной) зоне работы выявилась, соответственно, закономерность, согласно которой более продолжительную работу после преодоления АТ выполняли игроки центральной зоны.

Разница составила 23,7 с и была очевидной и достоверной (табл.4). В свою очередь, относительное количество времени, проведенного в анаэробной зоне, было на 3,2% больше у футболистов центра поля и имело достоверный уровень отличия.

Таблица 4

Показатели времени выполнения теста у игроков различных линий поля

Игроки	t prot, сек	t aer, сек	t aner, сек	t anaer, % от t prot
Крайние игроки (n=144)	965,3±73,2	753,1±104,6	203,9 ±93,5	22,1±8,4
Игроки центральной линии (n=152)	886,0±98,6***	663,6±116,0***	227,6±87,6*	25,3±10,0**

Примечания: t prot – время выполнения протокола; t anaer – время работы в анаэробной зоне; t aer – время работы в аэробной зоне; *p<0,05; **p<0,01; ***p<0,001

При анализе времени выполнения теста у игроков, выступавших в различных сезонах чемпионата России, видно, что игроки, выступавшие в 2003-2005 г.г., имели более низкое время выполнения теста, в среднем на 22 с. (табл.5). Причем время, проведенное ими в аэробной зоне, оказалось меньше в среднем на 71 с (различие достоверно). Различия по времени работы в анаэробной зоне составило 55,8 с (или, 22,7%). Таким образом, игроки сезонов 2003-2005 г.г. в большей мере, чем футболисты сезонов 2006-2008 г.г., выполняли тестовую работу за счет процессов анаэробного метаболизма.

Таблица 5

Показатели времени выполнения теста у игроков, выступавших в различных сезонах чемпионата России

Игроки	t prot, сек	t aer, сек	t aner, сек	t anaer, % от t prot
2003-2005 г. г.	893,3±100,4	656,4±117,9	245,3±103,6	26,6±9,4
2006 -2008 г. г.	915,3±95,4*	727,4±92,5***	189,5±67,8***	20,4±6,8***

Примечания:

t prot – время выполнения протокола;

t aer – время работы в аэробной зоне;

t anaer – время работы в анаэробной зоне;

***p<0,05; ***p<0,001

В структуре теста у футболистов, выступавших в сезонах 2003-2005 г.г., примерно 1/5 времени его выполнения проходила с высокой долей анаэробного гликолитического метаболизма. В то же время у игроков, участвовавших в чемпионатах 2006-2008 г.г., из всего времени выполнения теста работа в гликолитической зоне составила ¼ его часть (см табл.5).

Выводы.

1. Анализ времени выполнения теста и его фаз служит важным показателем анализа уровня и структуры работоспособности спортсмена.
2. Возраст спортсмена, начиная с 18-20 лет, является независимым фактором снижения уровня аэробной работоспособности, что необходимо учитывать в трактовке результатов динамического тестирования.
3. Структура гендерных различий физической работоспособности связана преимущественно с низким уровнем анаэробного (гликолитического) компонента у женщин, что следует учитывать при анализе результатов тестирования.
4. Дифференцировка уровня и структуры физической работоспособности у полевых игроков более ярко наблюдается между крайними и центральными игроками и практически не выражена при делении

футболистов на защитников, полузащитников и нападающих, в связи с чем необходимо пользоваться отдельными нормативами для оценки функционального состояния футболистов крайних и центральной линий поля.

5. В настоящее время наблюдается возрастание уровня физической работоспособности игроков чемпионата России за счет аэробного компонента, в связи с чем ранее полученные и применявшиеся нормативные параметры оценки работоспособности требуют регулярного пересмотра.

АКТУАЛИЗАЦИЯ ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКОГО ПОТЕНЦИАЛА ФИЗКУЛЬТУРНО-СПОРТИВНОЙ СРЕДЫ В УСЛОВИЯХ КАМПУСА ДАЛЬНЕВОСТОЧНОГО ФЕДЕРАЛЬНОГО УНИВЕРСИТЕТА

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Необходимо напомнить, что ведущая парадигма сферы физической культуры сегодня декларируется как «формирование физической культуры личности». Социально-педагогическая полифоничность и многоаспектность данного феномена требует адекватных системных управленческих усилий центрированных вокруг надежного и продуктивного методологического стержня, коим является концепция физкультурно-спортивной среды ДВФУ

В структуре физкультурно – спортивной среды, согласно эко – психологическому, мы выделяем субъектов (педагоги, учащиеся и др.), пространственно – предметный (физическое окружение), социально-коммуникативный (социальные взаимодействия) и содержательно-технологический (воспитательно-образовательный процесс) компоненты.

Организационно- методический потенциал физкультурно-спортивной среды — это интегральное понятие, определяющееся физкультурно-спортивными ценностями и комплексом наличных в данной среде условий и возможностей развития и саморазвития личности. Перечислим некоторые аспекты воплощения этих условий и возможностей:

- 1) создание системы организационных и педагогических мероприятий, направленных на формирование мотивационной установки (внутренней заинтересованности) у студентов на ведение физкультурно-спортивной деятельности;
- 2) создание целостной системы разнообразных форм, занятий физическими упражнениями на основе элективной комбинации средств и способов досуговой рекреационной деятельности студентов;
- 3) внедрение и культивирование лучших образцов молодежных субкультурных (социально одобряемых) видов физической активности;
- 4) формирование студенческой лиги по различным видам массового спорта;
- 5) разработка концепции и создание спортивного студенческого клуба;

Это далеко не полный перечень позиций заключающих в себе организационно - методологический потенциал физкультурно-спортивной среды ДВФУ. В настоящее время эмпирическая работа направлена на реализацию исследований связанных с разработкой реальных мероприятий по проектированию и интеграцию компонентов среды.

ОПТИМИЗАЦИЯ МЕТОДА ОЦЕНКИ СРОЧНОГО И ОТСТАВЛЕННОГО ТРЕНИРОВОЧНОГО ЭФФЕКТА У КВАЛИФИЦИРОВАННЫХ ХОККЕИСТОВ НА ОСНОВЕ ПОКАЗАТЕЛЕЙ СЕРДЕЧНОГО РИТМА

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Исследование эффективности деятельности спортсмена в условиях разнообразных внешних и внутренних воздействий является объектом целого ряда дисциплин: психологии труда, физиологии, медицины, эргономики. Не вызывает сомнений, что решение проблемы надежности деятельности спортсменов невозможно без решения задач диагностики состояний спортсмена и оценки ближайших тренировочных эффектов. Во многом положительный результат тренировочного процесса будет зависеть от правильной оценки состояний спортсменов и прогнозирования его развития. Помимо задачи сохранения профессионального здоровья, проблема диагностики имеет большое значение при принятии решений о смене тренировочных режимов, обеспечивающих достижение тренировочных эффектов.

Целью исследования является разработка критериев оценки срочного и отставленного тренировочного эффекта на основе метода пульсометрии.

Результаты исследования. В настоящее время в хоккее чаще всего используют мониторы сердечного ритма компаний *Polar OY Electro* (Финляндия), *First Beat*, *Suunto* (Финляндия), позволяющие отслеживать изменения ЧСС во время тренировочного занятия у группы спортсменов. Лидерами технологических решений для командных видов спорта являются компании *Polar OY Electro* (Финляндия) и *Suunto* (Финляндия). Программные продукты данных компаний ориентированы, главным образом, на получение и последующую обработку данных. Кроме того, функциональные возможности продуктов этих компаний имеют интегрированные модули, позволяющие проводить известные физиологические тесты, оценивающие работоспособность спортсменов. В своей работе мы используем приложение *Polar OY Electro*, позволяющее проводить всестороннюю оценку сердечного ритма, в том числе временной и спектральный анализ. Новое поколение систем *Polar OY Electro* (Финляндия) *Polar Team*² позволяет вести on-line регистрацию ЧСС во время учебно-тренировочного процесса более чем у 26 игроков. Кроме того, возможности системы позволяют осуществлять хранение, обработку, анализ полученных данных. При помощи *Polar Team2* можно получать следующую информацию: кривую динамики ЧСС, дистрибуцию ЧСС, процентное соотношение времени, затраченного спортсменом на нагрузку в различных зонах интенсивности, динамику основных показателей ЧСС по тренировкам. Пользователь получает данные о средней и максимальной ЧСС за тренировку или отрезок тренировки. Благодаря технологии *ActiveX* данные о ЧСС могут переноситься в другие программные продукты, в частности, в *Microsoft Excel* для более углубленного анализа. Кроме того, современные продукты могут быть укомплектованы устройствами, позволяющими измерять темп и скорость передвижения игроков при помощи технологий GPS или инерционных датчиков.

Однако, несмотря на большой спектр функций программного обеспечения, например *Polar ProTrainer 5*, оно в большей степени ориентировано на индивидуальную работу с представителями циклических видов спорта. Многолетний опыт практического применения систем компании *Polar OY Electro* (Финляндия) в хоккейных командах позволил сформулировать несколько требований применительно к функциональным возможностям программного обеспечения, реализация которых, на наш взгляд, обеспечила бы тренеров дополнительной информацией.

Результаты. Как известно, динамика ЧСС во время выполнения нагрузки соревновательного упражнения в хоккее характеризуется наличием следующих фаз: фазы нарастания показателей ЧСС, относительной стабилизации и снижения показателей до исходного уровня. Цикличность динамики ЧСС связана с количеством и интенсивностью смен, проведенных игроком.

Колебания ЧСС от 130 до 185 уд/мин⁻¹ и выше обусловлены вариативностью интенсивности выполняемой нагрузки в соответствии с условиями соревновательной деятельности хоккеиста. Динамика ЧСС имеет выраженную волнообразную структуру. В ответ на повышение или снижение интенсивности нагрузки происходит линейное изменение показателей ЧСС.

Исследование угла наклона прямой, в частности величины коэффициента «а» линейного уравнения вида $y=ax+b$, описывающего зависимость «ЧСС – время», позволяет получить ряд характеристик, отражающих процесс

выполнения нагрузки. Применительно к хоккею исследование данного показателя представляет большую практическую значимость, поскольку известно, что показатели пульсовой стоимости упражнения и периода восстановления имеют высокую корреляционную связь с показателями прямых измерений энергетических затрат. В этом аспекте динамический анализ различных компонентов и частей игры (игра в меньшинстве и большинстве, периоды игры, домашние и выездные игры) позволит получить дополнительную информацию о функциональном состоянии как отдельного игрока, так и команды в целом.

Таким образом, мы посчитали целесообразным разработать программное приложение, дополняющее возможности **Polar ProTrainer 5**, на основе следующих критериев:

1. Функциональные характеристики приложения обеспечивают не только динамический анализ показателей, но представляют возможность их группировки в соответствии с различными критериями, например, выделение групп «защитники», «нападающие».
2. В отличие от продукта **Polar ProTrainer 5**, позволяющего анализировать только одно занятие, в разработанном нами приложении реализованы функции, обеспечивающие возможность суммарного анализа нескольких занятий, объединенных по принципу структурных образований тренировочного процесса (микроциклы, мезоциклы) или по характеристикам нагрузок.
3. Разработанное приложение позволяет оптимизировать процесс построения уравнений вида $y=ax+b$, описывающих зависимость «ЧСС – время», что дает возможность более оперативного контроля динамики функционального состояния игрока или группы спортсменов.

Считаем, что такие дополнения к существующему приложению **Polar ProTrainer 5** позволят существенно оптимизировать процесс обработки информации о функциональном состоянии игроков в различные периоды подготовки и соревнований. В ближайшее время запланирован релиз разработанного приложения, которое в настоящий момент находится в завершающей фазе тестирования.

ВОЗМОЖНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕПЛОВИЗОРА ДЛЯ КОНТРОЛЯ ЭФФЕКТИВНОСТИ ЛЕЧЕНИЯ ПАЦИЕНТОВ С МЫШЕЧНО-ТОНИЧЕСКИМ СИНДРОМОМ

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В настоящее время практически отсутствуют надежные и быстродействующие методы объективного контроля эффективности лечения мышечно-тонического синдрома – одной из наиболее частых причин «болей в спине».

Цель исследования: определить возможности тепловидения как метода контроля эффективности лечения пациентов с мышечно-тоническим синдромом.

Материалы исследования: 25 последовательно взятых пациентов (все – мужчины, возраст от 22 до 55 лет, средний – 42 года) с мышечно-тоническим синдромом плече-лопаточной области. Жалобы пациентов включали боли различной интенсивности, от умеренной ноющей до плохо переносимой, локализующейся в плече-лопаточной и межлопаточной области, как существующие в покое, так и возникающие или усиливающиеся при движениях конечностей. У 12 пациентов указанные боли сопровождались чувством «онемения» кистей и предплечий. Тепловизионная картина регистрировалась тепловизором NEC 9100 (Япония), в статическом режиме, до начала и после завершения курса лечения, все съемки проводились после 15 мин адаптации пациентов к температуре окружающей среды 22-24°C. Лечение проводилось методом радиальной ударно-волновой терапии на аппарате Dolorclast «EMS» (Швейцария) с частотой импульсов от 4 до 16 в 1 мин и давлением 2-3 бар. Процедуры (всего 6 на курс) проводились 1 раз в 5-7 дней, по 30 мин. В зону воздействия входили лопаточные, надлопаточные и межлопаточная зоны, воротниковая область.

Результаты: до начала лечения у всех пациентов обнаружены участки гипертермии надлопаточной, лопаточной и межлопаточной областей, при этом зафиксирована разница с реперными точками от 0,8 до 1,6 °C, зоны максимального «разогрева» совпадали по топографии с зонами наибольшей болезненности. В процессе лечения все пациенты отметили снижение интенсивности болевого синдрома, улучшение или восстановление нормальной чувствительности в конечностях. Купирование болевого синдрома сопровождалось «затуханием» термографической картины и нивелированием температурного градиента по всем исследуемым зонам. Заключение. Термография дает достаточное представление об имеющихся мышечно-тонических расстройствах и может быть использована не только для диагностики, но и для контроля эффективности лечения при данной патологии.

НОВЫЕ ПОДХОДЫ К УЛУЧШЕНИЮ ПСИХИЧЕСКОЙ АДАПТАЦИИ СПОРТСМЕНОВ С ПОРАЖЕНИЕМ ОПОРНО-ДВИГАТЕЛЬНОГО АППАРАТА

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Спортивная карьера людей с ограниченными возможностями тесно связана с процессом посттравматической адаптации, характером инвалидности и другими специфическими трудностями и проблемами, не характерными для здоровых спортсменов, что создает необходимость оценки не только физической, но и психической адаптации спортсменов. Эффективность психической адаптации обусловлена комплексом социальных и внутриличностных факторов, а ее нарушения клинически выражаются психопатологической симптоматикой. Понимание механизмов психической адаптации спортсменов-инвалидов с поражением опорно-двигательного аппарата (ПОДА) необходимо как для восстановления и совершенствования их психического здоровья и качества жизни, так и для оптимизации соревновательно-тренировочного процесса. За последние три года в МНПЦСМ созданы уникальные подходы к медико-психологическому сопровождению паралимпийцев, основанные на своевременной оценке и, при необходимости, коррекции психофизиологического и психопатологического статуса с применением современных универсальных аппаратно-программных комплексов и психотерапевтических методик. В рамках этого направления обследовано более 70 паралимпийцев с ПОДА, проведен сравнительный анализ с показателями здоровых спортсменов и инвалидов, не занимающихся спортом.

Впервые у спортсменов-паралимпийцев подробно изучена выраженность психопатологической симптоматики, включая ретроспективный анализ течения посттравматического периода. Показано, что инвалиды с ПОДА как в раннем, так и в позднем посттравматическом периоде находятся в группе риска по развитию расстройств адаптации, выражающихся, прежде всего, в тревожно-депрессивных расстройствах, а также изменениях социально-личностной сферы и снижении качества жизни. Выявлено, что частота встречаемости психопатологической симптоматики сопоставима у паралимпийцев с ПОДА и у здоровых спортсменов и значительно выше у инвалидов, не занимающихся спортом. Более чем в половине случаев у паралимпийцев выявляется психоорганический синдром астенической или церебрастенической стадии. Высокая личностная тревожность у спортсменов-инвалидов с ПОДА наблюдается втрое чаще, чем у здоровых спортсменов.

Впервые у паралимпийцев с ПОДА проведен комплексный анализ личностных особенностей, таких как копинг-стратегии, механизмы психологической защиты, внутренняя картина болезни, характерологические черты, особенности оценки своего тела.

Выделены психотерапевтические мишени для формирования у инвалидов с ПОДА черт и особенностей личности, которые необходимы для успешной деятельности не только в спорте, но и в социуме: трудности психосоциальной адаптации, дезадаптивные копинг-стратегии и типы психического реагирования на болезнь, высокая личностная тревожность, депрессивная симптоматика, резидуальная церебрально-органическая недостаточность.

Особую практическую ценность несет определение факторов риска развития психической дезадаптации у паралимпийцев, включающих в себя повышение уровня личностной тревожности, депрессии и общей выраженности психопатологических симптомов, а также использование неконструктивных копинг-стратегий. Выделены группы риска по развитию психических нарушений, требующие особого медико-психологического сопровождения. Показано, что регулярный психодиагностический мониторинг и своевременное выявление психопатологической симптоматики у паралимпийцев способствует улучшению психической адаптации в долгосрочной перспективе.

Результаты работы этого направления используются спортивными психиатрами и психологами при работе со спортсменами-инвалидами, спортивными врачами при формировании плана углубленного медицинского обследования этого контингента, тренерами при формировании принципов комплектования спортивных команд. Оптимизация соревновательно-тренировочного процесса спортсменов-инвалидов высокой квалификации с учетом индивидуальных особенностей психической адаптации позволит повысить спортивную результативность сборных команд России по паралимпийским видам спорта.

МЕДИКО-БИОЛОГИЧЕСКИЕ КРИТЕРИИ ОЦЕНКИ И КОРРЕКЦИИ ФУНКЦИОНАЛЬНОГО СОСТОЯНИЯ СПОРТСМЕНОВ

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Разработка новых оздоровительных технологий невозможна без адекватных критериев оценки исходного состояния организма и эффективности лечения. Контроль за качеством адаптации организма спортсмена, постоянно связанного с воздействием экстремальных факторов окружающей среды, является залогом не только его будущих спортивных побед и профессионального долголетия, но и основой сохранения здоровья по окончании карьеры. За более чем 60-летнюю историю в МНПЦСМ создана уникальная база функционального тестирования спортсменов; в соответствии с практическими запросами современной спортивной медицины разработана и усовершенствована система оценки индивидуальных адаптационных возможностей спортсменов, позволяющая на ранних стадиях выявить факторы, лимитирующие успешность двигательной деятельности в экстремальных условиях, характерных для спорта высших достижений.

Разработана концепция «Универсальной многоуровневой системы клинико-функционального, психофизиологического и генетического тестирования спортсменов», включающая комплексное функциональное обследование кардио-респираторной системы, опорно-двигательного аппарата, центрального и периферического звена нервной системы, индивидуально-личностных и молекулярно-генетических характеристик спортсменов.

Разработаны стандартные протоколы исследования функций кардио-респираторной системы в покое и в нагрузке у спортсменов различных специализаций.

Разработаны единые подходы к проведению молекулярно-генетического скрининга, позволяющего оценить вклад наследственных факторов в процесс как физиологической, так и патологической трансформации «Спортивного сердца».

Разработаны комбинированные морфофункциональные и молекулярно-генетические критерии физиологической и патологической трансформации «спортивного сердца».

Выявлены молекулярно-генетические детерминанты предрасположенности к развитию специфических физических качеств у спортсменов. Проведенный корреляционный анализ полиморфизмов генов-регуляторов группы PPAR позволил выявить ассоциацию аллелей G (PPARA), C (PPARD), P (PPARG) и G (PGC1A) с МПК (максимальный эргоспирометрический тест), а аллелей C (PPARA), Ала (PPARG) и S (PGC1A) с $W_{ср}/кг$ (тест МАМ). Полученные результаты позволяют использовать вышеназванные генетические маркеры для оценки перспективы развития аэробных и анаэробных качеств у спортсменов и студентов физкультурных ВУЗов.

Сформирована база физиологических данных спортсменов различных специализаций, включающая более 30 тысяч обследований.

Сформирована концепция стандартизации новых подходов к проведению функционального тестирования опорно-двигательного аппарата на основании внедрения в клиническую функциональную диагностику инновационных исследовательских технологий.

Сформирована концепция стандартизации новых подходов к проведению функционального тестирования психофизиологических и индивидуально-личностных характеристик спортсменов олимпийских и паралимпийских видов спорта с использованием современных универсальных аппаратно-программных комплексов.

В настоящий момент ведется работа по подбору эффективных программ активной стабилизации здоровья спортсменов, включающих определение уровня функциональной готовности и допуска к занятиям спортом, психофункциональную и фармреабилитацию спортсменов различных специализаций.

ПРИМЕНЕНИЕ ПЕТЕЛЬ TRX В УЧЕБНО-ТРЕНИРОВОЧНОМ ПРОЦЕССЕ ВОЛЕЙБОЛИСТОВ

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Современный волейбол характеризуется интенсификацией соревновательной деятельности, что проявляется в увеличении плотности игровых действий, уменьшении времени выполнения как технических приемов в целом, так и их отдельных фаз, в быстроте и стремительности тактических взаимодействий, увеличении числа индивидуальных игровых действий.

Все это базируется на высоком уровне физической подготовленности игроков, в основе которого лежит способность проявления каждым волейболистом игрового атлетизма в процессе соревновательной деятельности. Современные требования к уровню развития физических качеств заключаются в обеспечении возможности игроков выполнять сложные технические приемы и активные тактические взаимодействия на высокой скорости, удерживать высокую интенсивность игры до последних секунд матча.

Изменения в соревновательной деятельности волейболистов должны привести к изменению методики подготовки игроков в современных условиях, основанной на разносторонней физической подготовке спортсменов.

Для осуществления эффективной игровой деятельности с учетом тенденций развития волейбола необходимо совершенствование системы всех видов подготовки волейболистов, и прежде всего физической, в том числе с использованием новейших средств развития физических качеств игроков. Таковыми являются тренировочные петли TRX.

Тренировочные петли TRX были разработаны американскими «котиками» - спецназом морской пехоты США и после нескольких этапов усовершенствований были представлены мировому фитнес-сообществу. Компактный и эффективный TRX тренажер с самого начала был великолепно принят и любителями фитнеса, и спортивными профессионалами элитарного уровня. Сегодня петли TRX используются всеми командами NHL, NFL, NBA и во многих других видах спорта.

Петли для функционального тренинга способствуют развитию всех мышц, объединяя в единое целое стабильность, подвижность, силу и гибкость – то, что необходимо в соревновательной и тренировочной деятельности волейболиста.

Возможность избирательного воздействия на различные мышечные группы, непрерывность и высокая интенсивность выполнения упражнений с большим количеством повторений обеспечивают необходимый тренировочный эффект.

Благодаря уникальному функционалу Suspension (подвесных) тренировок на петлях TRX активизируется большее количество мышц, к работе подключаются мелкие мышцы-стабилизаторы, «простаивающие» при использовании обычных тренажеров. Другой плюс занятий на балансирующих основах – возможность разнообразить упражнения и уровень нагрузки, а также избежать ударного воздействия на опорно-двигательный аппарат.

Преимущества тренировок с TRX в учебно-тренировочной подготовке волейболиста:

- помогают безопасно улучшить состояние здоровья, укрепить мышцы всего тела;
- развивают силу, выносливость, координацию, чувства равновесия, гибкость;
- отсутствие излишнего напряжения в суставах, позвоночнике, позволяет уменьшить вероятность появления травм, связанных с неестественным положением частей тела во время физической нагрузки;
- тренировка с собственным весом исключает осевую нагрузку на позвоночник, поэтому тренажер TRX незаменим при профилактике проблем со спиной.

Петли TRX являются отличным помощником в достижении практически любой тренировочной цели. Их правильное применение значительно повысит эффективность тренировок волейболистов, а также разнообразит учебно-тренировочный процесс.

ФИЗКУЛЬТУРНОЕ И СПОРТИВНОЕ ДВИЖЕНИЕ В РЕСПУБЛИКЕ ТАТАРСТАН В МНОГОТОМНОЙ ТАТАРСКОЙ ЭНЦИКЛОПЕДИИ

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В последние десятилетия конца XX – начала XXI вв., в связи с глобализацией общественного процесса и новыми социокультурными трансформациями в многоэтничных социумах Татарстана и России в целом произошла значительная смена этнокультурных и политических основ физкультурно-спортивного движения. Сложившиеся реалии потребовали создания новых, более совершенных рецептов сосуществования спортсменов из различных этносов и социальных слоев, предполагающих не только политическую перезагрузку отношений между спортивными державами, но и научное переосмысление физико-воспитательных и социокультурных составляющих современного спорта. В этот функциональный процесс, наряду с исследовательской практикой изучения истории физкультурно-спортивного движения и его духовно-воспитательных основ, весомый научный и культурно-практический вклад вносит комплексная обобщающая литература энциклопедического характера.

С целью реализации положений Указа президента РФ в части развития региональной энциклопедистики были приняты следующие нормативные акты в Республике Татарстан: Указ президента РТ М.Ш.Шаймиева О программе «Татарская энциклопедия» от 10.02.1997 г.; постановление Кабинета Министров РТ «Об утверждении программы «Татарская энциклопедия» Республики Татарстан на 1997-2004 гг.» от 4.05.1997 г.; распоряжение Кабинета Министров РТ № 2329-р от 29.12.1997 г. «Программа разработки и выпуска энциклопедических изданий до 2015 г.». Работа над многотомной Татарской энциклопедией (ТЭ) началась в феврале 1997 г.

В качестве главной концептуальной основы ТЭ был определен принцип: «Все о татарском народе и всё о Татарстане со всем его многоэтничным населением с древнейших времён до наших дней». Исходя из общей концепции ТЭ в генеральный словник (полный перечень названий статей, включённых в энциклопедию) вошли около (работа над 6-м томом продолжается) 200 персоналий: биографические статьи о выдающихся спортсменах, тренерах, деятелях физической культуры и спорта; около 100 терминов: статьи о крупнейших спортивных обществах (ДСО «Буревестник», «Зенит», «Локомотив», «Спартак–Татарстан», «Труд», «Трудовые резервы», «Юность», ФСО «Динамо» и др.), коллективах физической культуры, крупнейших спортивных сооружениях (статья «Спортивные сооружения»), видах спорта, распространённых в РТ, и видов спорта, для которых характерен высокий мировой уровень достижений («Автоспорт», «Баскетбол», «Волейбол», «Водное поло», «Лёгкая атлетика», «Лыжный спорт», «Стрелковый спорт», «Тяжелая атлетика», «Фехтование», «Футбол», «Хоккей», «Хоккей на траве», «Хоккей с мячом», «Шахматы» и др.), а также статьи о клубных командах с наиболее высоким уровнем достижений (ВК «Зенит–Казань» (муж.), ВК «Динамо–Казань» (жен), ХК «Динамо–Казань» (хоккей на траве), ФК «Рубин», ХК «Динамо–Казань» (хоккей с мячом), ВК «Синтез» (водное поло), БК «УНИКС»–Казань, ХК «Ак-Барс»–Казань, российская команда по ралли-рейдам «КАМАЗ-Мастер» (Набережные Челны) и др.

В многотомную ТЭ вошли также статьи обзорно-аналитического характера: «Олимпийские игры»; глава, посвящённая физической культуре и спорту в статьях «Республика Татарстан» и «Казань»; «Всемирные студенческие игры»; «Физическая культура и спорт РТ»; «Татарский республиканский совет ФСО профсоюзов»; «Музей спорта РТ» им. Ш.Х. Галеева и др.

В ходе разработки статей решались следующие задачи:

- анализ научной, научно-популярной и специальной литературы в контексте развития физкультурно-спортивного движения в Татарстане;
- выявление материалов и разработка тем по истории спортивных сооружений, организаций и обществ Татарстана;
- разработка понятий, связанных с основными видами спорта, культивируемыми в Татарстане;
- выявление и разработка биографики видных представителей Татарстанского физкультурного движения и спорта.

Источниками для написания статей являлись: специальные партийные и правительственные приказы,

постановления; статистические ежегодники, справочники, программы, отчеты организаций физкультурно-спортивной направленности; статьи центральной и местной периодической печати; архивные материалы Национального архива РТ, Центрального архива историко-политической документации РТ, научной библиотеки Казанского университета им. Н.И.Лобачевского, национальной библиотеки РТ, Музея спорта Министерства по делам молодёжи, спорту и туризму РТ им. Ш.Х. Галеева, а также современные Интернет-ресурсы.

К 2013 году Институтом Татарской энциклопедии АН РТ подготовлены и изданы 5 из 6 запланированных томов «Татарской энциклопедии».

В процессе работы над статьями отдельных томов (особенно последнего 6-го тома ТЭ), постоянно и оперативно уточнялся и корректировался генеральный словник. Объясняется это особо динамичным развитием физкультурно-спортивного движения в Татарстане, а именно:

- целенаправленным и поэтапным развитием спортивной инфраструктуры;
- активизацией работы с людьми с ограниченными возможностями в рамках реализации республиканской программы «Доступная среда» на 2011-15 гг;
- развитием детско-юношеского спорта, подготовкой спортивного резерва;
- достижениями казанских команд мастеров, выступающих в высших лигах чемпионатов России и различных международных турнирах;
- совершенствованием системы подготовки кадрового потенциала;
- стабильно высоким уровнем спорта высших достижений;
- всемерной поддержкой студенческого спорта федеральными и республиканскими структурами власти;
- победой г. Казани в конкурсе на право проведения XXVII Всемирной летней Универсиады в 2013 г.

Научно-практическая значимость данного издания заключается в возможности применения его результатов в образовательной и воспитательной практике учебных заведений, при создании обобщающих трудов и учебно-методических пособий по истории физкультурного движения и спорта Татарстана и России, а также использования сформированной информационной базы для создания отраслевой энциклопедии – «Физическая культура и спорт в Республике Татарстан».

ОЛИМПИЙСКИЙ И УНИВЕРСИТЕТСКИЙ СПОРТ: ПУТИ РАЗВИТИЯ И ИНТЕГРАЦИИ

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В спортивной истории современной России достаточно много событий, имеющих не только национальное, но и международное значение. Рост политического влияния страны, ее экономическое и техническое развитие позволяет проводить крупнейшие мероприятия как по отдельным видам спорта (примером тому право на проведение Чемпионата мира по футболу), так и полиспортивных соревнований.

Безусловно, в череде крупнейших мероприятий физкультурно-спортивной направленности особую роль играют XXII зимние Олимпийские игры (г. Сочи, 2014 год), а также Всемирная летняя универсиада (г. Казань, 2013 год).

Связь между подобными типами соревнований существует как историческая, так и в основных социокультурных принципах. Само появление соревнований для студенческой молодежи было отражением набирающих силу Олимпийских игр, возрожденных в 1894 году Пьером де Кубертенем. Название «Универсиада» производное от слов «Университет» и «Олимпиада». Предполагалось, что посредством проведения Всемирных студенческих игр (Универсиад) принципы олимпийских отношений как новой формы международного сотрудничества людей: вне расового, полового, национального, религиозного деления-будут распространяться среди учащейся молодежи, а значит формировать новое поколение граждан как отдельной страны, так и готовых к новым стандартам международного общения.

История студенческого спорта началась в 1905 году. Именно тогда после проведения Олимпийских игр в Сен-Луисе (США, 1904 год) были проведены первые международные соревнования среди студентов. В 1919 году Жаном Птижаном была создана Конфедерация студентов. Под эгидой этой организации в 1923 году состоялись первые Всемирные игры студентов в Париже [1].

С этого момента два крупнейших спортивных события мирового уровня развиваются как самостоятельные, но взаимосвязанные явления. Сегодня ни для кого не является секретом, что около 60 процентов участников Универсиад – члены сборных команд своих стран-участниц Олимпийских игр. Безусловно, проведение студенческих соревнований мирового уровня является великолепной школой физического совершенства и психологической адаптации молодых спортсменов, своеобразной школой олимпизма.

Однако студенческий спорт, особенно на современном этапе, обладает собственными ценностными векторами развития, и более того, некоторые изначальные принципы олимпизма (заложенные еще во времена античности) в большей степени сохраняются именно благодаря студенческому спорту.

Так, со времен древней Греции, олимпийские агоны рассматривались как возможность проявления гармонии человеческого развития: духовного, умственного, физического. Фактом является участие в Играх известных ученых, философов, политиков. Вопрос социального признания, безусловно, имел место, однако это не являлось самоцелью, как и отсутствовал практически полностью материальный фактор [2].

К сожалению, для современного олимпийского движения практикой является нарушение национальной ориентированности в сторону поиска материальной выгоды, даже путем выступления за другое государство. Как правило, для спортсмена выступление на олимпийских аренах связано, в том числе, и с материальным поощрением, что не скрывается и со стороны государственных структур, заинтересованных в успешности представителей государства на крупнейших соревнованиях мира.

Влияние политики на развитие Олимпийских игр, а иногда и их результаты все более очевидно. А всестороннее развитие спортсмена, поиск гармонии нравственного и телесного не совпадает с проблемами допинга, характерными для спорта высших достижений, а также стремлением победить любой ценой.

В сравнении с выше указанным, студенческие соревнования более созвучны принципам честных поединков, поскольку не связаны с высокими гонорарами, а также само участие юных спортсменов в образовательном сообществе говорит о всесторонности интересов участников Универсиад.

Необходимо отметить еще одно важнейшее значение студенческого спорта – его влияние на физкультурно-

спортивное молодежное движение. Известно, что рост показателей и результатов на олимпийских стадионах сокращает количество людей, имеющих возможность участия в самых престижных соревнованиях планеты. Исследователи указывают на факт сокращения и обособленности спортсменов высокого уровня. Спортсмены – участники студенческих соревнований выступают в качестве примера активной спортивной деятельности. Сам факт их присутствия в академическом сообществе повышает интерес к занятиям спортом и физической культурой в целом, формирует у молодежи активную жизненную позицию, стремление к достижению высоких результатов.

Развитие студенческого спорта в рамках образовательного учреждения, с одной стороны, повышает престиж и привлекательного вуза, с другой - позволяет формировать нравственные принципы воспитания молодого поколения, а значит именно это направление спортивной деятельности обладает высоким потенциалом в процессе формирования будущего страны, как гарантии дальнейшего развития общества.

ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ: КАК ЭТОМУ СОДЕЙСТВУЕТ УНИВЕРСИТЕТСКИЙ И ОЛИМПИЙСКИЙ СПОРТ?

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«Нет ничего благороднее солнца, дающего столько света и тепла. Так и люди прославляют те состязания, величественнее которых нет ничего, - Олимпийские игры». Древнегреческий поэт Пиндара

Введение: Здоровый образ жизни — образ жизни человека, направленный на профилактику болезней и укрепление здоровья. Включает в себя достаточную двигательную активность в виде занятий спортом.

Спорт - от английского sport, сокращение от первоначального, desport— «игра», «развлечение». Так может ли «игра» и «развлечение» помочь укреплению здоровья? Ответ однозначен – Да.

Спорт лежит в основе Олимпийских игр, а проблема взаимоотношений олимпийского движения, профессионального и любительского спорта, влияния их на здоровый образ жизни год от года приобретает все большую значимость.

Задачи исследования:

Рассмотреть понятия: здоровый образ жизни, Университетский и Олимпийский спорт

Выявить влияние на здоровый образ жизни Олимпийского движения.

Цель исследования:

Рассмотреть Олимпийский спорт как содействие здоровому образу жизни

Методы исследования :

Теоретический анализ.

Олимпийские игры являются самым значимым спортивным событием в мире. Олимпиада собирает у трибун миллионы болельщиков и зрителей, а новые рекорды и достижения спортсменов вписывают новую страницу в историю спорта.

Различают два понятия олимпийского движения – Университетский и Олимпийский спорт.

Олимпийские игры – крупнейшие международные комплексные спортивные соревнования, которые проводятся каждые четыре года, зародились в древности.

Университетский спорт, сравнительно молодое движение. Универсиада (Universiade) — международные спортивные соревнования среди студентов, проводимые Международной федерацией университетского спорта (FISU). Название «Универсиада» происходит от слов «Университет» и «Олимпиада».

В том и другом случае происходит объединение спортсменов всех стран в честных и равноправных соревнованиях. По отношению к странам и отдельным лицам не допускается никакой дискриминации по расовым, религиозным или политическим мотивам

С древности в Олимпийских играх участвовали самые здоровые, сильные спортсмены, способные обогнать ветер, переплыть океаны и допрыгнуть до неба. На время Олимпийских игр наступал всеобщий мир, прекращались войны и разногласия между народами. А того, кто нарушит это негласное мирное соглашение, ждала незавидная участь. Игры помогают не только воспитывать прекрасных спортсменов, но и учат дружить! Дети с юных лет играют и мечтают стать спортсменами. Ведь это означает вечную славу, почести и возвышенное чувство собственного достоинства.

Что же мы видим в современном мире? Кому подражать юному поколению, если не олимпийцам? Вспомним таких великих спортсменов как: Майкл Фелпс (США), завоевавшего по плаванию (2000—2012) 18 золотых, 2 серебряных, 2 бронзовых медали ; Лариса Латынина (СССР) , завоевавшую по спортивной гимнастике (1956—1964) 9 золотых, 5 серебряных, 4 бронзовых медали ; Пааво Нурми (Финляндия) завоевавшего по легкой атлетике (1920—1928) 9 золотых, 3 серебряных медали и т.д. Этот список можно продолжать бесконечно: многократные, двукратные, однократные чемпионы Олимпийских игр- всегда останутся в истории и в наших сердцах. Они доказывают нам, что нет ничего невозможного!

Спортсмены сильны не только физически, но и обладают самыми лучшими моральными и душевными качествами. Именно суммой всех этих качеств они привлекают молодежь, детей к занятиям спортом, и самое главное – к пониманию того, что спортсмен должен быть, прежде всего, здоровым и вести здоровый образ жизни.

АКТИВИЗАЦИЯ СПОРТИВНО-МАССОВОЙ РАБОТЫ СРЕДИ СТУДЕНТОВ КАК СРЕДСТВО ПРОФИЛАКТИКИ НАРКОМАНИИ И АСОЦИАЛЬНОГО ПОВЕДЕНИЯ

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Аннотация. Наиболее доступной, эффективной и явно недооцененной сферой деятельности, способной сформировать у студенческой молодежи надежные и устойчивые ценностные позиции, являются физическая культура и спорт. В статье представлена программа антинаркотической профилактической работы со студентами «Моя позиция: побеждать!» с позиции системного подхода к профилактике наркотизации и асоциального поведения.

Введение. Актуальность проблемы профилактики приобщения современной российской студенческой молодежи к злоупотреблению психоактивными веществами средствами физической культуры несомненна. Многими исследованиями убедительно доказан профилактический антинаркотический потенциал спорта. Вместе с тем специфические средства спорта необходимо применять в контексте соответствующим образом организованной воспитательной работы.

В связи с вышеизложенным **целью исследования** явились разработка и экспериментальное обоснование содержательных и организационно-методических особенностей применения различных форм спортивно-массовой работы среди студентов, способствующих повышению эффективности первичной профилактики наркомании и асоциального поведения.

В исследовании были применены следующие **методы**: анализ и обобщение научно-методической литературы; педагогическое наблюдение, анкетный опрос, антропометрические измерения, контрольные испытания, медико-биологические методы исследования, диагностика психических состояний и свойств личности, педагогический эксперимент, методы математической статистики.

Результаты исследования и их обсуждение. В Набережночелнинском филиале Поволжской государственной академии физической культуры, спорта и туризма реализуется долгосрочная комплексная система первичной профилактики наркомании и асоциального поведения «Моя позиция: побеждать!», направленная на воспитание личности студента в целом. Наиболее адекватной и эффективной альтернативой устоявшимся средствам и методам в профилактике является формирование мотивации студента к ведению здорового образа жизни. Соединяя профилактическую, разъяснительную, спортивную, творческую деятельность, развивая волонтерское движение, вуз предоставляет каждому студенту возможность для самореализации, исключив тем самым вредные привычки. Условиями поддержки каждой личности является активное вовлечение в учебу, научную, общественную, спортивную деятельность как альтернатива свободному времени препровождению.

Программа состоит из трех этапов: мотивационно-адаптивного, основного, заключительного. Задачи каждого этапа логически связаны между собой и плавно переходят из одного этапа в следующий. Программа включает в себя следующие направления работы: 1) информационно-аналитический раздел, предусматривающий получение знаний и информированность студентов в правовых, медицинских сферах, в области коммуникации и здорового образа жизни; 2) когнитивно-личностный раздел, включающий обучение, которое способствует развитию личностных ресурсов (самооценки, собственной системы ценностей, целей и установок, способности делать самостоятельный выбор, контролировать свое поведение и жизнь, осознанию потребности в получении и оказании поддержки окружающим и др.), навыков интеллектуальной, творческой и личностной самореализации; 3) мотивационно-поддерживающий, способствующий формированию навыков сохранения здоровья и здорового образа жизни.

Реализация программы предусматривает следующие мероприятия:

- привлечение большего числа студентов, ведущих здоровый образ жизни и занимающихся в спортивных секциях и кружках;

- организацию работы по профилактике употребления ПАВ среди студентов младших курсов, студентов колледжа физической культуры, спортсменов;
- проведение и участие в профилактических мероприятиях;
- организацию спортивных занятий по привлекательным видам двигательной активности;
- обучение студентов-волонтеров ведению профилактической работы;
- организацию семинаров-тренингов;
- организацию семинаров для педагогов в учебных заведениях города по ведению оздоровительной и антинаркотической работы с молодежью;
- участие студентов в научной работе.

Критериями эффективности программы являются: максимальный охват студентов мероприятиями программы - до 90%; повышение уровня трудовой занятости студентов во внеучебное время до 60%; увеличение числа студентов, занятых в спортивных и др. секциях, студиях до 70%; повышение уровня адаптированности и профессионального самоопределения студентов 1-го курса; высокий показатель уровня мотивации на здоровый образ жизни; снижение количества студентов, имеющих психологические факторы риска возникновения аддиктивного поведения; повышение уровня информированности студентов в вопросах здорового образа жизни.

СОВРЕМЕННАЯ РОЛЬ СТУДЕНЧЕСКОГО СПОРТА В РАЗВИТИИ ОБЩЕСТВА И СОЦИАЛИЗАЦИИ ЛИЧНОСТИ

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Спорт как важный социальный феномен пронизывает все уровни современного социума, оказывая широкое воздействие на основные сферы жизнедеятельности общества. Он влияет на национальные отношения, деловую жизнь, общественное положение, формирует моду, этические ценности, образ жизни людей. Действительно, феномен спорта обладает мощной социализирующей силой. Политики давно рассматривают студенческий спорт как национальное увлечение, способное сплотить общество единой национальной идеей, наполнить своеобразной идеологией, стремлением людей к успеху, к победе.

Анализ развития спорта в США и других странах мира показывает, что активная позиция населения по отношению к спорту формируется как следствие хорошей пропаганды СМИ. Именно от СМИ, и в первую очередь от TV, зависит популяризация видов спорта, а занятия физкультурно-спортивной деятельностью рассматриваются как неотъемлемая часть культуры жизнедеятельности. Социологические опросы населения, особенно молодежи, занимающейся спортом, показывают, что спорт формирует первоначальное представление о жизни и мире. Именно в спорте наиболее ярко проявляются такие важные для современного общества ценности, как равенство шансов на успех, достижение успеха, стремление быть первым, победить не только соперника, но и самого себя.

Люди, прошедшие школу спорта, убеждены, что спорт помог им воспитать веру в свои силы и возможности, а также умение ими воспользоваться. Спорт учит идти на жертвы ради достижения цели. Уроки, усвоенные юными спортсменами на спортивном поле, затем, как правило, помогают и в жизни. Многие из спортсменов утверждают, что именно спорт сделал из них человека, способного быть личностью. Однако, говоря о положительных моментах социализации средствами спорта, нельзя не сказать о негативных фактах развития современного спорта, которые серьезно повлияли на его ценности. Погоня за медалями и рекордами привела к возникновению таких негативных явлений в спорте, как стремление к победе любой ценой, допинг, ранняя специализация, жестокость.

Эффективность социализации посредством спортивной деятельности зависит от того, насколько ценности спорта совпадают с ценностями общества и личности. По своей природе спорт, несмотря на присущую ему соревновательность, гуманен, поскольку он способствует развитию личности, помогает раскрывать непознанные возможности человеческого организма и духа. Реализация гуманистического потенциала спорта не происходит сама собой и во многом зависит от того, в каких целях общество использует спорт. Физическая культура и спорт играют важную роль в формировании личности. Многие социальные ситуации проигрываются в спортивной деятельности, что позволяет спортсмену набирать для себя жизненный опыт, выстраивать особую систему ценностей и установок. Придя в спортивную секцию или школу, юный спортсмен попадает в новую социальную сферу: тренеры, судьи, спортивный коллектив - это новые агенты социализации, конкретные люди, ответственные за воспитание и образование, обучение культурным нормам и образцам поведения, обеспечивающие эффективное освоение новой социальной роли, в которой оказывается юный спортсмен. Для каждого человека особенно важна первичная социализация, когда закладываются основные психофизические и нравственные качества личности. В первичной социализации спортсмена наряду с семьей, школой задействован социальный институт физической культуры и спорта.

Среди агентов первичной социализации далеко не все играют одинаковую роль и обладают равным статусом. По отношению к ребенку, проходящему социализацию, родители занимают превосходящую позицию. Для юного спортсмена тренер также играет одну из ведущих ролей. Ровесники, напротив, равны ему. Они прощают ему многое из того, что не прощают родители и тренер. В каком-то смысле, с одной стороны - ровесники, а с другой - родители и тренер воздействуют на юного спортсмена в противоположных направлениях. Тренер в данном случае усиливает позиции родителей в формировании базисных ценностей, а также регулирует сиюминутное поведение, ориентируя юного спортсмена на спортивный стиль жизни, достижение высоких результатов.

Ценностный потенциал спорта позволяет решать целый ряд воспитательных задач. Уже отмечалось, что спорт - это школа воспитания мужества, характера, воли. Спортивная деятельность позволяет юному спортсмену стойко переносить трудности, нередко возникающие у ребенка в школе, в семье, в других жизненных ситуациях. Забота о развитии физической культуры и спорта является важнейшей составляющей социальной политики государства, обеспечивающей воплощение в жизнь гуманистических идеалов, ценностей и норм, дающей широкий простор для выявления способностей людей, удовлетворения их интересов и потребностей, активизации человеческого фактора.

Физическая культура и спорт, являясь одной из граней общей культуры, во многом определяет поведение человека в учебе, на производстве, в быту, в общении, способствует решению социально-экономических, воспитательных и оздоровительных задач. Огромный социальный потенциал студенческого спорта необходимо в полной мере использовать на благо процветания страны, поскольку это - наименее затратный и наиболее результативный рычаг форсированного морального и физического оздоровления нации.

РОЛЬ УНИВЕРСИТЕТА ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В СОЦИОКУЛЬТУРНОМ РАЗВИТИИ ОЛИМПИЙСКОГО РЕГИОНА

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На протяжении более чем сорокалетней истории существования важную роль в развитии физической культуры и спорта Российской Федерации играет коллектив Кубанского государственного университета физической культуры, спорта и туризма (КГУФКСТ), являющегося ведущим вузом физической культуры и спорта не только в Краснодарском крае, но и в Южном федеральном округе. В университете реализуются следующие приоритетные направления деятельности коллектива вуза:

1. Оптимизация структуры университета, которая включает все уровни профессиональной подготовки (13 специальностей высшего и 3 среднего профессионального образования), а также дополнительного и послевузовского профессионального образования в сфере физической культуры и спорта (аспирантура, докторантура, факультет повышения квалификации и переподготовки кадров). В структуру университета включено Краснодарское училище (техникум) олимпийского резерва, что позволило создать интегрированный учебно-спортивно-производственный комплекс и решать основные задачи, стоящие перед вузом.

2. Усиление влияния вуза на социально-экономическое развитие Краснодарского края, осуществляемого в следующих основных направлениях:

- подготовка профессиональных кадров с высшим и средним профессиональным образованием, полностью обеспечивающая эффективное функционирование различных компонентов системы физической культуры и спорта на Кубани. Ежегодно до 15% из объема государственного заказа на подготовку профессиональных кадров отводится на места для абитуриентов, поступающих в вуз по целевым договорам с администрацией Краснодарского края;

- выпускниками вуза являются практически все руководители Министерства спорта Краснодарского края, а также руководящих органов физической культуры и спорта всех муниципальных образований Кубани;

- ежегодно более 700 студентов организуют спортивно-массовые и физкультурно-оздоровительные мероприятия в летний каникулярный период в пришкольных лагерях и площадках по месту жительства детей, подростков и молодежи;

- в настоящее время осуществляется целевая подготовка менеджеров по организации различных видов физкультурно-спортивной и туристической деятельности во вновь возводимых спортивных сооружениях г. Сочи и других регионов Краснодарского края в связи с проведением XXII зимних Олимпийских игр и XI зимних Паралимпийских игр 2014 года.

3. Подготовка спортсменов высокой квалификации. Гордостью вуза являются студенты – члены сборных команд Российской Федерации различного уровня. Только в Олимпийских и Паралимпийских играх 2012 года в г. Лондоне приняли участие 23 наших студента, которые завоевали одну золотую, 4 серебряных и 5 бронзовых медалей. В вузе выстроена оптимальная система подготовки данной категории студентов на основе индивидуальных учебных планов профессиональной подготовки, а также внедрения элементов дистанционного обучения и широкого спектра современных информационных технологий.

Ключевым аспектом деятельности коллектива вуза является научно-методическое сопровождение спорта высших достижений.

В течение трех последних лет учеными университета на основе договоров с администрацией Краснодарского края осуществляется научно-методическое обеспечение членов и резерва сборных команд Кубани по 27 видам спорта. В 2012 году было обследовано 356 спортсменов высокой квалификации. Научно-методическую помощь в процессе подготовки к Олимпийским играм в Лондоне получили: дзюдоист Арсен Галстян; легкоатлетки: Татьяна Чернова и Мария Абакумова; пловцы: Данила Изотов и Станислав Донец; гребцы: Владимир Чернышков и Елизавета Астанина и многие другие спортсмены.

Университет осуществляет силами ученых руководство комплексной научной группой при сборной команде Российской Федерации по прыжкам на батуте, в основном состоящей из студентов и выпускников нашего университета, а также принимает активное участие в научно-методическом обеспечении подготовки сборных команд Российской Федерации по стрельбе из лука (паралимпийский спорт).

Ученые вуза на протяжении многих лет оказывают помощь в научно-методическом обеспечении подготовки членов сборных команд Российской Федерации на базе Федерального государственного унитарного предприятия «Южный федеральный центр спортивной подготовки» в г. Сочи.

В свете недавнего пожелания Президента Российской Федерации В.В. Путина о необходимости возрождения комплекса ГТО особую актуальность приобретает проводящийся с 1999 года в г. Краснодаре мониторинг физической подготовленности учащихся общеобразовательных школ. Только в 2012 году протестировано более 18 тысяч школьников, сформулированы и тиражированы научно обоснованные рекомендации по совершенствованию процесса их физической подготовки.

Системно повышается уровень функционирования факультета повышения квалификации и переподготовки физкультурно-спортивных кадров. Только в 2012 году через эти формы повысили свою квалификацию 613 специалистов физической культуры и спорта.

4. Развитие добровольческого волонтерского движения.

Одним из факторов укрепления имиджа университета является участие в развитии и продвижении ценностей добровольческого движения усилиями центра привлечения волонтеров для обслуживания XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в городе Сочи.

В минувшем году волонтерским центром при КГУФКСТ реализовано 116 проектов социальной, спортивной и олимпийской направленности.

В сезоне 2011-2012 года в тестовых соревнованиях приняли участие 52 волонтера по направлению «Обслуживание мероприятий».

В перспективных планах развития вуза – существенная модернизация материально-технической базы.

ЭФФЕКТИВНАЯ МОДЕЛЬ УПРАВЛЕНИЯ СТУДЕНЧЕСКИМ СПОРТОМ НА ПРИМЕРЕ СИБИРСКОГО ФЕДЕРАЛЬНОГО УНИВЕРСИТЕТА

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Актуальность. Созданные в период с 2006 по 2011 годы Распоряжениями Правительства РФ и Указами Президента РФ девять федеральных университетов на базе ведущих федеральных государственных образовательных учреждений высшего профессионального образования стали крупными учебными организациями с большим количеством студентов, профессорско-преподавательского состава и сотрудников. Для решения вопросов, связанных с организацией и управлением физкультурно-массовой и спортивной работы в таком крупном коллективе, необходима эффективная модель управления этим важным направлением работы.

Организация исследования. Положительный опыт подобного управления имеет Сибирский федеральный университет, где в 2009 г. было аргументировано и принято новое управленческое решение по усовершенствованию работы спортивного клуба университета. Так, он был выведен из непосредственного подчинения кафедры физической культуры и выделен в самостоятельный методический и управленческий орган по развитию студенческого спорта университета (рис.). Это было связано с необходимостью активизации физкультурно-оздоровительной деятельности студентов, преподавателей и сотрудников вуза, с одной стороны, и повышения эффективности подготовки сборных команд университета по видам спорта для участия в спортивных мероприятиях регионального, всероссийского и международного уровней – с другой. Наличие нескольких подразделений, отраженных на рис., объясняется большим количеством студентов и преподавателей вуза, так как СФУ был образован в 2007 г. посредством объединения государственного университета, политехнического университета, инженерно-строительного университета, института цветных металлов и торгового института г. Красноярска. Вуз стал вторым в РФ по числу бюджетного приема. Таким образом, после объединения численность студентов превысила 36 500 чел., преподавателей – 3 300 чел., сотрудников – 4 700 чел. При этом не только учебные корпуса, но и спортивные объекты оказались территориально рассредоточенными в черте г. Красноярска.

Результаты исследования. Выделение СК СФУ в самостоятельную структуру привело к резкому увеличению участников проводимых в течение учебного года физкультурно-оздоровительных мероприятий. Так, созданная модель управления позволила проводить многоэтапные физкультурно-спортивные мероприятия, начиная от учебной группы, курса, института до общеуниверситетских спартакиад, межрегиональных спортивных праздников и фестивалей с привлечением большого количества участников и зрителей. В результате Сибирский федеральный университет за последние годы добился достаточно высоких результатов в физкультурно-массовой и спортивной работе на межрегиональном и всероссийском уровне:

- Победитель I Всероссийской зимней Универсиады – 2010 г
- серебряный призер II Всероссийской летней Универсиады – 2010 г
- победитель II Всероссийской зимней Универсиады – 2012 г
- победитель открытого Всероссийского конкурса «Вуз здорового образа жизни» 2011 г и призер 2012 г
- победитель открытого публичного Всероссийского смотра-конкурса образовательных учреждений среднего и высшего профессионального образования на лучшую организацию физкультурно-спортивной работы за 2011-2012 гг
- победитель II Фестиваля студенческого спорта среди федеральных университетов.

Для реализации всех поставленных задач и спортивных амбиций, кроме более 30 штатных работников СК СФУ, были привлечены 108 преподавателей кафедры физической культуры.

Заключение. Таким образом, выделение спортивного клуба крупного вуза в самостоятельную структуру ведет как к более эффективному руководству деятельностью курсов спортивного совершенствования по видам спорта, так и к усилению активности физкультурно-оздоровительной деятельности. Соответственно, предлагаемая структура штата спортивного клуба может быть использована в деятельности ВУЗов с большой численностью студентов.

НИКОЛАЙ АЛЕКСАНДРОВИЧ ПАНИН-КОЛОМЕНКИН: НОВЫЕ ДАННЫЕ ИЗ ЖИЗНИ ПЕРВОГО ОЛИМПИЙСКОГО ЧЕМПИОНА РОССИИ

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В докладе приводятся малоизвестные факты из биографии, а также новые страницы из жизни первого олимпийского чемпиона России, фигуриста, уроженца Бобровского уезда Воронежской губернии Н.А.Панина-Коломенкина.

Цель исследования состоит в том, чтобы показать становление первого русского олимпийского чемпиона, а также высказать, окончательно обосновать и утвердить точку зрения по до сих пор нерешенным вопросам о годе, месте рождения и дате окончания университета Н.А. Панина-Коломенкина.

При подготовке работы опирались на архивные источники и официальные документы.

Результаты исследования: обнаружены новые материалы из жизни спортсмена, которые необходимо включить в научную и историко-спортивную литературу.

СРАВНИТЕЛЬНАЯ ХАРАКТЕРИСТИКА МОРФОФУНКЦИОНАЛЬНОГО СОСТОЯНИЯ ОРГАНИЗМА СТУДЕНТОВ, АКТИВНО ЗАНИМАЮЩИХСЯ И НЕ ЗАНИМАЮЩИХСЯ ФИЗИЧЕСКОЙ КУЛЬТУРОЙ И СПОРТОМ

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Введение: Уровень физического развития современных студентов зависит от уровня их двигательной активности, который определяется многими факторами, и в том числе социально-экономической ситуацией.

Целью исследования: было определение тенденций влияния высокого уровня двигательной активности на морфофункциональное состояние (МФС) организма посредством сравнения показателей между группами современных студентов, активно занимающихся и не занимающихся физической культурой и спортом.

Методы: С помощью комплексной методики (антропометрия, определение компонентного состава тела, уровня физподготовленности, состояния системы внешнего дыхания и периферической гемодинамики – всего 54 показателя) проведено комплексное исследование МФС организма студентов (юноши и девушки, 20-23 года) факультета физического воспитания (ФФВ) и других факультетов (ДФ), не связанных с активными занятиями физической культурой и спортом. Общее количество обследованных – 1160, из них 572 юноши и 588 девушек. Определены достоверные различия между результатами с использованием t-критерия Стьюдента.

Результаты: Уровень тотальных размеров тела студентов (юношей и девушек) ФФВ и других факультетов мало отличается. Более высокие результаты обхватных размеров тела и конечностей получены у юношей и девушек ФФВ ($P < 0,05-0,001$). Наоборот, толщина кожно-жировых складок на шести локальных участках тела более выражена у девушек ДФ по сравнению с девушками ФФВ ($P < 0,05-0,001$). Выраженно большие результаты ($P < 0,05-0,001$) получены юношами и девушками ФФВ при тестировании физических качеств (сила кисти, гибкость, координация – из тестов Еврофит (Eurofit, 1998)). Показатели внешнего дыхания в покое и при максимальной дыхательной нагрузке также имели более высокие значения у студентов и студенток ФФВ ($P < 0,05-0,001$). Кроме того, найдены половые различия по отдельным показателям периферического кровообращения внутри групп студентов, как активно занимающихся, так и не занимающихся спортом ($P < 0,05-0,01$).

Отсутствие различий по тотальным размерам тела объясняет слабое влияние длительных занятий массовым спортом на генетические свойства организма. Более изменчивыми являются изменения компонентного состава тела (толщины кожно-жировых складок, процентного содержания жировой ткани, воды, костной и мышечной ткани (Мартыросов Э., Николаев Д., Руднев С., 2006)). Обхватные размеры конечностей и грудной клетки у юношей и девушек увеличиваются при высоком уровне двигательной активности, что связано с развитием адаптации к физической нагрузке (Charzewski J., 1997). Значительно влияние занятий ФН на показатели системы внешнего дыхания, как в состоянии покоя, так и при максимальной дыхательной нагрузке. Это является прямым следствием активных занятий физической культурой и спортом, при которых внешняя вентиляция обеспечивает метаболические запросы организма доставкой кислорода. Результаты исследования отражают современные тенденции влияния занятий физической культурой и спортом на уровень МФС организма современных студентов, проживающих на территории Западного региона Беларуси.

Таким образом, получены достоверные различия по показателям морфофункционального состояния студентов и студенток, активно занимающихся и не занимающихся физической культурой и спортом, что отражает современные тенденции образа жизни студенческой молодежи. Полученные результаты являются содержательной нормативной базой для реализации комплексного врачебно-педагогического контроля за состоянием здоровья студентов разных факультетов (физического воспитания и других) во время их учебы в университете.

РОЛЬ СТАБИЛОМЕТРИИ В ДИАГНОСТИКЕ СОСТОЯНИЯ НЕРВНО-МЫШЕЧНОЙ СИСТЕМЫ ОРГАНИЗМА СПОРТСМЕНА

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Введение. Проблема адаптации двигательного аппарата спортсмена к изменяющимся условиям тренировочной и соревновательной среды является одной из актуальных в спортивной подготовке. Изучение функциональных свойств нервно-мышечной системы, в частности взаимосвязи между нервной и мышечной системами, имеет важное фундаментальное значение для современной спортивной науки и практики, поскольку позволяет, с одной стороны, отслеживать состояние центральных структур (управляющей системы) и, с другой стороны — состояние мышечного аппарата (управляемой системы). Придерживаясь взглядов концепции Н.А. Бернштейна (1896-1966), в данной работе описывается оригинальная методика оценивания как центрального, так и периферического компонента нервно-мышечной системы при стабилметрическом обследовании.

Цель исследования - выявление стабилметрических показателей, которые могут охарактеризовать состояние нервной и мышечной системы спортсменов.

Методы исследования. В работе использовалась методика регистрации биомеханических характеристик центра давления при стабилметрическом обследовании в пробах Ромберга с закрытыми глазами и с открытыми глазами, и модифицированной пробы Ромберга, покачиваясь вперед-назад прямым телом с закрытыми глазами. Пробы Ромберга проводились в Европейской стойке. Время обследования в каждой пробе составляло 51 сек. В исследовании использовалось программное обеспечение «МБН-Стабило» г.Москва (2003 г.). Исследования проводились в научно-исследовательской лаборатории «Здоровый образ жизни и охрана здоровья» СурГПУ.

Результаты исследования. В практике подготовки спортсменов нередко случаи, когда трудно понять, почему происходит снижение спортивного результата и сам спортсмен не оправдывает возложенных на него ожиданий. Одной из многочисленных причин является деавтоматизация координационных механизмов, происходящих в нервно-мышечной системе организма спортсменов.

Тренеру порой бывает трудно определить ту грань предъявления спортсмену тренировочных нагрузок, за которой наступают необратимые последствия снижения результативности. На рисунке 1 иллюстрируется распределение показателей мышечной системы, в частности показателей согласованной работы мышц и экономичности работы, при стабилметрическом обследовании 375 спортсменов-студентов юношеского возраста.

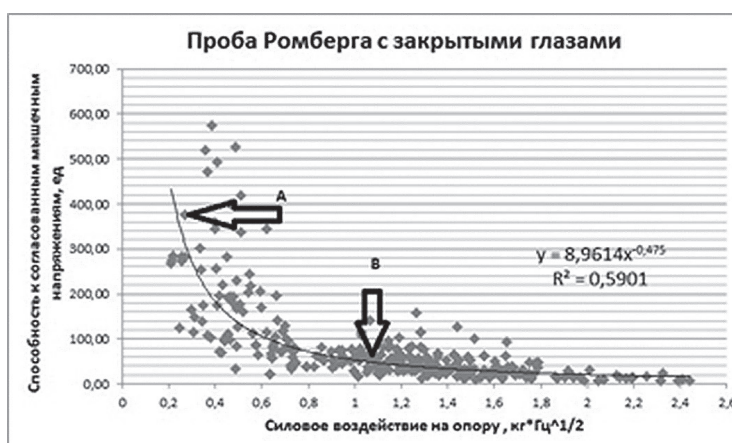


Рис. 1. Взаимосвязь стабилметрических показателей, отражающих координационные механизмы в мышечной системе в пробе Ромберга с закрытыми глазами в Европейской стойке (51 сек), n=375 человек

На рисунке 1 отмечены показатели спортсменки 18 лет за 2 недели до соревнований (состояние А) и накануне соревнований (состояние В). Состояние А характеризуется высоким уровнем согласованной работы мышц - 375 ед (межмышечная координация) и низким уровнем силовых затрат - 0,269 кг*Гц^{1/2}, т.е. высокой степенью экономности выполнения работы. Состояние В отражает низкий уровень межмышечной координации - 65 ед и значительно увеличенные (в 3,87 раза) силовые затраты - 1,04 кг*Гц^{1/2}. При этом никаких внешних и

физиологических отклонений в состоянии спортсменки выявлено не было. Как и не было нужного спортивного результата на соревнованиях.

Другой пример демонстрирует наличие центрального утомления у спортсмена 21-летнего возраста, имеющего звание «КМС» по борьбе.

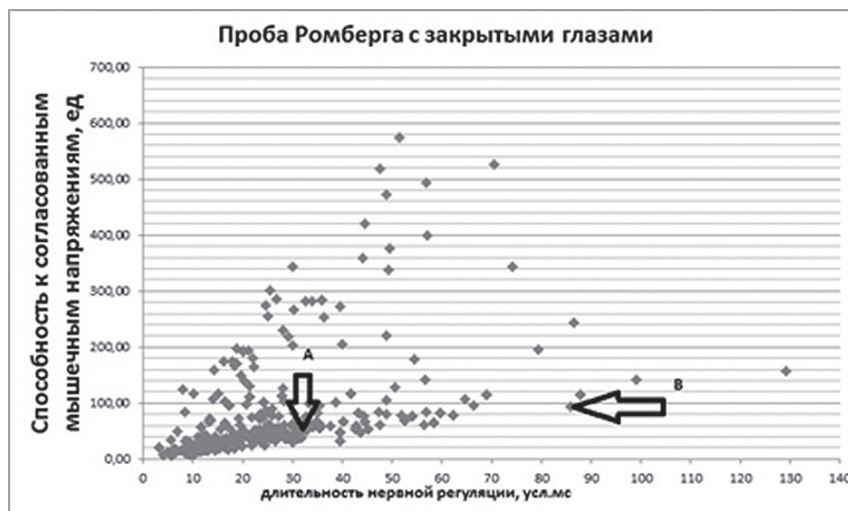


Рис. 2. Взаимосвязь стабилметрических показателей, отражающих координационные механизмы в нервно-мышечной системе в пробе Ромберга с закрытыми глазами в Европейской стойке (51 сек), $n=375$ человек

Высокие тренировочные нагрузки и недостаточные восстановительные мероприятия вызвали снижение показателей мышечной синергии до 59 ед с длительностью нервной регуляции в 32 усл.мс – состояние А. Повторное обследование через 5 дней и после дневного отдыха выявило незначительный рост показателя межмышечной координации до 95 ед и признаки явного утомления в ЦНС – 86 усл.мс – состояние В.

Согласно взглядам Н.А. Бернштейна, основная задача «коррекций на уровне синергий – внутренняя увязка большого целостного движения, согласование его частей с самим собой». В рассматриваемых выше типичных примерах деавтоматизация координационных механизмов, происходящих в нервно-мышечной системе организма спортсменов, приводит к снижению результативности решения двигательной задачи. Нарушения выражаются: 1) в рассогласованности напряжений в мышцах, участвующих в движении; 2) в снижении экономичности выполнения двигательного задания; 3) в увеличении времени на обработку в нервной системе поступающей информации от рецепторов мышечной системы. Тренировочные нагрузки вносят сбивающие воздействия на автоматизированные и координированные процессы уровня синергий. Как организм спортсмена будет адаптироваться к ним, зависит от профессиональных умений тренера и самого спортсмена. Но одно не вызывает сомнений, реакции нервно-мышечной системы организма можно и нужно регистрировать.

Достоинствами представленных стабилметрических показателей является простота понимания, большая информационная насыщенность и практическая применимость. Еще одно преимущество данного измерения заключается в том, что процесс получения результатов практически не приводит к дополнительным воздействиям на организм спортсмена, легко переносится человеком и может продлиться не более 10 минут.

ЖЕНЩИНЫ В БОРЬБЕ НА ПОЯСАХ НА УНИВЕРСИАДЕ-2013 В КАЗАНИ

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Сегодня спорт – это довольно уникальное и увлекательное явление в жизни практически каждого человека. Абсолютно во всем мире быстро увеличивается численность людей, которые занимаются спортом, между тем женщины с огромным энтузиазмом занимаются не только традиционно женскими видами спорта, а постигают все новые и новые для женского мира спортивные дисциплины. И борьба на поясах не стала исключением. Соревнования по борьбе на поясах впервые будут проводиться на Летней Универсиаде 2013 года в Казани, и женщины будут представлены в четырех весовых категориях.

Борьба на поясах – это древнейший контактный вид спорта, единоборство, где два борца сражаются в одежде, имеющей пояс. Существует несколько международных организаций, развивающих этот стиль борьбы: Международная федерация объединенных стилей борьбы (FILA), Международная ассоциация борьбы на поясах и другие. Стремление женщин соревноваться во всех видах спорта наравне с мужчинами ознаменовалось колоссальным успехом. Были при этом преодолены последние формальные запреты для занятия женщинами многими видами спорта. Если в борьбе на поясах было изначально подразумевалось участие только мужчин (как в Татаро-башкирской или Греко-римской борьбе), то после проведения первых двух чемпионатов мира оказалось, что практически отсутствует какое-либо отличие борьбы на поясах от Татаро - башкирской борьбы кроме униформы борцов. Женский бой был включен в программу борьбы на поясах в 2003г. На третьем чемпионате мира женщины боролись в двух весовых категориях - 63 свыше 63 кг. Женщины борются на поясах только в вольном стиле, количество участниц состязаний с каждым сезоном растет. В связи с увеличением числа женщин в борьбе на поясах организаторы добавили новые весовые категории: если изначально было только два веса, то затем к ним добавили 58 кг, и постепенно увеличили до пяти весовых категорий. На сегодняшний день женщины борются в весовых категориях: 52 кг, 58 кг, 66 кг, 76 кг и свыше 76кг.

Активное стремление многих женщин заниматься как борьбой на поясах, так и другими видами спорта наравне с мужчинами характеризуется как феномен XX века. Стремление женщин к достижению высочайших результатов в разнообразных видах спорта требует научного комплексного обоснования и ставит перед практиками и учеными ряд актуальных проблем:

1. изучение влияния интенсивных соревновательных и тренировочных нагрузок на женский организм;
2. разработку социально-психологических основ женского спорта.

В практике спорта большое внимание уделяется спорту высших достижений и мало внимания - проблеме разработки научно-методических основ оптимизации тренировочных нагрузок, которые позволили бы добиваться таких же высоких результатов в спорте без реальных угроз для женского здоровья.

В рабочей программе по борьбе на поясах в учебно-тренировочную группу зачисляются спортсмены с 12 лет (мальчики и девочки), выполнившие требования по общей физической подготовке, специальной физической подготовке, тактико-технической подготовке. Задачами учебно-тренировочной группы также являются:

- 1) укрепление здоровья, дальнейшее развитие физических качеств, функциональной подготовленности;
- 2) совершенствование технико-тактического арсенала и приобретение соревновательного опыта с целью повышения спортивных результатов;
- 3) воспитание специальных психических качеств;
- 4) освоение теоретического раздела программы.

Во время учебно-тренировочного процесса тренер не делает акцент на разделение стилей: женскую борьбу и мужскую. Мужской стиль борьбы очень сильно отличается: если мужчины во время борьбы борются, исполняя тяжелые броски (прогиб, подсад одной ноги, выведение с подбивом корпуса соперника и др.), то женщины, по статистике, на соревнованиях борются, используя комбинации без корпусных бросков. Решение данной проблемы так и не найдено.

Женщины-спортсменки в любом виде спорта - это абсолютно особенная социальная категория женщин, которая характеризуется спортивным стилем жизни.

СОВРЕМЕННЫЕ НАУЧНЫЕ ПОДХОДЫ К УКРЕПЛЕНИЮ ЗДОРОВЬЯ ЧЕЛОВЕКА СРЕДСТВАМИ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА

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Физическая культура и спорт в настоящее время находят широкую реализацию во многих странах мира, а проблема адаптации к физическим нагрузкам остается одной из актуальных проблем педагогики, биологии и медицины. Особую актуальность приобретает профилактическое направление адаптации к мышечным нагрузкам. Ее высокая эффективность в предупреждении сердечно-сосудистых болезней убедительно доказана в США при реализации программы оздоровительной физической культуры, разработанной доктором К. Купером (1989). Одно из важнейших направлений укрепления здоровья связано с адаптационными возможностями организма.

«Здоровье – это уровень адаптационных возможностей, устойчивости организма к факторам внешней и внутренней среды». Чем выше адаптационные возможности, тем выше уровень здоровья. В биологическом плане адаптация – это приспособление строения и функций организмов к условиям среды или деятельности. В процессе адаптации формируются признаки и свойства организма, благодаря которым люди приобретают способность трудиться в необычных условиях среды или деятельности.

При разных по характеру сильно действующих факторах внешней среды или деятельности (что может представлять опасность для здоровья недостаточно подготовленных людей) устойчивость функций организма, работоспособность человека обеспечиваются функциональными возможностями одних и тех же систем – систем первой очереди мобилизации (З. И. Барбашова, 1960; Б. В. Ендальцев, 2004). Если эти системы обеспечивают компенсированный ответ организма на действия факторов среды или деятельности, адаптация протекает в более короткие сроки и с меньшими физиологическими тратами, т.е. при более высоком уровне работоспособности. Следовательно, применяемые физические упражнения должны наиболее эффективно повышать функциональные возможности физиологических систем первой очереди мобилизации (срочной адаптации). Физиологические системы первой очереди мобилизации включают сердечно – сосудистую систему, систему дыхания, систему крови, их функция – обеспечение организма кислородом. Функциональные возможности названных систем в наибольшей мере проявляются при циклической работе большой мощности с участием в работе крупных мышц тела – основных потребителей кислорода. Указанная работа большой мощности позволяет эффективно совершенствовать функциональные возможности рассматриваемых систем.

К упражнениям большей мощности относятся циклические упражнения, которые человек способен выполнять в течение от 5-6 до 20-30 минут (бег на 3-5 км, лыжная гонка на 5 км, плавание и другие).

Следовательно, для эффективного совершенствования функционального состояния организма в процессе физической тренировки прежде всего необходимо применять циклические упражнения большой мощности, позволяющие успешно расширять функциональные возможности физиологических систем срочной адаптации. Данное требование актуально для физической подготовки специалистов любого профиля, деятельность которых протекает в необычных условиях.

Рассматривая долговременную адаптацию, следует отметить исключительно важную закономерность адаптационных процессов – наличие единого механизма приспособления на клеточном уровне к разнообразным факторам. Важность этой закономерности состоит в том, что адаптированный к какому-либо фактору (например, к физическим нагрузкам) организм при изменении условий (перемещении в жаркий климат) формирует приспособительные реакции к ним в более выгодном положении, имея уже готовый сформированный механизм адаптации на клеточном уровне, что позволяет быстрее перевести приспособительные реакции с системного на более совершенный тканевой уровень без резкого ухудшения здоровья и работоспособности людей.

Таковы современные научные подходы к формированию адаптационных возможностей, укреплению здоровья человека.

Таким образом, рассмотренные научные подходы к применению средств физической культуры позволяют эффективно формировать у человека адаптационные возможности организма, в результате укреплять его здоровье и работоспособность. Адаптация к обоснованным в данной статье физическим упражнениям обеспечивает эффективный рост функциональных возможностей организма, экономичность функционирования

основных физиологических систем, повышение устойчивости к неблагоприятным воздействиям внешней и внутренней среды.

Указанные средства организма укрепляют здоровье и работоспособность человека. Достигать рассмотренных результатов позволяют только обоснованные в данной статье циклические упражнения, развивающие физическую выносливость и связанные с участием в работе большого числа крупных мышечных групп тела – основных потребителей кислорода. Поэтому выбор упражнений и интенсивности их выполнения должен базироваться на закономерностях физиологических адаптаций с целью эффективного совершенствования механизмов срочной и долговременной адаптации.

Рассмотренные подходы к формированию адаптационных возможностей организма актуальны для всех категорий населения, но особенно они важны для специалистов, выполняющих задачи в необычных условиях, военнослужащих, а также для высококвалифицированных спортсменов – для повышения надежности соревновательных выступлений.

ИНДИВИДУАЛЬНО-ГРУППОВОЕ РАЗВИТИЕ СПЕЦИАЛЬНОЙ ВЫНОСЛИВОСТИ ДЗЮДОИСТОВ-ЮНИОРОВ

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Актуальность исследования. Современный спорт предъявляет очень высокие требования к подготовке спортсменов. В связи с этим повышение эффективности работы спортивных школ и училищ олимпийского резерва, играющих ведущую роль в подготовке спортсменов, невозможно без серьезных исследований в области теории и методики юношеского и юниорского спорта. В рассматриваемом возрасте происходит закладка и формирование фундамента разносторонней физической, технической и тактической подготовки, на основе которого в дальнейшем спортсмены добиваются результата на соревнованиях. Именно поэтому специалисты и тренеры в области спортивной борьбы продолжают поиск более эффективных форм, средств, методов и методик работы с борцами в возрасте 17-19 лет.

В настоящий момент учебно-тренировочный процесс дзюдоистов направлен на усовершенствование уже имеющейся системы подготовки. Одной из главных задач, стоящих перед тренерами в дзюдо, является повышение специальной выносливости дзюдоистов.

Анализ научно-методической литературы по проблеме развития специальной выносливости и ее оценки позволил выделить основное противоречие: доказано, что скоростно-силовые способности и специальная выносливость являются доминирующими в дзюдо, однако в настоящее время отсутствует система оценки и методика их эффективного развития у дзюдоистов 17-19 лет.

Кроме этого, в настоящий момент в дзюдо тренеры и борцы нуждаются в простых и эффективных методах оценки функциональных возможностей, в методах, которые давали бы объективную информацию при определении уровня работоспособности и специальной выносливости борцов на протяжении всего учебно-тренировочного процесса.

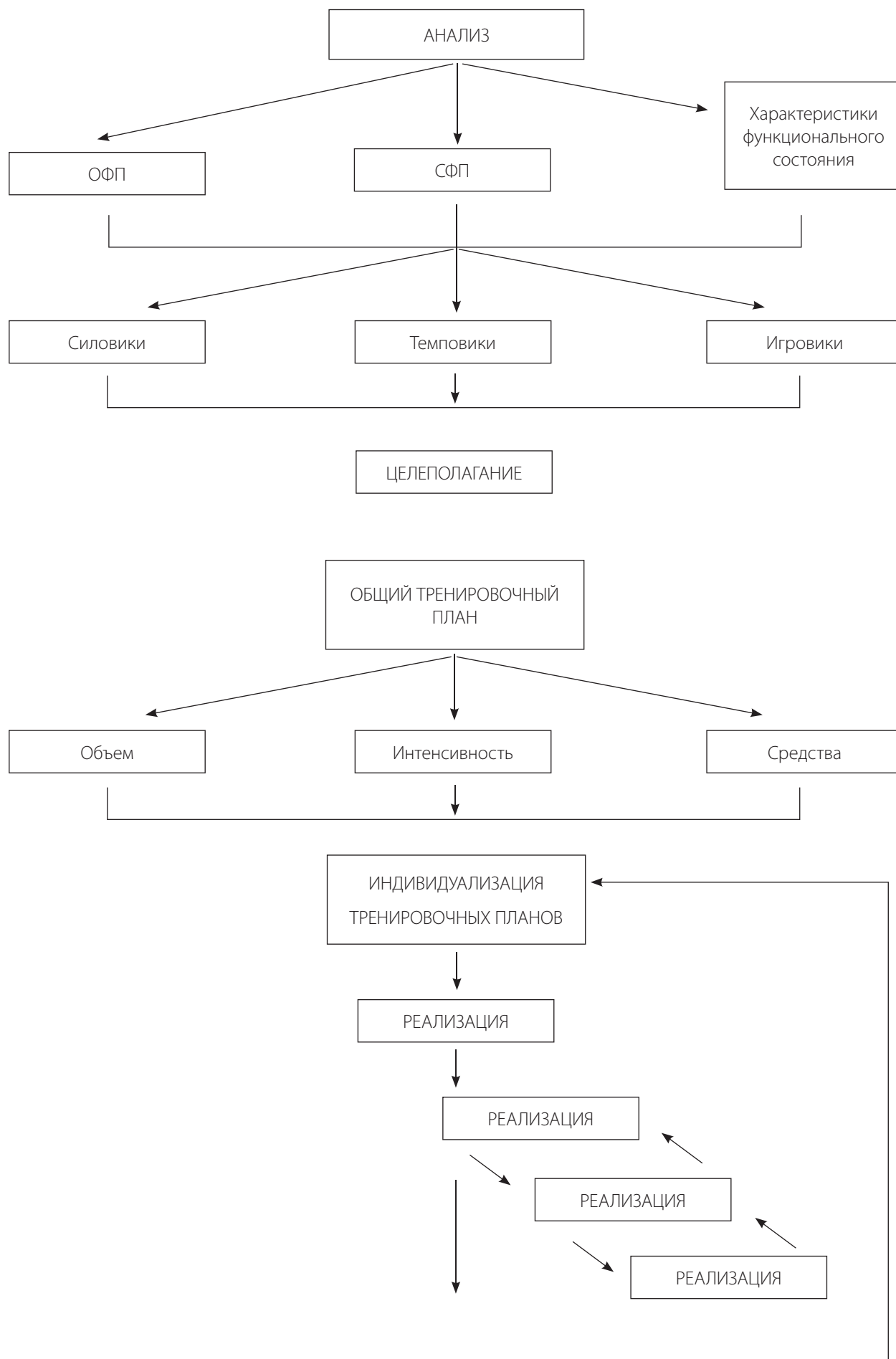
В этой связи проблема разработки методики индивидуально-группового развития специальной выносливости дзюдоистов 17-19 лет, основанной на индивидуальных характеристиках функциональных возможностей организма, является, несомненно, актуальной.

Цель исследования - разработка методики индивидуально-группового развития специальной выносливости дзюдоистов-юниоров, основанной на учете и контроле динамики индивидуальных характеристик функциональных возможностей организма спортсменов.

Методы исследования - анализ литературных источников и обобщение практического опыта; педагогическое наблюдение; педагогический контроль; диагностика и контроль уровня функционального состояния (аппаратно-программные комплексы: «ОМЕГА-С2» и Δ ЭКГ по С.А. Душанину); педагогический эксперимент; математическая статистика

Результаты исследования. Исходя из результатов проведенной диагностики показателей, характеризующих энергообеспеченность мышечной деятельности дзюдоистов, представляющих различные индивидуальные стили соревновательной схватки, нами была разработана индивидуально-групповая методика, направленная на развитие специальной выносливости борцов.

При разработке методики индивидуально-группового развития специальной выносливости дзюдоистов-юниоров основное внимание уделялось двум направлениям: 1) подготовка была направлена на поддержание наиболее сильных качеств; 2) развитие отстающих компонентов и показателей, характеризующих метаболические, энергетические и функциональные возможности организма.



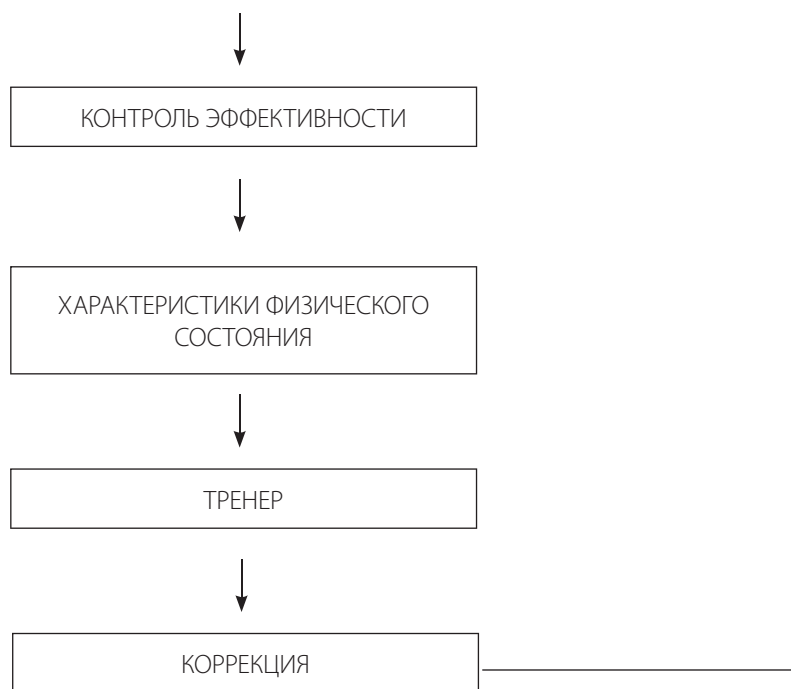


Рис. Алгоритмизированная блок-схема методики индивидуально-группового развития специальной выносливости дзюдоистов-юниоров

Методика индивидуально-группового развития специальной выносливости дзюдоистов-юниоров предусматривает определенную последовательность действий (рис.):

1. Оценка индивидуальных характеристик ОФП, СФП и функциональных возможностей организма (показатель спортивной формы «Health»).
2. Определение преимущественного стиля ведения соревновательной схватки конкретных спортсменов («силовик», «темповик», «игровик»).
3. Общее целеполагание и разработка общего тренировочного плана. Общий тренировочный план основывается на подборе и характере воздействия средств подготовки, а также их планирование по объему, интенсивности и направленности.
4. Индивидуализация тренировочных планов в зависимости от стилевой группы. Индивидуализированные тренировочные планы строились на основании полученной информации об исходном состоянии спортсмена, его сильных и слабых показателях, характеризующих метаболические, энергетические, и функциональные возможности организма, а также учитывался индивидуальный стиль ведения соревновательной схватки.
5. Реализация тренировочных планов по микро-, мезо- и макроциклам подготовки. Тренировочный план определял количество и сроки проведения микроциклов, мезоциклов и макроцикла подготовки.
6. Мониторинг динамики спортивной формы по микроциклам. Анализ данных индивидуального мониторинга функционального состояния спортсменов позволял производить оперативную коррекцию объема и интенсивности тренировочной нагрузки.
7. Оперативный контроль эффективности реализации тренировочных программ. Контроль эффективности осуществлялся при помощи индивидуального наблюдения (мониторинга) за основными функциональными параметрами спортсменов, что позволяло производить оперативную коррекцию объема и интенсивности тренировочной нагрузки.
8. Коррекция тренировочных программ в случае несоответствия фактического тренировочного эффекта с запланированным.

Таким образом, на основании результатов исходной диагностики показателей, характеризующих особенности энергообеспечения мышечной деятельности дзюдоистов, представляющих разные стилевые формы, была разработана индивидуально-групповая методика, направленная на развитие отстающих компонентов специальной выносливости. При этом содержание экспериментальной методики предусматривало определенную последовательность действий, состоящую из восьми этапов.

СТУДЕНЧЕСКИЙ СПОРТИВНЫЙ КЛУБ: ЮРИДИЧЕСКИЕ И ФИНАНСОВЫЕ АСПЕКТЫ СОЗДАНИЯ

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Спортивный клуб – это автономная, самостоятельная и мощная финансовая структура, наподобие клубов Национальной баскетбольной ассоциации или футбольных клубов английской Премьер-лиги, немецкой Бундеслиги или клубов Континентальной хоккейной лиги с бюджетным, убыточным гиперфинансированием. Вряд ли студенческий спортивный клуб способен на такое развитие, да и нужна ли молодым людям, в большинстве своем получающим неспортивную специальность, такая профессиональная основа для занятий и совершенствовании себя в хобби по виду спорта.

Спортклуб существует в любой школе. Учитель физической культуры организывает соревнования по различным видам спорта на первенство своей школы среди классов и отбирает на них в сборную команду школы учеников, затем собирает команду для районных или городских школьных соревнований, подает заявку и выступает с ней. Иногда учебно-тренировочный процесс благодаря энтузиазму учителя и учеников строится круглогодично. Такая деятельность не входит в инструкцию по должностным обязанностям учителя средней школы, однако все понимают, что она очень важна и имеет огромный воспитательный, образовательный и развивающий эффект в становлении личности молодого человека. Эта деятельность и определяет функционирование спортклуба школы.

Нечто подобное на общественных началах или за счет уменьшения плановых учебных занятий отдельному преподавателю-тренеру осуществляется и на кафедрах ФВиС в вузах. Преподаватели кафедры, исходя из своей специализации, возглавляют команды по видам спорта и организуют круглогодичный тренировочный процесс на учебно-материальной базе вуза. Эта работа тоже не входит в должностные обязанности преподавателя вуза и тоже ведется в большей степени за счет энтузиазма. Студенческий спорт является спортом высоких достижений, в этом возрасте молодые люди показывают результаты, соответствующие мастерским, и даже результаты международного класса. Спортивный клуб вуза должен обладать достаточно большой и разнотипной спортивной материальной базой, квалифицированными тренерами и профессиональными судьями.

Мы рассмотрели некоторые варианты функционирования спортивных клубов, точнее, крайние варианты их организации. Вероятно, студенческий спорт не столь профессионален, чтобы перенимать опыт мировых суперклубов, но, исходя из уровня подготовки студентов-спортсменов, вариант голого энтузиазма тоже не годится. Студенческому спортивному клубу для успешного функционирования и развития наряду с огромной морально-нравственной составляющей необходимо приобрести юридический и финансовый статус.

Рассмотрим юридический статус спортивного клуба вуза.

- Председатель или президент спортивного клуба должен руководить и координировать работу своих подчиненных, то есть тренеров спортивного клуба. Поскольку тренеры в подавляющем большинстве – это преподаватели кафедры, целесообразно и даже единственно верно, если функции председателя спортклуба будет выполнять заведующий кафедрой ФВиС. Но второй оклад ему никто не даст, а, как уже говорилось, в его должностные обязанности такая деятельность не входит.

- Тренер спортивного клуба должен нести ответственность за здоровье подопечных, за организацию учебно-тренировочного процесса и за спортивный результат своей команды. А как это сделать, если как сказано выше эта деятельность строится на голом энтузиазме, значит нет никакой отчетности.

- Спортклуб как самостоятельное юридическое лицо. Часто приходится слышать такую форму организации спортивной работы. Не понятно только, как, в размере каких штатов и, самое главное, на какие средства будет существовать такая структура? Доход подразумевается от сдачи в аренду спортивных объектов, но ведь спортивные сооружения принадлежат вузу и государственным образовательным учреждениям нельзя по закону сдавать в аренду учебные площади. Или спортклуб сам будет арендовать спортивные сооружения у вуза. И на примере своего вуза можем сказать, что хоть и имеем современный спортивный комплекс со множеством специализированных залов и два больших старых спортзала, все они заполнены учебными занятиями и тренировками наших

студенческих команд. Сдавать в аренду можно их, только ущемляя собственных студентов. Не верится, что, какой-то вуз обладает такой избыточной спортивной материальной базой, чтобы можно было для содержания собственного спортивного клуба достаточно зарабатывать на аренде площадей. Чтобы содержать штат своих работников такому спортклубу понадобятся еще большие финансовые возможности. Боюсь, что многие подобные структуры создаются не для развития студенческого спорта, а для перераспределения финансовых потоков.

Для создания спортивного клуба идеальным вариантом, казалось бы, было включение в штатное расписание вуза с бюджетным финансированием отдельного структурного подразделения со своим руководителем, тренерско-преподавательским и вспомогательным персоналом. Некоторые преподаватели после проведения плановых занятий переходили бы под юрисдикцию спортклуба и, уже как сотрудники другой структурной единицы, на той же спортивно-материальной базе продолжали тренировать студентов по видам спорта. Но второй оклад им нельзя выплатить, да и противоречий в работе двух схожих, параллельных и в то же время конкурентных структур наверняка возникнет множество.

Как же организовать студенческий спорт? Как создать и какой должен быть спортивный клуб вуза?

Не вступая в противоречие с законом и принимая во внимание специфические особенности студенческого спорта, для создания спортивного клуба в высшем учебном заведении наиболее оптимальным решением, на наш взгляд, будет следующее. Спортклуб и кафедра физического воспитания и спорта – это единый монолитный организм, где эти две составные части – взаимозависимые, взаимодополняющие и взаимоподпитывающие друг друга. Возглавлять спортивный клуб вуза, конечно, должен заведующий кафедрой ФВиС, являться тренерами, в большинстве своем – преподаватели кафедры. За исполнение этих обязанностей ректором, исходя из количества культивируемых видов спорта, должна устанавливаться на учебный год ежемесячная надбавка.

Кроме такого кадрового решения у спортивного клуба существуют еще несколько объективных расходных направлений: страхование жизни и здоровья студентов-членов спортивных команд; ежегодная закупка экипировки и снаряжения для студенческих команд; расходы, связанные с проведением соревнований внутри вуза; оплата дополнительного питания членам сборной команды вуза; премиальные выплаты за спортивные достижения членам и тренерам студенческих команд. Для решения этой проблемы необходимо на министерском уровне внести дополнения в казначейскую систему распределения бюджетных средств вузам России. А именно: включить отдельной статьей расходования бюджетных средств статью на содержание спортивного клуба в вузе. Чтобы руководство вуза не имело право расходовать эти средства на другие цели. Начислять средства на эту статью из расчета количества студентов, обучающихся в вузе.

Учитывая ставку налогообложения для государственных учреждений, содержание спортклуба обойдется вузу в 7 700 000 руб.

(Суммы указаны из расчета небольшого государственного ВУЗа с количеством студентов, обучающихся на очной форме – 5 000 человек, с организованными 25 спортивными командами, выступающими в ежегодной республиканской спартакиаде по 30 видам спорта)

Цели и примерные ежегодные суммы, на которые можно будет расходовать средства статьи спортклуба

№ п/п	Цели расходующих средств спортивного клуба	Количество обеспечиваемых единиц	Ежегодная сумма в руб.
1	Страхование жизни и здоровья студентов – членов спортивных команд	400 человек	600 000
2	Экипировка спортивных студенческих команд вуза	25 команд	1 400 000
3	Оснащение спортивным инвентарем и оборудованием студенческих команд вуза	25 команд	800 000

4	Расходы, связанные с проведением соревнований на первенство вуза	14 соревнований	260 000
5	Оплата дополнительного питания членам сборной команды вуза за месяц и во время соревнований	30 соревнований	900 000
6	Премияльные выплаты за спортивные достижения членам и тренерам студенческих команд	30 соревнований	1 200 000
ИТОГО			5 160 000
7	Сумма годовой ежемесячной надбавки, устанавливаемой ректором за исполнение обязанностей тренеров спортивного клуба	20 человек	1 200 000
ИТОГО			6 360 000

В защиту Олимпийских игр.

Олимпийские игры (ОИ) величайшее явление современности. По своей грандиозности они несравнимы ни с каким другим явлением социальной жизни современного общества. И тем не менее находятся в опасности. Что же им угрожает? Как ни странно, прежде всего, деятельность самих же организаторов этого мероприятия, тот же Международный олимпийский комитет (МОК). Тогда кто же должен бороться за сохранение Игр? Да те же самые организаторы Игр, и прежде всего МОК.

Опасность представляет бездумное расширение Игр. Постоянное увеличение числа разыгрываемых медалей. Первые ОИ 1896 года – Афины (Греция) – разыгрывалось 44 комплекта наград. Когда Советский Союз впервые выступил на ОИ в 1952 году (Хельсинки), уже разыгрывалось 144 комплекта наград. Через 60 лет в 2012 году в Лондоне уже 302 награды. То есть за 60 лет выступления нашей команды число разыгрываемых медалей более чем удвоилось. Если так пойдет дальше, то к концу XXI века их число достигнет 1000.

Следует заметить, что в природе и в обществе проявляется такая закономерность – при чрезмерном развитии какого-либо явления оно превращается в свою противоположность, попросту деградирует. Например, бесконтрольное увеличение числа личных автомобилей в городах не улучшает транспортное сообщение, а парализует его. Второй пример, большой спорт не улучшает здоровье спортсменов, а скорее ведет к его разрушению. Дело в том, что на этом уровне борьба за первенство ведется на грани человеческих возможностей, а чаще за их пределами.

Расширение масштабов ОИ не только увеличивает расходы на их проведение, но и ведет к качественному изменению самих Игр. На наш взгляд, в настоящее время достигнут разумный предел в числе разыгрываемых комплектов наград (примерно 350).

Дальнейшее увеличение пойдет за счет включения в программу Игр новых видов спорта и появление новых номинаций (дисциплин) в уже имеющихся.

Количество новых видов спорта растет взрывообразно. Многие из них получают статус олимпийских видов спорта, то есть признаются МОК. Какие же из них следует включать в Олимпийские игры? На наш взгляд, прежде всего классические виды спорта. Такими следует считать те виды, которые существуют давно, проводились на первых Олимпиадах современности, в том числе и ОИ древности. Вот конкретные виды спорта первых Олимпийских игр (1896 г., Афины, Греция): борьба классическая (ныне греко-римская), велоспорт, гимнастика, легкая атлетика, плавание, стрельба пулевая, теннис, тяжелая атлетика, фехтование. На вторых играх (1900 г. Париж) к ним добавились водное поло, гребля, парусный спорт, регби, футбол, стрельба из лука и другие виды, которые больше не повторялись.

Обратите внимание на первый вид спорта первой Олимпиады – борьба классическая. Вот именно – классическая. Борьба была одним из основных видов соревнований на Играх Древней Греции. Изображение борцов украшают амфоры и другие материальные свидетельства древней культуры. Борец Милон Кротонский – герой ОИ древности. И именно борьбу хотят исключить из программы ОИ, начиная с 2020 года под предлогом, что соревнования по борьбе пользуются меньшей популярностью у зрителей. Но по таким же критериям могут пострадать и другие виды спорта, те же легкая и тяжелая атлетика, гимнастика. Делается это все под давлением

определенных заинтересованных стран.

Реакция в обществе на такие дискриминационные действия может иметь далеко идущие последствия. Олимпийский чемпион по борьбе из Болгарии в знак протеста объявил об отказе от золотой медали. Его примеру хотят последовать и другие борцы. А вслед за этим некоторые страны могут бойкотировать Игры.

Виды спорта, в которых постоянно соревновались олимпийцы первой половины прошлого столетия, должны быть неприкасаемыми. Некоторым из них сотни и даже тысячи лет. Только тогда ОИ останутся классическими соревнованиями, иначе они будут разбавлены быстрорастущими новыми видами спорта. Здесь на уровне Олимпиады все, как в искусстве, музыке, балете. То, что исключительно хорошо и вечно – это и есть классика. Сравните такие пары видов спорта: английский футбол, которому только официально 150 лет, и пляжный футбол; горнолыжный спорт (слалом, слалом-гигант и скоростной спуск) и многочисленные быстроменяющиеся виды сноуборда, могул; бокс (опять же английский) и бои без правил. Первые в этих парах – это классика, остальное – это виды спорта «одноразовки», шоу на потеху зрителей.

В последнее время часто говорят о загрязнении среды. Но ведь загрязняется не только экология: земля, вода, воздух, но и вся среда обитания человека. Например, научная среда за счет появления псевдонаучных публикаций и «липовых» диссертаций. Загрязняется музыкальная сфера низкопробной музыкой и безголосыми исполнителями. Загрязняется и спорт за счет появления примитивных видов спорта.

Вторая не менее опасная причина расширения числасоревнований на ОИ связана с появлением новых дисциплин (номинаций) в уже имеющихся, в том числе и классических видах спорта. Взять, к примеру, лыжный спорт. Раньше соревнования у мужчин включали такие классические дистанции, как 15 км, 30 км, 50 км, эстафету 4x10 км. И все. Теперь появились гонки с преследованием, смешанные эстафеты, лыжный спринт. И так везде.

В плавании до 1964 года пловцы соревновались в брассе, дельфине и на спине только на дистанции 200 м. Сейчас во всех способах плавания есть дистанции 50, 100, 200 м. Но ведь это в принципе одно и то же, и все эти дистанции может выиграть один и тот же человек.

Чаще всего это продавлено США для улучшения показателей командного первенства страны.

В последнее время появилось много соревнований, соперничающих по своим масштабам с Олимпийскими играми. Взять те же Универсиады.

Так, например, Универсиада 2013 года в Казани будет проводиться по 27 видам спорта, на которых будет разыграно 351 комплект наград. Это сравнимо с нынешним объемом Олимпиады, да и состав участников обоих соревнований тот же самый. Ведь студенческий возраст – это возраст большинства участников ОИ. Начали проводиться Игры молодежи по типу Олимпиад. Планируется и уже опробовано проведение детских олимпийских соревнований. Параолимпийские игры инвалидов по числу разыгрываемых медалей превысили ОИ. Есть еще и СИЗМ – соревнования среди военнослужащих стран мира, где так и сказано, что они проводятся по типу олимпийских соревнований.

В свое время МОК указывал нам на недопустимость проведения Спартакиад народов СССР и Спартакиад дружественных армий как альтернативу ОИ. В настоящее время, если МОК своевременно не примет ограничительных мер, Олимпийские игры просто «утонут» в массе похожих соревнований. Потеряется важный момент исключительности ОИ и звание «Олимпийского чемпиона» – один раз в четыре года. Оно уже и сейчас становится в некоторой степени ущербным.

Определенную опасность для ОИ представляет применение допингов на соревнованиях. Точнее, как МОК организует борьбу с этим злом. Очень часто бывает, когда победители соревнований награждаются в торжественной обстановке, на Родине их встречают, как героев, чествуют руководители страны. А затем они дисквалифицируются за применение допинга.

И все попросту остаются в «дураках» из-за нерасторопности системы допинг – контроля и странной позиции МОК. Широковещательно заявляется, что Олимпийский чемпион может быть дисквалифицирован через много лет, если будут разработаны новые, более эффективные методы повторного допинг-контроля, т.е. задним числом. Сегодня спортсмен не виновен, а завтра разработали новый препарат (читай: приняли новый закон) и он станет нарушителем. Это не что иное, как нарушение юридической логики. Наверняка уже в настоящее время все процедуры допинг – контроля можно выполнить заранее, до старта, во всяком случае, до награждения, чтобы не допустить принявшего допинг на соревнование. Иначе на этой почве могут быть крупные международные скандалы.

Выбор городов-организаторов Игр – это тоже своего рода соревнования за право проведения Олимпиад. Мы не будем ссылаться на Олимпийскую символику – переплетение пяти колец, но заметим, что континенты на Земле все - таки существуют, это Европа, Азия, Австралия, Африка, Америка (Северная и Южная). В принципе ОИ в настоящее время можно провести на любом континенте. Однако в каждом Олимпийском цикле разгорается тяжба, где проводить очередные Игры. Многие страны каждый раз выставляют свои кандидатуры, да еще представляют несколько городов на выбор.

Чтобы упорядочить работу МОК в этом вопросе можно предложить учитывать очередность континентов для проведения Игр. Речь идет о летних ОИ. В таком случае часть стран не будет выставлять кандидатуры своих городов и проведение конкурса упростится. Если еще установить, что страна не может два раза подряд представлять свой континент, то право каждой страны на повторное проведение ОИ будет отсрочено минимум на 40 лет. Иначе некоторые страны необоснованно часто могут проводить Игры. Взять те же США: 1904 год – Сент Луис, 1932 год – Лос – Анжелес, 1984 год – опять же Лос – Анжелес, 1996 год – Атланта. В последнем случае США проводили Игры всего через 12 лет, «украдя» Юбилейную Олимпиаду (в год 100 летия Олимпийских Игр) у Греции. Кстати эту Олимпиаду 1996 года в Атланте считают одной из худших Игр последнего времени.

В принципе, континенты, где проводятся ОИ, в последние 60 лет равномерно чередуются, как мы и предлагаем.

1952 год – Хельсинки, Финляндия (Европа)

1956 год – Мельбурн (Австралия)

1960 год – Рим, Италия (Европа)

1964 год – Токио, Япония (Азия)

1968 год – Мехико, Мексика (Южная Америка)

1972 год – Мюнхен, Германия (Европа)

1976 год – Монреаль, Канада (Северная Америка)

1980 год – Москва, СССР (Европа)

1984 год – Лос-Анжелес (США, Северная Америка)

1988 год – Сеул, Корея (Азия)

1992 год – Барселона, Испания (Европа)

1996 год – Атланта, США (Северная Америка)

2000 год – Сидней (Австралия)

2004 год – Афины, Греция (Европа)

2008 год – Пекин, Китай (Азия)

2012 год – Лондон, Великобритания (Европа)

2016 год – Рио де Жанейро, Бразилия (Южная Америка)

Если МОК примет решение о равномерном чередовании континентов в проведении летних ОИ, то количество заявок городов резко уменьшится и многие страны получат доступ к организации Игр. К 2024 году нужно планировать проведение Игр в Африке.

Большую опасность для Олимпийского движения представляет излишняя политизация проведения Игр. Часто говорят, что спорт вне политики. Это далеко не так. Страны, как показано выше, борются за право проведения

Игр, победа и завоеванные медали поднимают престиж страны. Опасно, когда это используется в политических целях.

Так, в 1980 году при проведении XXII летних Игр в Москве США бойкотировали Олимпиаду под предлогом участия СССР в войне в Афганистане. Олимпиада была на грани срыва. Участвовали команды лишь 81 страны. В 1984 году Олимпийские игры проводились в США, в Лос-Анжелесе. Была организована кампания против участия в этих Играх нашей страны и стран социалистического содружества. Из США раздавались откровенные угрозы расправиться с советскими спортсменами. То есть наш бойкот был инспирирован теми же США. А может быть все было гораздо проще? В те годы на Олимпийских играх 10 команд социалистического содружества завоевывали 60% золотых наград, из них почти половину Советский Союз. В 1980 году в Москве США заняли бы третье место в общекомандном зачете после СССР и ГДР, как это уже произошло на Олимпийских Играх в Монреале в 1976 году. В 1984 году в Лос –Анжелесе США потерпели бы разгромное поражение на своей территории. Вот и вся причина бойкота Олимпийских игр.

В 2008 году Грузия начала боевые действия в день открытия Пекинской Олимпиады. О том, чтобы наказать эту страну за агрессию и разговоров не было. Такая политика двойных стандартов опасна в Олимпийском движении.

СОВРЕМЕННЫЙ ПРОЦЕСС ПОДГОТОВКИ ЧЛЕНОВ СБОРНОЙ РЕСПУБЛИКИ БУРЯТИЯ ПО ЖЕНСКОЙ БОРЬБЕ

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Бурятская школа вольной борьбы занимает высокие позиции на российской и международной аренах. Ее характеризуют определенные особенности, которые выгодно отличают лучших представителей бурятской школы. В 2012 году на Олимпийских играх в Лондоне Любовь Волосова завоевала бронзовую медаль.

Высокие результаты соревновательной деятельности демонстрируют также студентки Бурятского государственного университета: Цыренова Жаргалма является чемпионкой турнира серии Голден Гран-При «Иван Ярыгин» 2013 года, также Жаргалма является серебряным призером Чемпионата Европы 2013 года, Стальвира Оршуш – победительница первенства России среди юниоров 2013 года.

Как известно, основные современные тенденции развития мирового спорта, прежде всего, связаны с процессом повышения эффективности подготовки спортсменов. Важное значение при подготовке девушек в различных видах борьбы имеет проблема внедрения инновационных технологий для контроля и оценки спортивной формы, параметров нагрузки, уровня функциональных возможностей.

Цель исследования – совершенствование подготовки борцов с использованием современных информационных технологий.

Методы исследования:

1. Компьютерная программа Спорт 3.0 (Аксенов М.О., 2010). Программа позволяет планировать и отслеживать параметры нагрузок спортсменов. Спортсмены и тренеры, имеющие достаточный уровень знаний, заносят планы своих тренировок в программу «Спорт 3.0». Спортсмен дистанционно также может внести свою информацию в базу данных с помощью сети Интернет. Тренер, получив из базы данных информацию о спортсмене, может проанализировать любой цикл или тренировку спортсмена [3].

2. Тест PWC170. Двуступенчатая проба по Съэстранду. Использовался беговой тредбан Johnson и пульсометр спортивной серии Polar – перевод полученных единиц кг/м/мин/кг в ватты осуществлялся автоматически с помощью формулы в программе Microsoft Excel. Спортсменки делали две пробы, первая проба ЧСС - около 120 уд./мин, вторая проба ЧСС - около 160 уд./мин. Тест модернизирован Аксеновым М.О., 2011.

3. Экспресс-диагностика работоспособности и функционального состояния человека (Методика М.П. Мороз). Методика, разработанная доктором биологических наук М.П. Мороз, предназначена для объективной оценки функционального состояния человека и прогнозирования его работоспособности на основе статистического анализа времени простой сенсомоторной реакции.

4. Монитор сердечного ритма Polar.

Мы проанализировали нагрузку студентки ФГБОУ ВПО «Бурятский государственный университет» мастера спорта международного класса Цыреновой Жаргалмы в ходе прохождения сборов с помощью компьютерной программы Спорт 3.0. (Аксенов М.О., 2010): с 10 по 25 января 2013 года – сборы в г. Красноярск по подготовке к международному турниру серии Голден Гран При «Иван Ярыгин», с 01 по 15 февраля 2013 года сборы в городе Лобня, с 03 по 14 марта сборы по подготовке к чемпионату Европы.

Успех подготовки борцов во многом связан с рациональным планированием тренировочных нагрузок в различных структурных составляющих процесса подготовки. Однако тренировочные планы тренеров, составленные без применения специализированных программ планирования и управления тренировочным процессом, не дают точных представлений о параметрах и структуре тренировочных нагрузок, не раскрывают особенности построения и распределения объема и интенсивности нагрузок.

Нами были рассмотрены объем и интенсивность специально-подготовительных, вспомогательных и соревновательных средств подготовки: учебно-тренировочные схватки, схватки по заданию, схватки со сменой партнера, контрольные схватки, индивидуальная работа в стойке, индивидуальная работа в партере,

совершенствование в стойке, совершенствование в партере; анализу подвергались также и средства общефизической подготовки спортсменов.

Доля вспомогательных и специально-подготовительных упражнений составила 51,11% (1738 мин.), общеразвивающих упражнений – 38,34% (1300.95 мин.), доля соревновательных средств подготовки составила 10,55% (318 мин.). Средняя интенсивность тренировочных нагрузок составила 3,2 условных единицы (макс. – 4, мин. 1). В графическом виде данные представлены на рисунке.

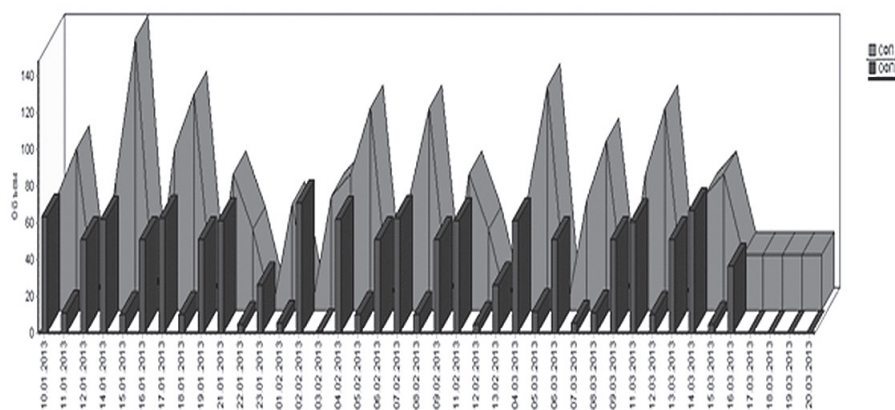


Рис. Соотношение средств ОФП и СФП в ходе прохождения учебно-тренировочных сборов

Рассматривая соотношение средств ОФП и СФП, мы видим, что нагрузка носит волнообразный характер, что является одним из важнейших критериев построения тренировочного процесса.

Кроме того, для оценки внутренней стороны тренировочной нагрузки у спортсменок мы считаем целесообразным использовать мониторы сердечного ритма Polar 810 i, так как сопоставление двух сторон нагрузки позволяет сделать нам соответствующие выводы о протекании адаптационных процессов в организме спортсменок в ходе подготовительно-соревновательной деятельности. Пульсометр Polar 810 i применялся нами для автоматического подсчета времени в пяти разных пульсовых зонах (Sport Zones) в процессе тренировок и выявления уровня физической работоспособности.

Выявление показателей физической работоспособности позволяет определить резервные возможности организма спортсменок, выявить слабые звенья адаптации к физическим нагрузкам и выделить факторы, лимитирующие физическую работоспособность, уточнить отклонения в состоянии здоровья спортсменов, обеспечить возможность оценить уровень их функционального состояния.

Тестирование спортсменок проводилось в научной лаборатории инновационных технологий подготовки спортсменов при Бурятском государственном университете.

Показатели работоспособности были классифицированы нами на 2 группы: относительные (с учетом массы тела) и абсолютные (Табл.). Абсолютный показатель физической работоспособности составил 196,5 Вт, относительный – 3,33 Вт/кг. Динамика исследуемых показателей существенных изменений на протяжении макроструктуры не показала.

Продиагностировав психическую работоспособность с помощью методики хронорефлексометрии М.П. Мороз, мы выявили, что у большинства спортсменок преобладает средний уровень психической работоспособности.

В результате использования корреляционного анализа (по Пирсону) мы выявили положительную корреляционную взаимосвязь между уровнем физической работоспособности и уровнем физической работоспособности ($r=0.72$, $p<0,01$).

Таким образом, применение информационных технологий в процессе подготовки спортсменок, занимающихся вольной борьбой, способствует эффективному управлению процессом подготовки посредством оперативного получения и представления объективной информации о текущем функциональном состоянии спортсменок, уровнях тренировочных воздействий и итоговой коррекции результатов.

Физическая работоспособность членов сборной РБ по женской борьбе

№	Масса, кг	W 1 (км/ч)	ЧСС 1	W 2 (км/ч)	ЧСС 2	PWC 170, Вт	PWC 170, Вт/кг
Исп. 1	51	9	147	12	164	181	3,5
Исп. 2	66	7,5	120	14	165	265	4,0
Исп. 3	68	5,5	125	10	163	201	3,0
Исп. 4	56	6	121	11,5	156	209	3,7
Исп. 5	53	6,5	122	12	172	170	3,2
Исп. 6	54	6	120	11,5	165	178	3,3
Исп. 7	69	5	117	11	167	214	3,1
Исп. 8	56	6	124	11	180	154	2,8

СКАЛОЛАЗАНИЕ - ОЛИМПИЙСКИЙ ВИД СПОРТА: НАДЕЖДЫ И ПЕРСПЕКТИВЫ

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Мировое сообщество скалолазов и альпинистов с надеждой ждут решения МОК о программе Олимпиады 2020 г., так как одним из кандидатов на включение в эту программу является вид спорта - скалолазание. Перспективы развития этого вида спорта в России и мире, увеличение числа спортсменов и любителей этого увлекательного вида спорта и рекреации, требует пристального внимания. Возникает необходимость изучения состояния развития скалолазания, анализа исторического аспекта, определения приоритетов в подготовке к Олимпийским играм, выделения проблем и поиска путей их решения.

Цель исследования – выявить перспективы развития скалолазания как олимпийского вида спорта.

Задачи исследования:

1. Проанализировать основные периоды развития скалолазания в России и за рубежом.
2. Охарактеризовать современное состояние скалолазания в России.

Методы исследования: анализ научной и методической литературы, контент-анализ, методы математической обработки.

Результаты исследования.

Скалолазание — вид спорта и активного отдыха, который заключается в лазании по естественному (скалы) или искусственному (скалодром) рельефу. Зародившись как разновидность альпинизма, скалолазание в настоящее время — самостоятельный вид спорта.

Скалолазание как разновидность активного отдыха и спорта, возникло в горных районах в XIX веке. Занятия скалолазанием получило широкое распространение в Германии, Австрии, на скалах Шотландии, Ирландии, Швейцарии и других стран. В России более 150 лет тому назад в окрестностях Красноярска зародилось лазание на Красноярских столбах. В США в начале XX века стало уверенно развиваться лазание по скалам в Йосемитском национальном парке. В настоящее время в мире насчитывается более 2500 районов для занятия скалолазанием.

История развития спортивных соревнований по скалолазанию начинается в России. Летом 1947 года на скалах недалеко от поселка Домбая (Северный Кавказ) были проведены первые в мире официальные соревнования по скалолазанию. Они были посвящены 30-летию СССР. С этого момента началось активное развитие этого интереснейшего и экстремального вида спорта. Стали проводиться соревнования между альплагерьями в ущельях Кавказа, а в 1949 году были утверждены правила соревнований и проведен семинар судей по скалолазанию. В 1955 году в Крыму состоялся первый Чемпионат СССР по скалолазанию.

В 1972 году в Олимпийском молодежном лагере во время мюнхенской Олимпиады Германский Альпийский Союз провел дискуссию о внесении альпинизма и скалолазания в программу Олимпийских игр. После оживленной дискуссии было установлено, что в отличие от альпинизма, спортивное скалолазание, проводимое по правилам Федерации альпинизма СССР, полностью отвечает всем олимпийским требованиям для новых видов спорта, а именно: соревнования проводятся в одном месте и в одно время; соревнований могут проводиться в разных странах по единому регламенту; равенство условий и шансов на победу для всех участников соревнований; объективность судейства, возможность измерения результата инструментальными методами; уровень результатов соответствует современному уровню мировых рекордов; зрелищность соревнований. Среди членов МОК за признание спортивного скалолазания олимпийским видом спорта высказались представители 42 стран, против - 24 при 2 воздержавшихся. В то же время 65 членов МОК высказались против включения в олимпийские виды собственно альпинизма.

В 1976 году в Гаграх в ущелье Юпшара состоялись первые международные соревнования по скалолазанию,

проведенные по советским правилам Госкомспортом СССР. В соревнованиях приняли участие спортсмены из 8 стран. Среди них: Австрия, Япония, Франция, Румыния, Польша, ГДР, СССР, ФРГ. Это дало мощный импульс развитию спортивного скалолазания в мире. В 1986 году наша страна – родоначальница скалолазания как мирового вида спорта – была удостоена чести организатора первого Кубка Европы по скалолазанию, который состоялся в Ялте с участием спортсменов из 14 стран.

В 1987 году UIAA – руководящая организация для всех видов альпинизма и скалолазания – учредила комиссию по скалолазанию (CEC) и комитет по организации соревнований (CICE), чтобы руководить спортивным скалолазанием и развивать его как самостоятельную дисциплину. Президентом комиссии по скалолазанию был избран француз Поль Брассе, а вице-президентом – профессор из Москвы Юрий Скурлатов. Позже во французском городе Шален на Генеральной ассамблее Международного союза альпинистских ассоциаций было принято решение о проведении соревнований в двух дисциплинах – лазании на скорость, где время, затраченное на подъем по установленному маршруту, определяет место участника, и лазании на трудность – здесь место участника определяется достигнутой на маршруте высотой. В 1988 году состоялись первые официальные этапы первого Кубка мира по скалолазанию. Заключительный этап проходил в Ялте. В лазании на скорость победили Кайрат Рахметов и Наталья Космачева. В лазании на трудность победили французские спортсмены. С 1990 года ежегодно проводится Кубок мира, а с 1991 года – чемпионат мира. В 1999 году состоялся первый Кубок мира в виде боулдеринг. В 2001 году вид боулдеринг включён в программу чемпионата мира. В 2002 году UIAA подготовила Олимпийское досье и выступила с инициативой проведения соревнований по скалолазанию в программе Олимпийских игр в Турине в 2006 году. В январе 2007 года образована Международная федерация спортивного скалолазания (IFSC), в которую вошло 68 стран. Между тем скалолазание получило признание не только как соревновательный вид спорта, но также возросла его общественная роль в связи с его включением в школьную программу во многих странах, а также в специальные программы, которые разрабатываются для людей с ограниченными возможностями. Стремительное развитие и распространение, которое также было отмечено и во многих развивающихся странах, ещё раз доказывает, что этот вид спорта может стать новым альтернативным видом рекреационной активности для людей всех возрастов со всего земного шара.

Согласно правилам вида спорта «Скалолазание» (код по BPBC – 0800011511Я) существуют следующие виды соревнований:

1. Лазание на трудность (трудность) — индивидуальное лазание. Цель — подняться до конца трассы («Финиш», или «Топ» — от англ. top — вершина). Спортсменам дается небольшое количество времени (как правило, 5 минут) на просмотр трассы, после чего они по очереди пытаются пролезть трассу. Участнику даётся одна попытка. Используется нижняя страховка. Участники ранжируются в зависимости от достигнутой высоты.
2. Лазание на скорость (скорость) — парная гонка, индивидуальное лазание. Цель — подняться до конца трассы за минимальное время. Условия — те же, что и в трудности. Используется верхняя страховка.
3. Боулдеринг — серия коротких проблемных трасс. На каждую трассу даётся несколько минут, как правило, 4 и неограниченное количество попыток. На трассе может быть промежуточный финиш — «бонус». Используется гимнастическая страховка и специальные маты.
4. Многоборье – сумма результатов в отдельных дисциплинах.

Соревнования могут проводиться на скалах и на искусственном рельефе; на открытых и на закрытых трассах; с личным, командным и лично-командным зачетом. Соревнования по скалолазанию состоят из прохождения спортсменами дистанции на сложном скальном или искусственном рельефе, с учетом времени прохождения, либо пройденного расстояния, либо количества пройденных трасс.

В настоящий момент сборная России по скалолазанию является одной из сильнейших команд в мире (Табл.1). Мировой рекорд скоростного лазания на 15 метров у мужчин принадлежит нашим спортсменам (5.88 сек.), как и 2 предыдущих (5.98, 6.98), у женщин рекорд скорости установила француженка (8.33), но 2 предыдущих также принадлежат российским спортсменкам (8.37, 8.53). В соревнованиях на скорость у мужчин 5 российских спортсменов входят в десятку сильнейших в мире, стабильно занимая 1-е место. У женщин в соревнованиях на скорость также 5 российских спортсменок входят в десятку лучших в мире, занимая 1 и 2-е места на соревнованиях мирового уровня. В дисциплине «боулдеринг» (мужчины) 2 спортсмена ежегодно занимают призовые места.

Таблица 1

Результаты выступления сборной команды России на международных соревнованиях в 2001-2009 гг.

№	Наименование мероприятий	Количество медалей								
		2001	2002	2003	2004	2005	2006	2007	2008	2009
1	Чемпионат Европы, мира, Первенство мира	9	9	8	16	12	7	7	5	7
2	Кубок мира (Великобритания)	2	3	3	6	5	1	3	2	1
3	Кубок мира (Болгария)	1	5	7	1	2	6	3	2	3
4	Кубок мира (Италия)	2	4	5	1	6	1	5	3	2
5	Кубок мира (Германия)	1	3	5	6	6	5	1	1	1
6	Кубок мира (Италия)	2	1	1	4	2	1	6	1	2
7	Кубок мира (Австрия)	-	3	2	1	6	2	5	3	-
8	Кубок мира (Франция)	-	2	1	1	3	6	6	2	-
9	Кубок мира (Италия)	-	-	3	3	4	5	4	2	-
10	Кубок мира (Сингапур)	-	-	2	3	2	2	1	3	-
11	Кубок мира (Малайзия)	-	-	-	-	-	3	3	1	-
12	Кубок мира (Китай)	-	-	-	-	-	3	1	1	5
13	Кубок мира (Россия)	-	-	-	-	-	6	10	2	2
14	Кубок Европы (Австрия)	4	1	1	1	1	2	1	1	2
15	Кубок Европы (Польша)	32	3	1	4	2	9	1	2	18
16	Кубок Европы (Болгария)	3	2	4	4	5	10	10	9	9

Примечания. Кубок Европы и мира проходил в разные годы в разных странах, в таблице указаны сведения на 2006 г., когда было больше всего соревнований в году. – В этот год было меньше соревнований (по данным International Federation of Sport Climbing (ifsk-climbing.ru)).

По данным федерации скалолазания России, за последние 20 лет подготовлено 263 мастера спорта по скалолазанию, 56 МСМК, 10 спортсменов получили звание Заслуженный мастер спорта России, 6 тренеров стали Заслуженными тренерами России по скалолазанию. Среди регионов России абсолютными лидерами по подготовке спортсменов высокого класса и наличию тренеров высокого уровня профессионализма являются г. Екатеринбург и г. Красноярск.

В России стремительно растет количество скалодромов (искусственно созданных скал) (Табл.2). Согласно статистическим данным, в настоящее время тренировочные и развлекательные площадки имеются в 73 регионах страны (437 объектов).

Таблица 2

Регионы России, имеющие более 10 скалодромов

Регион	Кол-во, шт.	Площадь, кв.м.	Высота стены, м.
Башкортостан	21	30-900	4-17
Кемеровская область	11	45-300	3-6
Краснодарский край	11	30-150	3,5-11
Красноярский край	17	44-300	3-18
г. Москва	52	30-1000	2,5-17,5
Московская область	14	20-500	3-13,2
Пермский край	17	18-450	3-19,5
Ростовская область	14	30-360	3-18
г. Санкт-Петербург	25	60-750	3-11,8
Свердловская область	14	27-300	4-11
Ульяновская область	12	9-163	5-7,5
Челябинская область	11	30-360	2,7-37

Примечание. По данным Федерации скалолазания России (c-f-r.ru).

На проходящей в феврале 2010 г. сессии Международного олимпийского комитета в Ванкувере скалолазание получило официальный статус олимпийского вида спорта. Таким образом, скалолазание, возможно, будет включено в программу Олимпийских игр в ближайшее время. Решение о программе Олимпиады согласно регламентам МОК принимается за 7 лет до ее начала и следующее заседание МОК по планированию Олимпиады 2020 г. состоится в Буэнос-Айресе в сентябре 2013 г. А 29 мая 2013 г. в Санкт-Петербурге на исполкоме МОК Международная федерация спортивного скалолазания и семь других международных федераций представят свои виды спорта, из которых лишь несколько попадут на обсуждение и утверждение в Буэнос-Айресе.

В действительности нельзя назвать февраль 2010 г. днем рождения скалолазания как олимпийского вида спорта. Он был признан таковым еще в 1995 г. и уже участвовал в 2005 и 2009 гг. во Всемирных играх. В таких соревнованиях принимают участие те виды спорта, которые уже признаны таковыми МОК, однако еще не включены в Олимпийскую программу. 4 июля в Дурбане (ЮАР) во время заседания Исполкома МОК был обнародован список видов спорта, которые могут быть включены в программу Олимпиады-2020. В числе прошедших отбор видов оказалось спортивное скалолазание. Окончательное решение по включению скалолазания в программу Олимпиады-2020 будет принято в 2013-м году в Буэнос-Айресе на 125-й сессии МОК. Полноправными участниками Олимпийских игр скалолазы всего мира могут стать в первый раз лишь в 2020 г.

Во Всемирных играх из трех традиционных для скалолазания дисциплин присутствовали лишь две – это «трудность» и «скорость». «Боулдеринг» в их программу не вошел, потому как этот вид соревнований не очень зрелищный и плохо понятен для публики и средств массовой информации. Также проводились командные соревнования на скорость и эстафеты. Какие дисциплины войдут в программу Олимпийских игр, пока не известно. Вероятнее всего, это будут те же дисциплины, потому как основным критерием Олимпийских игр является зрелищность и интерес для зрителя.

Признание МОК поможет дальнейшему поступательному развитию скалолазания, как в России, так и во всем мире. Скалолазание будет получать поддержку от национальных Олимпийских комитетов, повысится внимание средств массовой информации, что неминуемо приведет к популяризации и массовости этого прекрасного и необычного вида спорта. Так, официальным Послом XXVII Всемирной летней Универсиады 2013 года в г.Казани стал двукратный чемпион мира по скалолазанию Дмитрий Шарафутдинов (из Екатеринбурга).

Выводы:

1. В истории развития скалолазания можно выделить несколько периодов: 1946-1957 гг. – становление скалолазания как вида спорта; 1957-1977 гг. – развитие скалолазания на естественном рельефе; 1978-1986 гг. – международное признание скалолазания как вида спорта; 1987 – по сегодняшний день – развитие скалолазания как международного вида спорта на искусственном рельефе.
2. Россия является родоначальником развития скалолазания как вида спорта, высоки достижения российских спортсменов на международном уровне. Проблемами в развитии этого вида спорта в России являются недостаточное количество скалодромов, высококвалифицированных тренеров, незначительное количество отделений скалолазания в СДЮШОР.

МИНИ-ВОЛЕЙБОЛ (ВОЛЕЙБОЛ ПО-ЯПОНСКИ) – ИННОВАЦИОННОЕ СРЕДСТВО ПОВЫШЕНИЯ ДВИГАТЕЛЬНОЙ АКТИВНОСТИ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

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Вовлеченность студенческой молодежи в занятия физической культурой и спортом в нашей стране в сравнении с другими социальными группами является более существенной. Этому способствуют соответствующие условия этой уникальной и очень влиятельной прослойки общества. Высокие жизненные стандарты современного мира, помноженные на амбиции молодых людей, требуют от них активных действий по сохранению и преумножению личного ресурса здоровья. Однако общий показатель занимающихся регулярными занятиями физической культурой и спортом в Российской Федерации является предельно низким (около 15%), и это вызывает обоснованную тревогу государства и общества.

Эта проблема как следствие ряда затяжных, комплексных и нерешенных вопросов негативно отражается на психофизическом состоянии людей продолжительности жизни, их работоспособности и в целом отражается на качестве жизни общества. Соответственно, существующий перечень средств физического воспитания и оздоровления недостаточно эффективен в разрешении проблемы гиподинамии в современном обществе.

Анализ потенциала мини-волейбола (волейбола по-японски) показывает его способность к культивированию социально-ценных форм досуга, углубления внутригрупповой и межгрупповой интеграции, а главное, воспитания здорового поколения через повышение двигательной активности населения. Такие ученые, как Цусоми Судо, Ясуси Такуми, Тадаши Такедо и др. рассматривают влияние мини-волейбола на повышение активного долголетия, на профилактику заболеваемости населения, улучшение эмоционального состояния и формирование стрессоустойчивости занимающихся. Такуми Сюнсукэ исследовал влияние мини-волейбола на социально-экономическое благосостояние отдельных городов и регионов. В работах японских исследователей доказывается, что мини-волейбол сокращает отчуждение между людьми, которое является следствием урбанизации.

В России мини-волейбол развивается с 2002 года. Логичной стартовой площадкой для его начала стал остров Сахалин. Высокий интерес населения регионов Сибири и Дальнего Востока и темпы развития этой игры требуют тщательного изучения. Здесь свой вклад вносит проф. П.Н. Пасюков, изучающий особенности национальных игр и видов спорта разных народов. Благодаря его инициативе стало возможным широкое использование мини-волейбола в учебном, учебно-тренировочном процессе студенческой молодежи данных регионов. Оконешникова С.С. и Гуляева С.А. обосновывают положительное влияние занятий мини-волейболом на формирование интереса учащихся к занятиям, повышение уровня их физической подготовленности. Мини-волейбол рекомендуется авторами в качестве средства двигательной активности учащихся, молодежи и взрослого населения в реальных условиях жизнедеятельности. Демина Т.М. предлагает использовать мини-волейбол как средство для исправления или ослабления недостатков психофизического развития детей.

Анализ и обобщение опыта японских коллег и российских ученых позволяет констатировать, что создание на основе мини-волейбола инновационной системы физического воспитания будет способствовать дальнейшему развитию и расширению оздоровительного потенциала физической культуры и спорта.

К настоящему моменту в Республике Бурятия сотрудниками Бурятского государственного университета осуществлен ряд пилотных проектов по вовлечению населения разных возрастных и социальных групп (учащиеся начальных, средних и старших классов, студенты разных факультетов Бурятского государственного университета, преподаватели общеобразовательных школ и вузов, лица преклонного возраста) в занятия мини-волейболом. По результатам анкетирования были получены положительные отзывы о достоинствах и преимуществах нового для региона вида спорта, респонденты отмечали его высокую моторную плотность, безопасность и универсальность. Отмечается, что на существующих площадях спортивных сооружений с использованием средств мини-волейбола можно в два раза увеличить количество занимающихся. Кроме того, низкий уровень физической и технической подготовки не являются сдерживающими факторами, а простые правила, низкая сетка (155 см), легкий мяч (50 гр.) уравнивают возможности разных команд.

Причем, используя частотный анализ, критерий χ^2 , мы проанализировали частоту положительных и отрицательных ответов. По первым двум вопросам различий не обнаружено. Что касается потенциала мини-волейбола, 68,3% опрошенных студентов считают, что мини-волейбол будет действительно развиваться, остальные считают, что интерес к данному виду спорта быстро пройдет. Однако все сходится во мнении, что мини-волейбол очень интересен и является хорошим средством повышения двигательной активности ($\chi^2=20,26$, $p<0,001$). Данные представлены в таблице.

Результаты анкетирования студентов Бурятского государственного университета (120 чел.)

	Нужны ли Республике Бурятия новые виды спорта	Понравилась ли вам игра в мини-волейбол	Как вы оцениваете потенциал мини-волейбола	Нужно ли внедрять мини-волейбол в образовательный процесс по физическому воспитанию
Да	100%	87,3%	Средство повышения двигательной активности населения (75%)	66,7%
Нет		17,7%	Интерес к данному виду спорта быстро пройдет (25%)	33,3%

Основатель игры японец Хидетоши Кодзима в 1972 году придумал не только правила и условия игры для холодных регионов, но и его девиз: «Встречай людей, заводи друзей, делись с друзьями», отражающий его высокий объединяющий и консолидирующий потенциал, что подтверждается выявленным высоким интересом к командным и межличностным взаимодействиям студенческой молодежи Республики Бурятия.

Бурятский государственный университет имеет давние и разнообразные контакты с ведущими монгольскими вузами. Взаимодействие в области образования, культуры и искусства, спорта также являются одной из важных составляющих многогранного российско-монгольского сотрудничества. Схожие традиции, суровые климатические условия проживания, образ жизни и быт бурят и монголов определили сходство проблематики в развитии систем физического воспитания, спорта и оздоровления населения. Совместные усилия преподавателей Бурятского государственного университета и Института физической культуры Монгольского государственного университета образования по развитию и популяризации мини-волейбола обнаружили схожие проблемы в развитии системы физического воспитания и оздоровления. Однако положительные отзывы бурятских и монгольских студентов о необходимости развития мини-волейбола как эффективного средства физического воспитания и оздоровления наталкивают на массовое внедрение мини-волейбола в систему двигательной активности студенческой молодежи.

Спортивный результат достигается, в принципе, на основе двух составляющих качеств спортсмена: силы мускулатуры и психической активности его головного мозга. Последняя описывается как в терминах психологии, так и психомоторной активности. Цель исследования: исследовать возможности идентификации спортсменов экстра-класса (Заслуженный мастер спорта (ЗМС), мастер спорта международного класса (МСМК)) по данным психомоторных тестов. Объект исследования: спортсмены (Казанского училища олимпийского резерва, Центра спортивной подготовки Министерства по делам молодежи спорту и туризму РТ), 105 человек, из них 45 женщин в возрасте от 15 до 50 лет, 60 мужчин в возрасте от 13 до 39 лет. Распределение спортсменов по видам спорта было следующим: стендовая стрельба (9), академическая гребля (1), велоспорт (2), легкая атлетика (18), греко-римская борьба (13), волейбол (16), бокс (8), тяжелая атлетика (5), дзюдо (11), конькобежный спорт (4), лыжные гонки (8), фехтование (10), большой теннис (1), настольный теннис (9), лыжное двоеборье (3), художественная гимнастика (1). Метод исследования: психомоторные тесты: Простая зрительно-моторная реакция - методика экспресс-оценки состояния центральной нервной системы по параметрам простой зрительно-моторной реакции (ПЗМР); позволяет оценить зрительное и центральное утомление, качество сенсомоторного воздействия, подвижность нервной системы. Реакция выбора - вариант простой зрительно-моторной реакции. Отличие состоит в том, что испытуемому в случайном порядке предъявляется как основной сигнал, на который требуется реагировать нажатием кнопки, так и сигнал помехи («нейтральный стимул»), на который реагировать не следует. В базе данных фиксируется время реакции и ошибки действий (пропуск основного сигнала и ответ на помеху). Помехоустойчивость - устойчивость зрительно-моторной реакции на фоне внешнего светового раздражителя.

Реакция на движущийся объект - реакция на завершение события на экране прибора: заполнение окружности красным цветом (определение времени реакции при движущимся объекте). Таблицы Шульте-Платонова - применяются для интегральной оценки свойств внимания и способности к восприятию значимой информации. Методика оценки эмоционально-волевых качеств, методика предназначена для изучения волевой сферы личности. Теппинг-тест - применяется для определения силы и подвижности нервной системы. Результаты: адекватное математическое моделирование позволяет идентифицировать спортсменов экстра-класса по тестам: простая зрительно-моторная реакция, таблицы Шульте-Платонова, теппинг-тест, методика оценки эмоционально-волевых качеств, помехоустойчивость, реакция выбора, реакция на движущийся объект в 55,7; 56,8; 74,7; 75,0; 78,9; 86,8; 86,8 %% соответственно.

Выводы: психомоторные тесты являются результативными показателями при идентификации спортсменов экстра-класса.

ИДЕНТИФИКАЦИЯ СПОРТСМЕНОВ ЭКСТРА-КЛАССА НА ОСНОВЕ ПОКАЗАТЕЛЕЙ ВАРИАБЕЛЬНОСТИ СЕРДЕЧНОГО РИТМА

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Введение

Разработка методов по идентификации класса спортсменов является актуальной задачей в области спорта высших достижений. Подобные технологии позволяют верифицировать статус спортсмена, оптимизировать комплексный подход к его курации в ходе тренировочного процесса, а также прогнозировать уровень спортивных достижений спортсмена.

Цель исследования: Идентифицировать класс спортсменов на основе показателей variability ритма сердца (BPC).

Объект исследования

Исследование проводилось на базе Центра спортивной подготовки Министерства по делам молодежи, спорту и туризму РТ: спортсмены сборных команд России и Татарстана, 103 человека, из них женщин-48, мужчин-55, средний возраст - 19,6 лет. Распределение спортсменов по видам спорта: легкая атлетика (38), академическая гребля (5), плавание (7), баскетбол (4), лыжные гонки (10), дзюдо (6), фехтование (11), стендовая стрельба (8), бокс (3), борьба (4), бадминтон (3), велоспорт (3), художественная гимнастика (1). Спортсмены были разделены по уровню спортивного мастерства на две группы:

Спортсмены экстра-класса: Заслуженный мастер спорта (ЗМС) –(4), мастер спорта международного класса (МСМК)– (12).

Спортсмены не экстра-класса: мастер спорта (МС) –(23) , кандидат в мастера спорта (КМС) –(39), обладатель 1-го разряда –(25).

Методы исследования: Анализ variability сердечного ритма; исследование проводилось с помощью амбулаторной электрокардиографической системы «ПолиСпектр-8EX» (Нейрософт). Использовались следующие тесты: 1) Фоновая запись- положение пациента при записи: лежа. Продолжительность записи сердечного ритма 5 мин (300 с). 2) Ортостатическая проба - пациент переходит из горизонтального положения в вертикальное. Продолжительность записи сердечного ритма 6 мин (360 с). Анализировались следующие параметры:

1.Фоновая запись: рост (см), вес (кг), индекс массы тела (ИМТ) – отношение веса на квадрат роста (кг/м²), ЧСС (частота сердечных сокращений), общая мощность спектра TP, спектральные мощности очень низкочастотного (VLF), низкочастотного (LF), высокочастотного диапазона (HF), индекс LF/HF, VLF (%), LF (%), HF (%), RRmin -минимальная длительность RR интервала, RRmax - максимальная длительность RR интервала, RRNN - средняя длительность интервалов RR.

2.Ортостатическая проба: прирост ЧСС в абсолютных единицах и в % в ортостатической пробе по сравнению с фоновой, прирост ЧСС в %, TP, VLF, LF, HF, LF/HF, VLF (%), LF(%), HF (%), RRmin, RRmax, RRNN, SDNN стандартное отклонение величин кардиоинтервалов.

Результаты исследования

Спортсмены экстра-класса.

1.1.Фоновая проба Рост 175±8см; вес 70±13кг; ИМТ 22,5±3,2кг/м²; ЧСС 57,3±11 TP=5581±3597мс²; VLF=2180±1588мс²; LF=1191±843мс²; HF=2210±2740мс²; LF/HF=1,21±1,6; VLF=43±22 %; LF=24 ±14%; HF=32±19%; RRmin= 827±151мс; RRmax=1279±232мс; RRNN=1086±202мс.

1.2.Ортостатическая проба: ЧСС 77+12уд.мин; прирост ЧСС 20+8; прирост ЧСС в% 36,03+18,4%; TP,8318+9877мс²; VLF,3223+3682мс²; LF ,830+2774мс²; HF 2265+4568мс²; LF/HF 5,7+4,9; VLF% 39,95+15%; LF% 41,6+15%; HF% 18,6+17%; RRmin 533+193мс; RRmax 1280+756мс; RRNN 85+65мс; SDNN 85+65мс

Спортсмены не экстра класса рост 172+9см; вес 63,2+10,1кг; ИМТ 21,3+2,5кг/м². 2.1Фоновая проба ЧСС 63+10уд. мин; TP 5485+4999мс²; VLF 1767+1705мс²; LF 2218+6233мс²; HF 2561+3404мс²; LF/HF 2,14+11,22; VLF% 39+21,6%; LF% 24,7+12,5%; HF% 38,8+18,4%; RRmin 760+167мс; RRmax 1247 +587мс; RRNN 982 +153мс. 2.2Ортостатическая проба ЧСС 86 +14 уд.мин.; прирост ЧСС 23+10; прирост ЧСС в % 37,6+15,9%; TP 6703+15809мс²; VLF 2093+3668мс²; LF 2344+4864мс²; LF/HF 5,7+4,8; VLF% 37,5+19,5%; LF% 42,8+15,3%; HF% 19,7+18,3%; RRmin 567,9+123мс; RRmax 999+582мс; RRNN 717+119,7мс; SDNN 59,8+47,8мс.

Коэффициент корреляции, класс спортсмена - параметр (r, (p)) 1.Фоновая запись: Рост= 0,081 (0,429); Вес= 0,166 (0,105); ИМТ= 0,188 (0,065); ЧСС= -0,092 (0,368); TP= 0,021 (0,836); VLF= 0,166 (0,105); LF= - 0,020 (0,845); HF= -0,080 (0,436); LF/HF= 0,037 (0,78); VLF%=0,144 (0,164); LF%= -0,054 (0,604); HF%= -0,140 (0,177); RRmin= 0,101 (0,874); RRmax= 0,016 (0,874); RRNN= 0,086 (0,405).

2. Ортостатическая проба: ЧСС= -0,246 (0,013); Прирост ЧСС= -0,159 (0,111); TP= 0,040 (0,690); VLF= 0,116 (0,246); LF= 0,039 (0,694); HF= -0,901 (0,991); LF/HF=-0,081 (0,419); VLF%=0,081 (0,421); LF%=-0,063 (0,931); HF%=-0,025 (0,804); RRmin= -0,094 (0,346); RRmax= 0,170 (0,087); RRNN= 0,255 (0,010); SDNN=0,187 (0,099)

Закключение: Адекватное математическое моделирование данных ВРС позволяет идентифицировать класс спортсмена в случае фоновой записи в 70, а при ортостатической в 74 % случаев.

Информативность ВРС при идентификации класса спортсмена составляет 70-74%.

ИДЕНТИФИКАЦИЯ СПОРТСМЕНОВ ЭКСТРА-КЛАССА ПО ДАННЫМ ПСИХОЛОГИЧЕСКИХ ТЕСТОВ

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Одним из актуальных вопросов современной спортивной медицины является разработка методов объективной идентификации спортсменов различной квалификации. Независимо от использованного метода в практической работе специалиста-тренера есть необходимость в применении количественных и аналитических методов. Многочисленные данные указывают на важность психологической функциональной устойчивости спортсменов непосредственно в момент проведения соревнований.

Цель исследования: изучить возможность идентификации спортсменов экстра-класса (Заслуженный мастер спорта (ЗМС), мастер спорта международного класса (МСМК)) по данным тестов психологической функциональной устойчивости.

Объект исследования: спортсмены Казанского училища олимпийского резерва и Центра спортивной подготовки Министерства по делам молодежи и спорта РТ, 96 человек, из них 37 женщин в возрасте от 15 до 35 лет, 59 мужчин в возрасте от 13 до 39 лет. Распределение спортсменов по видам спорта было следующим: стендовая стрельба - 9, академическая гребля - 1, велоспорт - 2, легкая атлетика - 12, греко-римская борьба - 10, волейбол - 12, бокс - 6, тяжелая атлетика - 4, дзюдо - 9, конькобежный спорт - 1, лыжные гонки - 8, фехтование - 10, большой теннис - 1, настольный теннис - 7, лыжное двоеборье - 3, художественная гимнастика - 1.

Метод исследования: психологические тесты: 1. Тест Спилбергера – данный тест является надежным и информативным способом самооценки уровня тревожности в данный момент (реактивная тревожность как состояние) и личностной тревожности (как устойчивая характеристика человека). Тест можно использовать для саморегуляции в целях руководства и психокоррекционной деятельности. 2. Тест Смишека – характерологический опросник, состоящий из 88 вопросов, предполагающих два варианта ответов: «да» и «нет». Для проведения тестирования требуются сам опросник и бланк ответов. Тестирование может проводиться как индивидуально, так и в групповом варианте. После тестирования психолог обрабатывает ответный бланк с помощью «ключей». В результате он получает показатели по каждому из типов акцентуаций («сырые» баллы), затем полученные показатели преобразуются с помощью соответствующих коэффициентов по формуле: «Сырые» баллы $\times$ коэффициент = Итоговый показатель.

Результаты: адекватное математическое моделирование позволяет идентифицировать спортсменов экстра-класса по тестам Спилбергера и Х. Смишека в 59,3 и 66,2% случаев соответственно.

Выводы: психологические тесты являются результативными показателями при идентификации спортсменов экстра-класса.

РОЛЬ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СТУДЕНЧЕСКОГО СПОРТА В ФОРМИРОВАНИИ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У МОЛОДЕЖИ В ВЫСШЕЙ ШКОЛЕ

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Человеческая жизнь и практическая деятельность при этом - процесс исключительно сложный, многофункциональный, состоящий из рождения, развития, расцвета и увядания. Спутниками жизни молодого человека в условиях высшей школы являются: здоровье и болезни, активность и апатия, успехи и неудачи, реальность и иллюзии, красота и невзрачность, активность и пассивность, радость и печаль. Образ жизни, способ создания условий жизни, является более общим, чем просто жизнедеятельность людей, и имеет чёткую социальную направленность. При этом образ жизни молодёжи по сравнению с жизнью старшего поколения отличается более динамичным характером его проявления, а также большим воспитательным воздействием.

Непосредственное влияние на всестороннее развитие личности оказывает спорт, который, по данным ряда исследователей, характеризуется как фактор социальной активности и формирования социального облика молодёжи. Спорт совершенствует естественную природу человека с помощью педагогических и биологических воздействий (Пономарёв Н.И., 1996). Современные авторы, исследуя биологические предпосылки и резервы всестороннего физического развития, отмечают, что по существенной биологической особенности – неспециализированности своей организации, человек является единственным на земле существом, открывающим и реализующим возможности реальных переживаний конкретного человека – это его радости, победы, поражения. Спорт – промежуточное звено между практической жизнью людей, исполненной реальной борьбы, и искусством с его идеальным содержанием, реализованным вымыслом (Завьялов А.И., Миндиашвили Д.Г., 1992).

Таким образом, главные функции спорта связаны с формированием физического совершенства, общим развитием и укреплением организма, подготовкой к трудовой и иным формам социальной деятельности, удовлетворением потребности в активном отдыхе, рациональном использовании свободного времени.

Занятия физической культурой и спортом являются важным аспектом здорового образа жизни молодёжного звена, в том числе и в период адаптации к новым условиям жизнедеятельности (Перфильев Л.Г., 1977). Одним из условий проявления активности личности являются двигательные потребности, формирующие спортивную активность студенческой молодёжи. При анализе образа жизни студенческой молодёжи большое значение придаётся выявлению сущности различных видов деятельности и их взаимодействия. По утверждению исследователей в области адаптации молодежи к высшей школе (Щуревич Г.А., Зиньковский А.В., Пономарёв Н.И., 1994), вуз выполняет свою главную задачу – способствует формированию образованного, всесторонне развитого специалиста, готовит его к трудовой деятельности в сфере производства, но одновременно он призван воспитывать культурного человека, который в повседневной жизни реализует свои потребности и участвует в различных видах деятельности.

По мнению авторов, занятия физической культурой и спортом студентов позволяют предположить, что, став специалистами различного профиля, они перенесут интерес к занятиям спортом на людей, которыми они будут руководить. Результаты исследования, проведённого ими в данном аспекте показали, что определяющим мотивом занятий физической культурой и спортом у студентов является стремление улучшить свою физическую подготовленность и укрепить здоровье - 59,9%, возможность приобретения необходимых для жизни и трудовой деятельности качеств - 15,4%, возможность общения и средства заполнения досуга - 9,3%, а также престижного мотива - 2,2% и обеспечения материального благосостояния - 0,3%.

Таким образом, занятия физической культурой и спортом являются важным фактором здорового образа жизни, который выступает в качестве государственной концепции. С этих позиций проводятся исследования по основным направлениям: физическая подготовка в системе воспитания культуры здорового образа жизни человека; двигательная активность – важное условие здорового образа жизни; средства для поддержания физического состояния лиц старшего и пожилого возраста; программирование занятий с оздоровительной направленностью; теоретические аспекты формирования мировоззрения здорового образа жизни. Особую значимость здорового образа жизни была подтверждена в резолюции Всемирного конгресса «Спорт и здоровье», проходившего в Санкт-Петербурге 9-10 июля 2003 года.

Необходимо отметить, что 13 марта 2013 года, находясь на совещании в спортивной школе «Самбо-70», посвящённом проблемам детского спорта президент В. В. Путин принял значимое решение – вернуть гражданам России утраченные ими в последние годы нормы ГТО. Давая указание Минобрнауки и Минспорту предметно заняться этим вопросом, Президент подчеркнул, что возрождение этой системы в современном формате может принести огромную пользу населению Российской Федерации.

ОТНОШЕНИЕ СТУДЕНТОВ ВУЗОВ К ФИЗИЧЕСКОЙ КУЛЬТУРЕ КАК ОСНОВА ИХ ДВИГАТЕЛЬНОЙ АКТИВНОСТИ

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Введение. Двигательная активность – одна из неперенных составляющих здорового образа жизни студентов. Однако учебная деятельность в жизни студентов вузов занимает ведущее место. Известно, что длительное и значительное ограничение физической активности человека приводит к отрицательным изменениям, в том числе к ухудшению умственной работоспособности, снижению функции внимания, мышления, памяти.

Целью исследования являлось изучение активности студентов в области физической культуры, их отношения к ней.

Методами исследования являлись анкетный опрос и шагометрия.

Результаты исследования. В исследовании приняли участие 596 студентов из 8 вузов г. Казани, из них 400 девушек (67%) и 196 юношей (33%).

Анализ занятости спортом в вузах г. Казани на основе изучения статистических данных и анкетного опроса студентов показал, что спортом занимаются 35% юношей и 22% девушек; 13% юношей и 5,6% девушек имеют спортивный разряд по тому или иному виду спорта.

Главной причиной, по которой студенты не занимаются спортом, сами студенты отметили отсутствие свободного времени; на второе место студенты поставили ответ «я и так очень устаю» и на третье – «просто лень». При этом установлено, что значимых статистических различий в выборе главной по важности причины – «отсутствие свободного времени» – между юношами и девушками нет ($p > 0,05$). А вот выбор «я и так очень устаю», по важности, дает значимое статистическое различие по полу (у юношей - 41%, у девушек - 23%).

Изучив предпочтения в видах спорта у студентов вузов, мы установили, что наиболее предпочитаемыми видами спорта для студентов-юношей являются плавание, футбол, стрельба из пневматической винтовки, а среди девушек наиболее популярные виды спорта – бадминтон, плавание и фитнес.

Для изучения активности студентов вузов в области физической культуры мы использовали метод шагометрии. Методика предполагает подсчет локомоций с помощью специальных приборов – шагомеров. Шагомеры применяются для подсчета шагов при ходьбе, беге и прыжках. Двигательную активность можно условно разделить на 3 составные части: 1) физическая активность в процессе физического воспитания и занятий спортом; 2) физическая активность, осуществляемая во время обучения, общественно полезной и трудовой деятельности; 3) спонтанная физическая активность в свободное время. В нашем исследовании мы изучили суточную двигательную активность студентов, которая охватывает все 3 ее составные части. В результате исследования мы установили, что у 79% юношей и 64% девушек двигательная активность ниже нормы. При этом почти у половины юношей (48%) и четверти девушек (23%) двигательная активность ниже нормы более чем на 50%.

В среднем в группе юношей отставание среднего показателя шагометрии от должных норм составляет 36%, а у девушек только 12%.

Таким образом, мы выявили, что 75,5% студентов не занимаются спортом, не имея на то объективных причин. Нежелание студентов заниматься спортом отрицательно сказывается на их двигательной активности, что выражается в низком показателе количества суточных локомоций.

БИЛЬЯРДНЫЙ СПОРТ КАК ИННОВАЦИОННАЯ ТЕХНОЛОГИЯ ФИЗИЧЕСКОГО ВОСПИТАНИЯ СТУДЕНТОВ

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В связи с включением бильярдного спорта в программу межвузовской спартакиады г. Казани в 2010 году хотелось бы рассмотреть проблемы и перспективы развития данного спорта в вузе. В 2010 году на Спартакиаду команды выставили: Казанский национальный исследовательский технический университет им. А.Н. Туполева (КНИТУ-КАИ), Казанский федеральный университет (КФУ), Казанский национальный исследовательский технологический университет (КНИТУ-КХТИ), Академия государственного и муниципального управления при президенте РТ (АГМУ), Казанский государственный медицинский университет (КГМУ). В 2011 году приняли участие 4 команды – КФУ, КНИТУ-КАИ, КНИТУ-КХТИ и Казанского государственного архитектурно-строительного университета (КГАСУ). В 2012 году в аналогичном соревновании приняли участие уже десять вузов Казани, в 2013 – 9 вузов.

Было проведено социологическое исследование в форме анкетирования, в рамках которого было опрошено 400 студентов: 296 – КНИТУ-КАИ, 80 – КФУ, 24 – из других вузов. Важную роль в развитии интереса к виду спорта играет само умение играть в бильярд. Так, на вопрос «Умеете ли вы играть в бильярд?», положительно ответили 70% респондентов, ответ «Нет» выбрали 30% опрошенных. Из числа ответивших, что умеют играть в бильярд, бильярдные клубы посещают 76%, а не посещают – 24%. Можно сделать вывод, что умение играть студенты связывают с тем, что иногда посещали бильярдные клубы, и большинство студентов считают себя компетентными в данном виде спорта по причине кажущейся легкости. Следующий вопрос показывает, как диапазон возможного охвата игрой в бильярд студентов, так и аксиологическую ориентацию студентов, их оценку места бильярда в их жизни: на вопрос «Хотели бы Вы, чтобы в вашем вузе бильярд был одним из видов обязательных занятий по физкультуре?» ответ «да» выбрали 20% респондентов, «скорее да, чем нет» – 33%, «скорее нет, чем да» – 10%, «нет» – 30%, «затрудняюсь ответить» – 7%.

На наш взгляд, несмотря на популярность бильярда в студенческой среде, причины малого количества команд – участников спартакиады связаны: с отсутствием материально-технической базы в вузах; отсутствием квалифицированных преподавателей, невосприятием бильярда как спорта, отсутствием единой организации, занимающейся развитием и популяризацией студенческого бильярда в Казани и Республике Татарстан. Остановимся на каждой проблеме подробнее.

Проблема отсутствия материально-технической базы при недостатке материальных ресурсов и нужных площадей может быть решена путем аренды столов в существующих бильярдных клубах для сборных команд вузов. При отсутствии квалифицированного тренерско-преподавательского состава можно задействовать студентов-спортсменов, имеющих спортивный разряд по бильярду и обучающихся в данном вузе.

По инерции большинство людей считает, что бильярд – это не спорт, а просто коммерческая игра, развлечение. Международным олимпийским комитетом бильярд был признан олимпийским видом спорта в 1996 году. Это было обоснованно, т.к. бильярдный спорт развивает умственные способности, внимание, умение логически мыслить, навыки быстрого принятия осознанных решений, такие качества, как аккуратность, собранность, интуиция. Занятия бильярдным спортом в системе физического воспитания привлекательно тем, что заниматься бильярдом могут те, у которых есть противопоказания по состоянию здоровья к другим видам спорта. Например, на базе КНИТУ-КАИ организована секция по бильярдному спорту для глухих и слабослышащих студентов, обучающихся в этом вузе.

Бильярдный спорт является наиболее оптимальным видом физического воспитания студентов, он подходит не только для студентов основных и спортивных отделений, но и для студентов специальной медицинской группы. Способность содействовать процессу формирования и развития психологических качеств студентов является еще одной педагогической особенностью физического воспитания в вузе. Данный процесс осуществляется путём естественного моделирования жизненных ситуаций, которые с легкостью «проигрываются» посредством физических упражнений, спортивных игр. Постоянное сознательное преодоление трудностей, связанных с регулярными занятиями физической культурой и спортом, воспитывает усердие, трудолюбие, волю, уверенность в себе, способность комфортно чувствовать себя в коллективе.

Задача формирования психологических качеств спортсмена плавно перетекает еще в одну педагогическую задачу – подготовку спортсменов к соревнованиям различного уровня. При этом особый акцент преподаватель

должен сделать на формирование командного духа: сплоченности команды как единого целого, воспитание чувства товарищества, взаимовыручки, взаимопонимания, сопереживания, а также ответственности за свой результат.

В 2013 году нами спроектирована студенческая лига по бильярдному спорту Республики Татарстан и начаты работы по ее реализации при поддержке физкультурно-спортивного общества «Буревестник». В каждом вузе выделяется актив из числа спортсменов-бильярдистов. Деятельность лиги будет направлена на развитие и популяризацию студенческого бильярда, увеличение числа соревнований и поддержку спортсменов, занимающихся бильярдом и обучающихся в высших учебных заведениях.

Вывод. Бильярдный спорт является привлекательным и оптимальным видом физического воспитания студентов, развивает целый ряд физических и психических качеств, рекомендуется для внедрения в систему физического воспитания студентов. Для дальнейшего продвижения данного спорта в студенческие массы необходимо создавать студенческие лиги.

Тезисы к докладу по теме «Актуализация организационно-методического потенциала физкультурно-спортивной среды в условиях кампуса Дальневосточного федерального университета».

Необходимо напомнить, что ведущая парадигма сферы физической культуры сегодня декларируется как формирование физической культуры личности. Социально-педагогическая полифоничность и многоаспектность данного феномена требует адекватных системных управленческих усилий, центрированных вокруг надежного и продуктивного методологического стержня, коим является концепция физкультурно-спортивной среды ДВФУ.

В структуре физкультурно – спортивной среды, согласно эко – психологическому, мы выделяем субъекты (педагоги, учащиеся и др.), пространственно – предметный (физическое окружение), социально-коммуникативный (социальные взаимодействия) и содержательно-технологический (воспитательно-образовательный процесс) компоненты.

Организационно- методический потенциал физкультурно-спортивной среды — это интегральное понятие, определяющееся физкультурно-спортивными ценностями и комплексом наличных в данной среде условий и возможностей развития и саморазвития личности. Перечислим некоторые аспекты воплощения этих условий и возможностей:

- 1) создание системы организационных и педагогических мероприятий, направленных на формирование у студентов мотивационной установки (внутренней заинтересованности) на ведение физкультурно-спортивной деятельности;
- 2) создание целостной системы разнообразных форм, занятий физическими упражнениями на основе элективной комбинации средств и способов досуговой рекреационной деятельности студентов;
- 3) внедрение и культивирование лучших образцов молодежных субкультурных (социально одобряемых) видов физической активности;
- 4) формирование студенческой лиги по различным видам массового спорта;
- 5) разработка концепции и создание спортивного студенческого клуба;

Это далеко не полный перечень позиций, заключающих в себе организационно-методологический потенциал физкультурно-спортивной среды ДВФУ. В настоящее время эмпирическая работа направлена на реализацию исследований, связанных с разработкой реальных мероприятий по проектированию и интеграции компонентов среды.

*от лат. electus – избирательный

ВЛИЯНИЕ АДМИНИСТРАТИВНОГО РЕСУРСА НА РАЗВИТИЕ ОЛИМПИЙСКОГО ВОЛОНТЕРСТВА

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Аннотация проекта:

Работа будет посвящена вопросам влияния административного ресурса на развитие олимпийского волонтерства в России. В ней будут рассматриваться история олимпийского волонтерства, его специфика, как в России, так и за рубежом. Особое внимание будет уделено центрам подготовки волонтеров для проведения 27-й Международной универсиады, которая будет проходить в Казани в 2013 году и 22-х Зимних Олимпийских игр в Сочи в 2014 году.

В рамках исследовательского проекта мы будем опираться на работы Злоказовой Н.Е., в которых она исследовала международный опыт подготовки кадров для кадрового обеспечения Олимпиады «Сочи – 2014», Бокова М.А., в которых он описал управленческие и организационные проблемы процесса подготовки зимней Олимпиады-2014 в г.Сочи, Родиченко В., которая выполнила авторский анализ выполнения организационно-методической концепции развития Российской системы олимпийского образования. Также будет использоваться опыт исследования олимпийского волонтерства в других странах описанный в работах: Baum T., Downward P., Lockstone L., Lumsdon L., Ralston R.

В работе под олимпийским волонтерством понимаются волонтеры, которые участвуют в подготовке и проведении крупных международных спортивных мероприятий на добровольной основе, а также центры подготовки волонтеров, предназначенные для обучения людей, которые изъявили желание принимать участие в данных мероприятиях. Под административным ресурсом будет пониматься ресурс влияния чиновников и государственных институтов.

Актуальность темы:

В последнее время приобретает актуальность такое направление общественной деятельности, как волонтерство. О бескорыстной помощи и добровольчестве нам известно еще из истории развития человечества. Волонтерство появилось ещё в домонгольский период, тогда важную роль в его развития играла церковь.

В России первое официальное упоминание о волонтерской деятельности относится к 1894 г. До середины 80-х гг. XX в. добровольцами называли людей, которые в военные годы, не дожидаясь мобилизационной повестки, шли защищать свою страну, как это было в Первую мировую и в Великую Отечественную войну.

На сегодняшний день волонтерство приобрело многоаспектный характер. Один из российских социологов Е.И. Холостова трактует данное понятие следующим образом: «Волонтеры (от англ. volunteer – доброволец) – это люди, делающие что-либо по своей воле, по согласию, а не по принуждению. Они могут действовать либо неформально, работать бесплатно как в государственных, так и частных организациях медицинской, образовательной сферы, либо социального обеспечения, или являться членами добровольческих организаций... Волонтеры в современном значении этого слова – это члены общественного объединения социальной направленности».

В настоящее время о росте числа волонтеров можно судить по цифрам из истории развития добровольческого движения в мире 80-90-х гг. прошлого столетия: 1987 г. - 80 млн. волонтеров, в 1995 - более 93 млн., в 1998 г. - более 109 млн., в 2003 г. – более 164 млн. участвовали в волонтерском движении.

В 2013 году в г. Казани будут проходить 27-я Международная Универсиада, затем в 2014 году в Сочи пройдут 22-е Зимние Олимпийские игры. К организации мероприятий международного уровня привлекаются волонтеры.

В подготовке к Универсиаде большое внимание уделяется подготовке волонтеров [8; 6]. Хорошая работа волонтеров - неотъемлемая составляющая атмосферы студенческих игр, именно от них зависит, какой увидят Универсиаду участники и зрители. В проведении Универсиады-2013 примут участие волонтеры из России и других стран. В основном состав волонтеров Универсиады-2013 будет создан на базе студентов и старшеклассников.

По данным официального сайта XXII Олимпиады, на Олимпийских и паралимпийских играх в Сочи в 2014 году потребуется около 70 тысяч волонтеров – почти 40 процентов персонала Игр. При этом непосредственно на

Играх будут работать 25 тысяч волонтеров.

В 2009 году — в Год молодежи - в Российской Федерации произошли значительные изменения: стало особенно активно развиваться плодотворное сотрудничество между добровольцами всей страны и федеральными органами власти. В 2009 году Правительством Российской Федерации было принято несколько важных документов, свидетельствующих о значительном внимании государства к добровольческой деятельности. Так, была принята в новой редакции Стратегия государственной молодежной политики в Российской Федерации на период до 2016 года, в которой определены цели молодежной политики: вовлечение молодежи в социальную практику путем развития добровольческой деятельности молодежи. В Концепции содействия развитию благотворительной деятельности и добровольчества в Российской Федерации, принятой Правительством в этом же году, впервые была определена основная цель государственной политики в области содействия развитию добровольчества — активизация потенциала добровольчества как ресурса развития общества.

В настоящее время в России нет общепринятой системы оценки вклада добровольцев в социально-экономическое развитие страны и мониторинга численности населения, вовлеченного в добровольчество. По разным оценкам, численность населения, вовлеченного в добровольческую деятельность, колеблется от 2 до 10% трудоспособного населения.

Социальная проблема: Конфликты являются формой реальных общественных связей, которые выражают отношения социальных групп и общностей, взаимодействие личностей внутри этих социальных групп при несовпадении интересов, потребностей, мотивов и стимулов [4; 177]. В центрах подготовки волонтеров к организации и проведению крупных международных спортивных мероприятий сосуществуют жесткие административные ресурсы и ценности волонтерства, которые и являются источниками конфликтов. С одной стороны есть дирекции как Универсиады, так и Олимпиады, в которых люди должны четко следить за подготовкой к данным мероприятиям в соответствии с принятыми планами, регулярно предоставляя отчеты вышестоящим инстанциям, а с другой стороны, волонтерство, обладающее высокими духовными ценностями, не может быть регламентировано строгими цифрами и жесткими формулировками. Например, как поступать руководителям центров подготовки волонтеров, если в плане у них заявлена одна цифра необходимого количества волонтеров, а в действительности набрать необходимое число волонтеров они не могут.

Исследовательский вопрос: Что происходит с волонтерами и центрами подготовки волонтеров после проведения крупных мероприятий? Сохраняют ли волонтеры свои социальные связи и для чего они их используют в дальнейшем. Как влияет на социальные связи волонтеров административный ресурс центра подготовки волонтеров?

Эмпирический план исследования.

Объект: центры подготовки волонтеров, участвующие в подготовке и проведении Универсиады 2013 года и Олимпиады 2014 года.

Предмет: социальные связи волонтеров, участвующих в подготовке и проведении международных спортивных мероприятий, после их окончания.

Метод исследования: полуструктурированное интервью с руководителем Центра подготовки волонтеров и самими волонтерами.

Дизайн исследования:

Структура центра подготовки волонтеров.

Чиновники (топ-менеджеры)

↓

Руководитель центра подготовки волонтеров (руководители)

↓

Волонтеры (ресурсы)

Исходя из этого, для выявления противоречия между административным ресурсом и ценностями волонтерства необходимо выявить:

- 1) наличие противоречия;
- 2) стратегии преодоления противоречия;
- 3) границы;

Гипотеза: административный ресурс и ценности волонтерства являются взаимоисключающими друг для друга. В центрах подготовки волонтеров существует жесткий административный ресурс, который несовместим с истинными ценностями волонтерства. Поэтому в тех центрах подготовки волонтеров, где существует жесткая административная регламентация, социальные связи волонтеров непрочны, а в тех центрах подготовки волонтеров, где преобладает идеология волонтерства, социальные связи более прочные.

Календарный план и задачи

01.10.2012 – 01.01.2013	Изучение литературы, анализ теории, обобщение опыта изучения данной темы, составление плана магистерской диссертации и программы исследования
01.01.2013– 31.02.2013	Написание теоретической части работы
01.03.2013– 15.03.2013	1 волна исследования
16.03.2013– 31.05.2013	Обработка полученных результатов исследования
01.06.2013– 31.05.2013	Оформление курсовой работы
01.09.2013– 15.10.2013	2-я волна исследования
16.10.2013– 31.11.2013	Анализ результатов 2-й волны исследования
01.12.2014– 31.03.2014	Завершение написания исследовательского проекта
01.04.2014– 01.06.2014	Подготовка к презентации исследовательского проекта

Цель: выявить влияние административного ресурса на ценности волонтерства.

Задачи:

1. Изучить литературу, касающуюся олимпийского волонтерства как в России, так и за рубежом;
2. Выявить специфику функционирования центров подготовки волонтеров к Универсиаде и Олимпиаде;
3. Ознакомиться с программами подготовки к проведению Универсиады и Олимпиады;
4. Определить, какое влияние оказывает административный ресурс на развитие и функционирование олимпийского волонтерства в России.

ОБРАЗОВАТЕЛЬНЫЙ ПРОЕКТ «ENGLISH4U» (АНГЛИЙСКИЙ ДЛЯ ВОЛОНТЕРОВ) КАК ЧАСТЬ ПОДГОТОВКИ XXVII ВСЕМИРНОЙ ЛЕТНЕЙ УНИВЕРСИАДЫ 2013 ГОДА В Г. КАЗАНИ

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Успешное проведение XXVII Всемирной летней Универсиады 2013 года в г. Казани возможно только при тесном сотрудничестве множества структур и объединений. Кроме ряда министерств России, Республики Татарстан, крупных российских и зарубежных компаний, и организаций, большой вклад вносят некоммерческие партнеры, в числе которых представители вузов и ссузов России и Республики Татарстан, послы и, конечно, волонтеры.

В 2010 году дирекцией Универсиады была определена численность волонтеров, необходимых для проведения Универсиады, обозначены основные функции и категории волонтеров. Департаментом по работе с волонтерами был разработан проект Концепции программы подготовки волонтеров XXVII Всемирной летней универсиады 2013 года в г. Казани.

Для этого был тщательно изучен опыт подготовки волонтеров для работы на крупнейших спортивных соревнованиях. Было выделено, что во время подготовки и проведения спортивных событий мирового масштаба возникает необходимость в своевременном обучении иностранным языкам больших групп волонтеров с разным уровнем подготовки.

Связано это с прибытием огромного количества делегаций из разных стран мира, а также с тем, что официальными языками Универсиад являются английский и французский. Согласно требованиям FISU, для проведения зимних и летних Универсиад знание английского языка является обязательным для волонтеров следующих направлений: атташе, переводческие услуги, пресс-центр, аккредитация, деревня Универсиады и т.д. Волонтеры должны действовать как связующее звено и обеспечивать персоналом административные центры в деревне Универсиады, особенно глав делегаций и спортивные команды. Так, остро встал вопрос о программе по языковому обучению специалистов (волонтеров).

В 2010 году АНО «Исполнительная дирекция Казань 2013» разработан и успешно реализован образовательный проект «English 4U». Разработанный учеными, практиками языкового образования Казанского (Приволжского) Федерального Университета в тесном контакте с иностранными и российскими спортивными специалистами и волонтерами, имеющими опыт работы на крупных мероприятиях мирового уровня, этот проект уникален тем, что, являясь единственным в области языковой подготовки русскоязычных волонтеров, не имеет аналогов в нашей стране.

Образовательный проект «English 4U» включает в себя поэтапное обучение и практическое использование полученных знаний на конкретных тестовых соревнованиях. Целью образовательного проекта является совершенствование владения английским языком и получение универсальных навыков устного перевода.

Достоинствами проекта можно назвать приобретение волонтерами устойчивых навыков общения по определённому кругу тем, преодоление языкового барьера, существенное обогащение словарного запаса, доступность (занятия бесплатные в рамках волонтерской программы Универсиады 2013), возможность практиковаться на крупных мероприятиях Республики Татарстан и авторская методика преподавания. В рамках проекта также издано первое учебное пособие по языковой подготовке волонтеров, структурированное по позициям их деятельности (аккредитация, размещение гостей, организация транспорта и питания и т.д.). Кроме этого курс содержит обширный блок спортивной терминологии, информацию о Казани и Универсиаде, о волонтерах «Казань 2013».

Контроль обучения осуществляется в соответствии с установленным порядком функционирования системы качества обучения. В рамках двухмесячного курса проводятся выездные промежуточные экзамены (midterms) в форме деловой игры на одном из спортивных объектов и в отеле. Финальное испытание в Деревне Универсиады смоделировано как работа волонтера-атташе с гостем с момента его заселения до организации тренировочного процесса. По окончании курсов волонтеры получают сертификат о прохождении курсов и значки с логотипом

“English 4U” в трех цветах (золотой, серебряный и бронзовый), подтверждающие их уровень владения языком.

Свое желание изучить английский язык в рамках уникального волонтерского проекта изъявили студенты высших и средних специальных учебных заведений города. Главными критериями отбора стали активное участие в мероприятиях, волонтерский опыт, заполненная заявка на сайте www.makeureal.kazan2013.com, и, конечно, личная мотивация.

Интересен проект и тем, что обучение на всех этапах проекта осуществляется тьюторами, имеющими отличную языковую подготовку. Это победители программы «Алгарыш», «FLEX», преподаватели вузов, студенты-иностранцы КФУ. Обязательное условие их работы – это добровольчество, идея волонтерства.

Впервые в международной практике дирекция XXVII Всемирной летней универсиады - 2013 реализует программу подготовки волонтеров через специально созданные центры в регионах России, что обеспечивает вовлеченность всей страны в процесс организации и проведения студенческих Игр. Организаторами и специалистами образовательного проекта были организованы семинары по обучению тьюторов и выслана программа образовательного проекта «English 4U». Проект, основанный на едином образовательном формате для всех региональных волонтерских центров Универсиады 2013 в России, был запущен в 8 волонтерских центрах Москвы, Санкт-Петербурга, Екатеринбургa, Красноярска, Сочи и Уфы.

В ходе реализации проекта вводились новые направления и совершенствовались технологии: курс турецкого языка к стажировке на XXV зимней Универсиаде 2011 года в г. Эрзурум (Турция), в рамках подготовки к тестовым соревнованиям - базовый обучающий курс для работников спортивных объектов и проект «English 4U – Village» для обучения английскому языку сотрудников Деревни Универсиады.

Суммируя вышесказанное, еще раз хотим подчеркнуть, что образовательный проект «English 4U» дает уникальную возможность сформировать волонтерские команды, которые смогут показать качественную сплоченную работу и хорошее знание английского языка на Универсиаде 2013 года в Казани.

Сочетание эффективных технологий преподавания языка и энтузиазм организаторов гарантировали высокий результат. Реализованный весной 2010 года, проект проводился в течение 3 лет и 7 сезонов, 30 волонтеров-тьюторов провели более тысячи занятий, и насчитывается сотни выпускников в Казани и по всей России.

Являясь интеллектуальной собственностью Дирекции Универсиады «Казань 2013», образовательный проект «English 4U» зарекомендовал себя одной из эффективнейших форм подготовки волонтеров и является достойным наследием XXVII Всемирной летней Универсиады 2013 в г. Казани.

ПАРКУР. ПОПЫТКА САМООПРЕДЕЛЕНИЯ И ФОРМИРОВАНИЯ МЕТОДИКИ ТРЕНИРОВОК

Шайдуллин Э. А.

В конце 80-х годов XX в. во Франции зарождается паркур. Основоположником паркура является Давид Белль.

В имеющихся материалах паркур фиксируется с внешней, физически-телесной, формальной точки зрения. Вместе с тем это движение достаточно быстро формирует свою идеологию, включающую, в частности, отношение к смежным формам физической активности.

Паркур - это спорт? Но спорт - составная часть физической культуры, средство и метод физического воспитания, основанный на использовании соревновательной деятельности и подготовке к ней, в процессе которой сравниваются и оцениваются потенциальные возможности человека. Паркур не является спортом, так как философия паркура запрещает какие-либо соревновательные действия. Обращает на себя внимание то обстоятельство, что в паркуре присутствуют элементы легкой атлетики, гимнастики, скалолазания, боевых искусств, а также другие виды двигательной деятельности. Для более точного определения процентного соотношения видов был проведен опрос опытных тресеров, что позволило нам выявить значения видов спорта.

Мы получили следующие данные:

1. Легкая атлетика – 48%
2. Гимнастика – 45%
3. Другие виды двигательной деятельности – 7%

Данные цифры являются лишь субъективно-наглядным примером процентного соотношения видов спорта. Однако на основе этого паркур можно определить как синтетический вид спорта.

Паркур - это экстремальная деятельность? Здесь предполагается риск, работа на пределе возможностей, иногда - на грани жизни и смерти. Идея паркура - не выходить за крайность, использовать свои возможности всегда на заниженной планке, то есть ниже уровня, к которому ты в действительности готов, это делает паркур по сути дела безопасным. Следовательно, это не экстремальная деятельность.

Можно ли паркур определить как искусство? Искусство чаще всего трактуют в трех направлениях: 1) художественное творчество в целом, 2) в узком смысле — изобразительное искусство, 3) высокая степень умения, мастерства в любой сфере деятельности. Ни первое, ни второе не подходят для определения паркура. Обратимся к третьему аспекту определения искусства, который и проясняет идею паркура.

Трейсер соотносит с препятствием любое свое будущее действие и преодолевает его. Действие, осуществляемое трейсером, может быть любым. Следовательно, он отрабатывает мастерство в той или иной сфере деятельности, которую отнесет к препятствию, т.е. к паркуру. Следовательно, задача трейсера - как можно рациональнее преодолевать любое препятствие. Отсюда определение паркура можно сформулировать следующим образом: «Паркур – это искусство рационального преодоления препятствия».

По мнению Давида Белля, «Основная идея заключается в том, что границ не существует, а есть лишь препятствия. Все, что можно рассматривать как препятствия, является частью этого искусства. . .».

На основе рассмотренных нами данных придем к общему определению понятия паркура: Паркур – это искусство разносторонней деятельности человека, в большей степени подразумевающее под собой синтетический вид двигательной деятельности в индивидуально-личностном понимании препятствия и способа его рационального преодоления.

На основе сформулированного определения необходимость для тренировки собственно паркура теряет смысл, так как данные занятия будут для каждого занимающегося индивидуально-личностными. Однако основная идея паркура заключается все же в двигательной деятельности, что указывает на необходимость подготовки занимающихся к выполнению элементов. В связи с чем в 2011 году на базе секции по паркуру в городе Набережные Челны была организована группа юношей 16-18 лет и разработана тренировочная программа, которая включала:

- 1) ежедневную вечернюю пробежку вдоль лесопосадки парка Победы;
- 2) 4 – разовые еженедельные занятия, включающие игровые, комбинированные, тематические и соревновательные формы;
- 3) в зимнее время года 2 дня в неделю посвящалось катанию на коньках.

Ежемесячно организовывались тематические занятия в соревновательной форме, суть занятий заключалась в построении определенного маршрута движения от точки А до точки Б, оценивалось техническое и скоростное прохождение данной трассы, умение занимающихся экономично проходить дистанцию, без лишней затраты сил.

В рамках программы проводились семинары, на которые приглашались более опытные занимающиеся, как по паркуру, так и по брейк-дансу, так как некоторая элементная база очень хорошо передает технический опыт занимающихся.

Физическая подготовленность определялась по показателям: бега на 100 и 1000 метров, прыжков в длину с места, сгибания и разгибания рук в висе на высокой перекладине, статического равновесия.

Результаты исследования физической подготовленности юношей до эксперимента показаны в Таблице 1.

Результаты исследования физического развития до эксперимента указаны в таблице 2.

Анализ результатов исследования физической подготовленности юношей после эксперимента показан в Таблице 3.

Анализ результатов исследования физического развития юношей после эксперимента показан в Таблице 4.

Таблица 1

Средние показатели физической подготовленности до эксперимента

Статистические показатели	Тестовые упражнения				
	Бег 100 м, сек	Бег 1000 м, сек	Прыжок в длину с места, см	Сгибание и разгибание рук в висе на высокой перекладине	Статическое равновесие
хср±	17,67±1,12	245,27±4,19	248,87±4,22	8,73±0,79	17,8±1,13

Таблица 2

Средние показатели физического развития до эксперимента

Статистические показатели	Показатели физического развития					
	Длина тела стоя, см.	Масса тела, кг	Окружность грудной клетки, см	ЖЕЛ, мл	Проба Штанге, сек	ЧСС, уд.мин
хср±	168,6±3,47	66,47±2,18	84,67±2,46	2563,3±13,5	74,67±2,31	59±2,05

Таблица 3

Средние показатели физической подготовленности юношей после эксперимента

Статистические показатели	Тестовые упражнения				
	Бег 100 м, сек	Бег 1000 м, сек	Прыжок в длину с места, см	Сгибание и разгибание рук в висе на высокой перекладине	Статическое равновесие
хср±	13±0,96	202,8±3,81	269,73±4,39	15,87±1,06	31,93±1,51
Прирост	4,67	42,47	20,87	7,13	14,13
% прироста	26,4	17,3	8,4	81,7	79,4

Таблица 4

Средние показатели физического развития после эксперимента

Статистические показатели	Показатели физического развития					
	Длина тела стоя, см.	Масса тела, кг	Окружность грудной клетки, см	ЖЕЛ, мл	Проба Штанге, сек	ЧСС, уд.мин
хср±	170,27±3,49	65,33±2,16	87,73±2,5	2986,67±1,61	85,13±2,47	50,33±1,9
прирост	1,67	1,13	3,07	423,33	10,47	8,67
% прирост	1	1,7	3,6	16,5	14	14,7

$t_{кр} = 2,132$ (для несвязанных выборок уровень достоверности $p < 0,05$)

Результаты исследования показывают, что показатели физической подготовленности юношей после эксперимента значительно отличаются, различия между замерами существенны (при $t_{кр} = 2,132$ для несвязанных выборок, $p < 0,05$).

Выявленные различия по результатам выполнения контрольных упражнений тестирования являются достоверными ($p < 0,05$).

Показатели физического развития не только не ухудшились, а выросли в достаточно положительном значении.

Основываясь на выше указанных данных, приходим к выводу, что строго регламентированные занятия паркурком, не выходящие за рамки, предусматривающие высокие нагрузки или экстремальные предпосылки, способствуют улучшению физической подготовки и физического развития юношей 16-18 лет.

МОЛОДЕЖНЫЙ И СТУДЕНЧЕСКИЙ СПОРТ В СФЕРЕ МЕЖНАЦИОНАЛЬНЫХ ОТНОШЕНИЙ И ГОСУДАРСТВЕННО-СОЦИАЛЬНОЕ ПАРТНЕРСТВО: ОПЫТ ПЕРВЕНСТВА ТОМСКОЙ ОБЛАСТИ СРЕДИ НАЦИОНАЛЬНЫХ ОБЩИН ПО МИНИ-ФУТБОЛУ («КУБКА НАЦИЙ»)

Ахмедов И.

Организационный комитет Первенства (Кубка Наций) Томской области по мини-футболу среди национальных общин, Отдел правового обеспечения Юридического департамента АНО «Исполнительная дирекция XXVII Всемирной летней универсиады 2013 г. в г. Казани»

Студенческий и молодежный спорт является одними из важнейших направлений для популяризации здорового образа жизни и социального благополучия не только молодежи и студентов, но и всего общества. Что касается молодежного спорта в межнациональной среде, то данное направление является, с одной стороны, относительно новым, с другой стороны, требующим весьма деликатного отношения. Так, межнациональные отношения являются одной из ключевых сфер общественной жизни в таком многонациональном государстве как Российская Федерация.

Целью исследования является изучение опыта социально значимого проекта, созданного «снизу», поддержанного органами публичной власти – муниципальной или же государственной. (Настоящее исследование позволит изучить опыт проведения межнациональных турниров, внести вклад в популяризацию молодежного и студенческого спортивного движения. Методы исследования – общие и частные, в том числе методы практического и теоретического исследования).

Одним из таких проектов является Кубок Наций - Первенство Томской области по мини-футболу среди национальных общин. История турнира началась в 2010 году, когда член Молодежного парламента Томской области, учредитель Томской региональной молодежной общественной организации «Евразийский молодежный союз» (ЕМС) И.Д. Ахмедов выступил с инициативой проведения официального турнира по мини-футболу среди национальных общин города Томска. Турнир было предложено провести в зале, в том числе ввиду погодных условий: в марте на открытом поле проводить турнир затруднительно в виду распутицы. Инициатива была поддержана депутатом Думы г. Томска В.В. Казаковым и Администрацией г. Томска в лице заместителя Мэра по связям с общественностью А.В. Севостьянова. Организатором турнира выступило ТРМОО «Евразийский молодежный союз».

В первом турнире приняли участие 5 команд: татарская, ингушская, вьетнамская, казахская, тувинская. Победителем стала команда Вьетнамских студентов.

Турнир 2010 года можно считать экспериментальным, в нем приняло участие небольшое количество команд. В дальнейшем соревнование дало мощный импульс развитию молодежного и студенческого спортивного движения в межнациональной среде, турнир стал популярным и востребованным в одном из самых молодежных и студенческих городов России.

Уже в марте 2011 года в турнире приняли участие 25 команд, представляющие национальные общины города Томска, победу одержала команда польской общины г. Томска.

В 2012 году была достигнута договоренность между ТРМОО «Евразийский молодежный союз» (ЕМС) и Томской областной федерацией футбола о совместном проведении «Кубка Наций» в статусе Первенства Томской области по мини-футболу среди национальностей (национальных общин). Тем самым социально значимый и популярный турнир получил высокий статус и высокое профессиональное признание. Вместе с этим были упорядочены правила проведения состязания: к примеру, если раньше в национальных коллективах допускалась фиксированная норма «легионеров» (игроков иной национальности, гражданства), то на Первенстве 2012 года было решено, что в командах играют лица соответствующей национальности, лица, имеющие соответствующее гражданство (место рождения); был обеспечен и высокий уровень судейства под эгидой Томской областной федерации футбола – главным судьей соревнований выступил судья международной категории, председатель Томской областной федерации футбола Р.Ю. Киселев. Первенство было проведено при поддержке Департамента по молодежной политике, физической культуре и спорту Томской области, Администрации г. Томска. В турнире приняли участие 20 команд, победу одержала команда татарской общины «Алтын Туп» («Татары»).

Первенство 2013 года проходило с 6 по 21 апреля, участниками стали 20 команд. Первое место заняла объединенная команда россиян. Победителям были вручена также сувенирная продукция XXVII Всемирной летней Универсиады 2013 года в г. Казани. В свою очередь, Оргкомитет турнира посвятил Первенство-2013 Универсиаде 2013 года. Таким образом был достигнут значительный социальный эффект, в том числе в аспекте популяризации идеалов здорового тела и духа, идеалов, миссии Универсиады.

Турнир во многом соответствует и целям Стратегии государственной национальной политики РФ на период до 2025 года: упрочение общероссийского гражданского самосознания и духовной общности многонационального народа РФ (российской нации); сохранение и развитие этнокультурного многообразия народов России; гармонизация национальных и межнациональных (межэтнических) отношений; обеспечение равенства прав и свобод человека и гражданина независимо от расы, национальности, языка, отношения к религии и других обстоятельств; успешная социальная и культурная адаптация и интеграция мигрантов.

Стоит отметить, Кубок Наций является не только примером успешного государственно (муниципально-) – общественного партнерства, но и социально-коммерческого партнерства: так, в разные периоды партнерами турнира выступили различные бизнес-структуры (сеть магазинов спортивных товаров Sport Way, сеть кофеен Traveler's Coffee), а также газета «Университи», Дом дружбы народов Томской области.

Социальная значимость турнира выражается не только в большом количестве участников турнира, но и в достаточно большой аудитории болельщиков и зрителей. Турнир регулярно освещается СМИ. Кроме того, Кубок Наций во многом обусловил появление достаточно большого количества межнациональных видов спорта, причем не только по футболу, но и по другим видам спорта, как в Томской области, так и за пределами региона.

По сути турнир является не только социально значимым проектом, спортивным мероприятием регионального масштаба и одним из самых массовых межнациональных турниров по мини-футболу и футболу в России, но и новой традицией в молодежном и студенческом спорте, который вносит вклад в создание аналогичных турниров в субъектах Российской Федерации, что очень важно в современном динамично развивающемся мире.

НАУЧНОЕ ОБЕСПЕЧЕНИЕ ПОДГОТОВКИ СПОРТСМЕНОВ ШКОЛЫ ВЫСШЕГО СПОРТИВНОГО МАСТЕРСТВА РЕСПУБЛИКИ БУРЯТИЯ

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Аннотация. В работе рассматриваются современные подходы к управлению подготовкой квалифицированных спортсменов. Автор описывает работу комплексной научной группы, использование новейшего оборудования в тренировочном процессе борцов вольного стиля. Приводятся некоторые аспекты фундаментальных исследований в спорте.

Ключевые слова: высокие технологии, спорт, тренировка, микрочипы, анализ, планирование, управление, навигационные спортивные системы, КНГ, научное обеспечение.

Введение. Если приравнять 50 000 лет истории человечества к 50 годам жизни одного человека, то окажется, что только 10 лет назад этот человек переселился из пещеры в первое жилище, сделанное своими руками, 5 лет назад он овладел письменностью. Два года прошло с тех пор, как он познакомился с первыми законами механики и логики. Полгода назад он изобрел книгопечатание и узнал, что Земля - это шар, вращающийся вокруг Солнца. Всего лишь месяц назад построил паровую машину и вскоре открыл электричество, две недели назад построил первый самолет, изобрел радио и задумался над теорией относительности. На прошлой неделе изобрел телевизор, атомный реактор и ЭВМ, а вчера облетел вокруг Земли на космическом корабле (Постников А.Н., 2003).

Теперь попробуйте приравнять 50 000 истории развития спортивной науки к 50 годам жизни одного человека. Сделать это довольно непросто, но в конечном итоге мы придем к тому, что «вчера» человек стал использовать в подготовке спортсменов ЭВМ и космические корабли (т.е. спутники).

Постановка проблемы. В 2011 году в Республике Бурятия совместными усилиями Республиканского агентства по физической культуре и спорту, Школой высшего спортивного мастерства и Бурятским государственным университетом была создана Комплексная научная группа (КНГ), закрепленная за сборной Бурятии по вольной борьбе. Основная цель работы КНГ Республики Бурятия – это научно-методическое обеспечение подготовки спортсменов. КНГ на основе анализа тренировочного процесса предлагает тренерскому составу поддержку принятия решений, связанных с планированием подготовки спортсменов на предстоящие циклы тренировки.

Следует отметить, что из всех видов средств, использующихся в подготовке спортсменов (медицинских, фармакологических, биомеханических, генетических и др.), приоритетом работы нашей КНГ являются именно педагогические средства тренировочного процесса. Нередко встречаются случаи, когда специалисты в области спорта со спортивным педагогическим образованием пытаются использовать медицинское оборудование для диагностики спортсменов, определения состояния их спортивной формы.

Организация работы. В течение года КНГ примерно пять раз выезжала со спортсменами на учебно-тренировочные сборы (УТС). В 2012 году на спортивной базе поселка Аршан дважды перед Олимпийскими играми проводились совместные УТС сборной России и сборной команды Республики Бурятия по вольной борьбе (женщины), где сотрудники КНГ имели возможность обменяться накопленным опытом.

Приоритетным направлением нашей работы является анализ и планирование тренировочных нагрузок спортсменов, что в совокупности обеспечивает определенный уровень управления подготовкой квалифицированных спортсменов. Это тот базовый уровень, который является основой для непрерывного роста соревновательного результата.

Подобно тому, как невозможно издать книгу, не зная, сколько в книге страниц, также невозможно подготовить спортсмена определенного уровня, не зная, какую величину нагрузки он выполняет. Бывает, что в целях повышения уровня спортивной формы в сборных командах используют дорогостоящее медицинское оборудование, системы анализа движений, фармакологические препараты, но не обращают внимания на фундаментальные простые вещи - на величину нагрузки. Была ли выполненная спортсменом нагрузка нормой или дозой, насколько она адекватна состоянию спортсмена? Правильно ли построен процесс подготовки спортсмена, соответствует ли он принципам спортивной тренировки?

Системы анализа нагрузок. Работа КНГ со сборной Бурятии по вольной борьбе началась с разработки интерактивной системы, которая имела своей целью в графическом виде показывать величины, соотношение и динамику тренировочных и соревновательных нагрузок в циклах подготовки спортсменов. Наши попытки доработать систему до идеала сегодня привели к тому, что мы перешли на готовые системы. Разработка этих

систем была начата гораздо раньше, чем наша, в таких странах, как США, Финляндия и Германия, поэтому эти системы по своим функциональным возможностям существенно превосходят наши разработки.

Каждый спортсмен имеет свой личный кабинет в Интернете, в котором хранятся вся информация о ходе его тренировочного процесса, Данные о величинах нагрузки, ее динамике и соотношении. Личный кабинет спортсмена имеет свой логин и пароль. Спортсмен определяет настройки доступа к информации в своем кабинете: информация только для себя, информация для избранных или информация для всех желающих. Сеть личных кабинетов образует специализированную социальную сеть. В сети можно создать группу и сравнивать параметры тренировочного процесса между участниками этой группы.

Микрочипы, навигационные системы и датчики анализа нагрузки. В 2011 году Школой высшего спортивного мастерства Республики Бурятия были изданы тренировочные дневники. По плану работы спортсмены ежедневно должны были заполнять тренировочные дневники, передавать их в КНГ для дальнейшего анализа. Здесь мы столкнулись с, казалось бы, наивной проблемой: спортсмены не заполняют тренировочные дневники. Наши попытки и надежды на то, что все же удастся заставить спортсменов вести дневник, до сих пор не увенчались успехом. Особенно это касается спортсменов-единоборцев. После разговора с главным тренером России по женской борьбе мы пришли к выводу, что необходима система, которая сама будет вести мониторинг той информации, которая должна отражаться в тренировочном дневнике.

Такие системы существуют уже достаточно давно. Из всего многообразия различных систем, представленных сегодня на рынке, для спортсменов- профессионалов можно использовать лишь некоторые модели небольшого количества компаний. Эти системы, в первую очередь, мобильны. Они регистрируют необходимые параметры в режиме онлайн, способны накапливать до 100 тренировок и передавать их как в самостоятельные компьютерные программы, так и в личный кабинет в Интернет. Способы передачи данных в последнее время тоже существенно изменились - от инфракрасного порта до передачи данных через USB-шнур, Bluetooth и Wi-Fi. Есть системы, которые работают в режиме синхронизации.

Внедрение подобных систем в тренировочный процесс борцов вольного стиля выводит тренировочный процесс на новый уровень определения эффективности управления подготовкой спортсменов.

Определение работоспособности спортсменов. За время работы КНГ нами была разработана собственная методика определения мощности организма спортсменов на примере борцов вольного стиля, которая позволяет определять мощность или так называемую работоспособность, спортсмена прямо во время тренировки. Эта методика базируется на принципе теста PWC170 и рассчитывает конечный показатель по формулам и законам физики. Мониторинг функционального состояния организма и соотношение его с величинами тренировочных нагрузок - одна из важнейших задач работы КНГ.

Вопросы спортивной генетики. В 2012 году, учитывая мировые тенденции моды в спортивной науке, сотрудники КНГ стали интересоваться проблемами определения генетической предрасположенности спортсменов к занятию определенными видами спорта. Для решения этой проблемы была организована командировка в университет спорта г. Кельн (Германия), в лабораторию Всемирного антидопингового агентства, где сотрудники университета в рамках научного симпозиума поделились с нами опытом в области спортивной генетики.

По нашему мнению, генетическая предрасположенность к проявлению определенных качеств позволяет достигать высоких соревновательных результатов при меньшем количестве выполненной работы и проявляемых усилий по сравнению со спортсменами, не имеющими такой предрасположенности.

Заключение. В 2013 году начато новое направление в работе КНГ - фундаментальные исследования, связанные с разработкой параметра измерения количества и качества тренировочной нагрузки, позволяющего сравнивать и сопоставлять тренировочную работу спортсменов различных видов спорта и уровня спортивной квалификации. Фундаментальные исследования такого рода требуют усилий специалистов не только в области спорта, но обязательно и физики, программирования, геометрии и некоторых других научных дисциплин.

В ближайшей перспективе работу КНГ в Республике Бурятия планируется продолжать в избранном направлении. Спектр использования мобильных технологий, датчиков и чипов планируется расширить. Постоянно ведется расширение банка данных и модернизация имеющихся систем. Планируется продолжить работу КНГ Республики Бурятия со специалистами из университета Кельна Германии, возможно расширение международных связей. Хотелось бы тесно сотрудничать со специалистами из ВНИИФК. На сегодняшний день в Республике Бурятия назрела необходимость открытия филиала ВНИИФК.

СТАТИСТИЧЕСКИЙ АНАЛИЗ ТЕМАТИКИ НАУЧНЫХ ИССЛЕДОВАНИЙ, ПУБЛИКУЕМЫХ В МЕЖДУНАРОДНОМ РЕФЕРИРУЕМОМ ЖУРНАЛЕ «EUROPEAN JOURNAL OF SPORT SCIENCE»

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Аннотация. Автором работы проведен статистический наукоемкий анализ тематики научных публикаций в международном реферируемом журнале «European journal of sport science»

Ключевые слова: спорт, европейская наука, публикации, тренировка, журнал, наука, исследования.

Введение. «European Journal of Sport Science» (пер. с англ. «Европейский журнал спортивных наук») (EJSS) является одним из центральных международных журналов, в котором публикуются ученые по спортивным специальностям европейских стран мира. Этот журнал издается издательством «Taylor & Francis» на английском языке. Офисы редакции этого журнала есть во многих странах мира: в Англии, Индии, США, Канаде, Мексике и др. Журнал выходит в двух вариантах - в печатном виде и в электронном. Официальный адрес журнала в Интернет - <http://www.tandfonline.com/tejs>.

Этот журнал является официальным журналом «Европейского колледжа спортивных наук» (European College of Sport Science).

Рисунок 1

Европейский журнал спортивных наук



Журнал отличается исключительно высокими требованиями к представляемым работам. Они должны быть написаны на современном научном и диссертательном уровне, иметь высокий уровень новизны и практической значимости, обязательно использовать в своем содержании современные информационные и инновационные спортивные технологии, содержать скриншоты или наглядный материал. Вся информация должна быть переведена на английский язык с учетом специфической спортивной тематики. Публикации в журналах бесплатные, но зато журналы очень дорогие.

Следует отметить организацию и обслуживание авторов публикаций. Подача материала для публикации делится на несколько этапов. Вся процедура проходит интерактивно через сайт. Вначале публикации представляются в редакцию без фамилий авторов, если статья проходит отбор, то затем эта же работа должна быть представлена с указанием фамилий авторов и необходимых сведений. Авторы имеют льготы только на получении электронной

копии своей опубликованной работы.

На базе Европейского колледжа спортивных наук можно вступить в Европейское сообщество спортивных ученых. Для получения членства необходимо оплатить годовой взнос в размере 100 евро. После вступления в сообщество спортивных ученых, редакция журнала предоставляет право на получение печатных вариантов этого журнала бесплатно, а также открытый доступ ко всем публикациям в этом журнале за последние 10 лет.

Содержание работы.

Наукометрический анализ опубликованных работ показал, что группировка публикаций в «European Journal of Sport Science» несколько отличается от той, которую можно выделить в России. В «European Journal of Sport Science» используют группировку публикаций как указано в диаграмме 1.

Диаграмма 1

Соотношение опубликованных научных работ в "European Journal of Sport Science" с 2001 по 2012 гг.



Работа по характеристике научных публикаций проводилась в несколько этапов. На первом этапе мы получили доступ к электронным базам данных избранного журнала, вступив для этого в Европейское сообщество ученых в области спорта. На втором этапе работы мы скачали более 400 научных статей для дальнейшего анализа и перевода. На третьем этапе нашего исследования мы перевели все научные статьи и на четвертом этапе переведенные работы были нами классифицированы, проанализированы и статистически обработаны.

Анализ имеющегося массива информации «European Journal of Sport Science» свидетельствует о том, что развитие знаний в спортивной области науки происходило гетерохронно, дискретно и неравномерно. Некоторые публикации посвящены проблематике биомеханики (использование систем «захват движения», видеоанализ движений, тензометрические исследования и т. д.), а другие работы рассматривают в своем содержании контроль моторики в спорте, управление движениями, технику выполнения, повышение эффективности за счет спортивной экипировки, оборудования и инвентаря и т.п.

Прослеживается интенсификация научных разработок, направленных на познание физиологических. Эти работы рассматриваются с позиции тренировочного процесса. В дальнейшем – через анализ соревновательной деятельности сильнейших спортсменов, который обеспечивает спортивные достижения в условиях конкурентной борьбы запланированного результата мирового, европейского или национального уровня.

Существует разный объем публикаций в массиве информации о психологии, социальных науках и истории спорта высших достижений по разным направлениям. Наибольшее число научных исследований связано с

определением факторов, обуславливающих рекордные достижения. Значительно меньше работ, в которых бы делалась попытка проанализировать и обобщить смысл и значение рекордных достижений, их структуру и методику подготовки спортсменов при установлении рекордных результатов.

Заметно прослеживаются преимущества европейского уровня научных работ в области спортивной медицины и геронтологических исследований спортсменов. Говоря о структуре научно-практических знаний о спорте, одни специалисты учение о спортивных достижениях рассматривают в контексте теории спортивных состязаний, другие считают понятие «достижения» центральной категорией науки о спорте и предлагают в рамках теории спорта как научной и учебной дисциплины выделить самостоятельный раздел, посвященный теории спортивных результатов. Разумеется, такое положение в общей теории спорта находится в явном противоречии с всевозрастающим интересом к результативной стороне спортивной деятельности, к познанию рекордных возможностей человека и требует всестороннего и целостного осмысления множества накопленных частных сведений, уточнения и определения предметно-содержательной основы, фундамента знаний о спортивных высших достижениях и построения на этой базе обобщающих научных концепций и теорий.

Заключение. Решение рассмотренных нами проблем в современном мире все больше выходит за рамки национальных границ. Для углубления международного сотрудничества в их решении требуется, кроме всего прочего, разработка хорошо согласованного понятийно-терминологического аппарата в сфере физической культуры и спорта. Потребность в этом давно назрела, став особенно актуальной в наше время в силу происходящей глобальной интенсификации международных контактов.

ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ ТРЕНИРОВОЧНЫМ ПРОЦЕССОМ В ЕДИНОБОРСТВАХ

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Аннотация. Автором разработана и внедрена в практику методика подготовки борцов греко-римского стиля. С использованием специализированной компьютерной программы проведен анализ структуры и содержания подготовки спортсменов. Установлены основные тенденции динамики тренировочной нагрузки в наиболее крупных составляющих процесса подготовки борцов.

Актуальность. Современные тенденции развития классической борьбы характеризуются частыми и далеко не всегда оправданными изменениями правил соревнований, а также постоянно возрастающей конкуренцией на международном ковре, включая Олимпийские игры, мировые и европейские чемпионаты. Эти тенденции заставляют специалистов по борьбе быть в непрерывном интенсивном поиске целесообразных педагогических воздействий на спортсменов различной квалификации с целью создания оптимальной системы совершенствования различных сторон их подготовленности. Одним из основных направлений такого поиска является разработка эффективной методики технико-тактической подготовки квалифицированных борцов, максимально адаптированной к требованиям изменившихся правил проведения борцовских поединков. При этом наиболее подходящим контингентом для целенаправленной реализации такой методики можно считать занимающихся 16-17 лет, поскольку именно в этом возрасте уже достаточно освоены все основные технико-тактические действия, но у юных борцов не сформировано еще целостное представление о сущности борцовского противоборства со всеми тонкостями современной спортивной борьбы.

Все сказанное предопределяет необходимость поиска оптимальной системы средств, методов и тренировочных режимов при подготовке юных борцов. На установление эффективного сочетания этих атрибутов в учебно-тренировочном процессе борцов-юношей греко-римского стиля при совершенствовании технико-тактической подготовленности с учетом современных тенденций развития спортивной борьбы направлено настоящее исследование, что и определило его актуальность.

Научная новизна работы заключается в изучении систематизации основных позитивных и негативных тенденций развития греко-римской борьбы, что позволило установить наиболее реальные направления в совершенствовании технико-тактического мастерства борцов с учетом этих тенденций.

Новыми для теории и методики спортивной борьбы являются также сопоставительные данные о составе технико-тактических действий борцов и спортивно-технических показателях на соревнованиях различного масштаба. При этом установлены принципиальные отличия указанных данных в зависимости от динамики правил проведения борцовских поединков и уровня квалификации борцов. На основании выявленных характеристик и параметров, отличающих арсенал технико-тактических действий и спортивно-технических показателей борцов, разработана и экспериментально апробирована специфическая методика подготовки борцов-юношей 16-17 лет греко-римского стиля с учетом современных тенденций развития борьбы. Эта методика обеспечивает достоверное повышение уровня специальной физической подготовленности, спортивно-технических показателей соревновательной деятельности и спортивных результатов борцов.

Практическая значимость полученных результатов заключается в установлении количественных и качественных показателей, определяющих состав технико-тактических действий борцов в зависимости от влияния правил соревнований по борьбе, которые значительно изменены в последнее десятилетие. Установлено преобладающее мнение специалистов-практиков по многочисленным аспектам проблемы интенсивных изменений правил проведения борцовских поединков и тем последствиям, которые влекут за собой эти изменения. Разработана и внедрена в практику экспериментальная методика реализации учебно-тренировочного процесса, достоверно повышающая показатели специальной физической подготовленности борцов-юношей, а также характеристики их соревновательной деятельности и уровень спортивных достижений. Показаны пути практической реализации полученных данных при осуществлении целенаправленной технико-тактической подготовки юных борцов.

Теоретико-методологический подход к изучаемой проблеме, основной принцип ее решения, практические рекомендации, обобщения и заключения могут быть применены в других видах спортивной борьбы, в первую очередь, в вольной борьбе, в которой существуют похожие тенденции в развитии.

Основные результаты работы.

В настоящей работе применен эксперимент, который заключался в разработке и последовательной апробации методики подготовки борцов греко-римского стиля. Эксперимент проводился в период с 2009 по 2011 год.

Понятие «эксперимент» в специальной литературе трактуется по-разному (Спиркин А.Г., 1988; Железняк Ю.Д., Петров П.К., 2001; Кузин Ф.А., 2001; Начинская С.В., 2005). В связи с этим возникает необходимость уточнения данного понятия применительно к нашим исследованиям. В настоящем исследовании под экспериментом следует понимать последовательное использование авторской методики тренировки борцов греко-римского стиля.

В эксперименте принимали участие борцы греко-римского стиля высших разрядов (I разряд - мастера спорта) средних весовых категорий. Общее количество испытуемых составило 15 человек в возрасте 21-25 лет. Были проанализированы тренировочные планы борцов с целью комплексного анализа их подготовки. Общее количество спортсменов, принявших участие в исследовании, равно 30 (15 человек на первом этапе эксперимента и 15 спортсменов – на II этапе)

Достоверность результатов анализа выявлялась использованием метода повторного проведения очередного цикла тренировочного процесса до установления нормы величины вероятности допустимой ошибки.

Практический эксперимент проводится с целью апробации разработанной экспериментальной методики технико-тактической подготовки борцов-юношей с учетом современных тенденций развития греко-римской борьбы. Суть этого эксперимента заключалась в сравнении динамики широко спектра параметров на различных этапах эксперимента у борцов, (n=15).

Эксперимент проводился в рамках одного тренировочного года и включал в себя три этапа (начальный, промежуточный и заключительный), причем первый этап совпадал по срокам с началом подготовительного периода подготовки, второй этап был проведен на стадии перехода подготовительного периода к соревновательному, а третий этап эксперимента совпал с этапом основных соревнований борцов. Установлен высокий рост соревновательных результатов спортсменов, что является свидетельством высокой эффективности авторской методики, что и определило основное существо проведенного педагогического эксперимента.

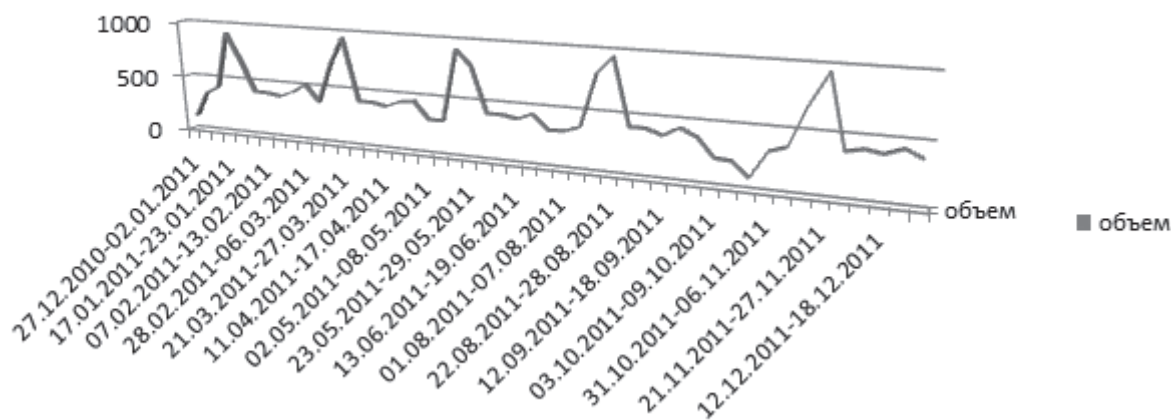
Макроцикл (МКц) в нашем исследовании рассматривается в рамках одного календарного года. Это понятие должно идентифицироваться, отождествляться со временем, необходимым для перевода спортсмена на новый, более высокий уровень интегральной готовности.

Выявленные величины при анализе общего объема времени тренировок в подготовительном периоде макроцикла позволяет установить усредненный объем нагрузки в периодах МКц и за МКц в целом и использовать этот показатель в качестве среднего возможного при планировании.

Объем нагрузки в подготовительном периоде МКц составил $X=9251 \pm 468,25$ ($\delta=811,03$) мин.

Диаграмма

Объем нагрузки в микроциклах за тренировочный год



Величины тренировочной нагрузки выписывались из тренировочных дневников борцов с целью проанализировать количественные параметры величин специальной нагрузки в циклах тренировки, установить их соотношение и динамику, необходимую для планомерного роста соревновательных показателей.

Соревновательный период макроцикла характеризуется волнообразным повышением интенсивности тренировочной нагрузки и планомерным снижением объемов. В этот период у борцов появляется определенный фон усталости, который является основой снижения общего количества нагрузки в макроцикле.

В нашем исследовании объем нагрузки борцов в соревновательном периоде мКц составил $X=12961\pm119,00$ ($\delta=168,29$) мин.

Заключение. Оптимальное сочетание структурных компонентов тренировочного процесса борцов классического стиля с различными по величине и направленности нагрузками, проведенными через различные интервалы времени, возможно лишь на основе конкретных представлений о суммарном и структурно сочетаемом их воздействии на организм спортсмена.

На основе проделанной работы следует, что необходимость использования современной вычислительной техники в процессе обучения и совершенствования технического мастерства борцов очевидна, поскольку объем информации, которую необходимо срочно получить и обработать тренеру для осуществления коррекции тренировочной нагрузки, очень велик. Использование специализированных компьютерных программ в подготовке борцов на всех этапах учебно-тренировочного процесса ускоряет процесс становления и совершенствования спортивного мастерства, способствует мобилизации и повышению эффективности в анализе тренировочных нагрузок.

ПРОФЕССИОНАЛЬНЫЕ КЛУБЫ, СУЩЕСТВУЮЩИЕ В РЕСПУБЛИКЕ ТАТАРСТАН. ВОВЛЕЧЕННОСТЬ ПРОФЕССИОНАЛЬНЫХ КОМАНД РЕСПУБЛИКИ ТАТАРСТАН НА РОССИЙСКОМ И МЕЖДУНАРОДНОМ УРОВНЯХ

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Преобразования, происходящие в России, затрагивают все сферы общества, в том числе и профессиональный спорт. Трансформация структуры профессионального спорта проявляется в создании профессиональных клубов по видам спорта.

С целью определения вовлеченности профессиональных команд Республики Татарстан на российском и международном уровне был проведен анализ статистических материалов.

В Республике Татарстан на сегодняшний день работают 82 спортивные федерации: 24 федерации по базовым олимпийским видам спорта, 11 - по олимпийским видам спорта, 39 - по неолимпийским видам спорта, 8 - по спортивно-техническим видам спорта.

Профессиональный спорт, как и всякая элитная группа, составляет малую величину от основной массы спортсменов и физкультурников и не превышает обычно отметку в 0,1-0,5%. Согласно закону «О физической культуре и спорте в Российской Федерации» «профессиональный спорт - это предпринимательская деятельность, целью которой является удовлетворение интересов профессиональных спортивных организаций, спортсменов, избравших спорт своей профессией, и зрителей». Полноценным спортсменом-профессионалом может считаться тот спортсмен, спортивная деятельность которого регулируется трудовым договором (контрактом), соответствующим трудовому законодательству. Спортсмен-профессионал, - указывается в законе «О физической культуре и спорте», - это «спортсмен, для которого занятия спортом являются основным видом деятельности и который получает в соответствии с контрактом заработную плату и иное денежное вознаграждение за подготовку к спортивным соревнованиям и участие в них».

На территории Республики Татарстан действует 20 профессиональных спортивных клубов по 10 видам спорта. Из этого числа 18 клубов являются представителями игровых видов спорта. Наибольшее количество действующих профессиональных спортивных клубов отмечается по таким видам спорта, как футбол (6 клубов), хоккей с шайбой (5 клубов). Следует отметить, что практически половина клубов (9 клубов) находятся в Казани. Анализируя спортивные достижения профессиональных клубов, следует отметить, что из 20 клубов, действующих на территории Республики Татарстан, 9 клубов («КАМАЗ-Мастер», УНИКС, «Синтез», «Зенит-Казань», «Аэронавт», «Динамо», «Рубин», «Динамо-Казань», «Ак Барс») являются клубами, выступающими на международном уровне.

В составе волейбольной команды «Зенит-Казань» есть спортсмены (Николай Апаликов, Юрий Бережко, Александр Волков, Максим Михайлов, Алексей Обмачаев), которые являются Олимпийскими чемпионами XXX Олимпиады 2012 года в Лондоне. В составе волейбольной команды «Динамо» есть спортсмены (Екатерина Гамова, Наталья Обмачаева), которые являются призерами и участниками Олимпийских игр. В составе хоккейной команды «Ак Барс» есть спортсмены (Алексей Морозов, Данис Зарипов, Илья Никулин, Алексей Терещенко), которые являются призерами и участниками Олимпийских Игр.

НАСЛЕДИЕ УНИВЕРСИАД И ОЛИМПИЙСКИХ ИГР: ВЫГОДЫ ОТ ПРОВЕДЕНИЯ

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Введение (актуальность) и постановка задачи

Данная работа посвящена анализу и оценке социально-экономической эффективности проведения крупных спортивных мероприятий, таких как Олимпийские игры и Универсиады, в разрезе влияния на стратегию города-участника. В работе в целях прикладного исследования спрогнозированы изменения в экономических, политических, социокультурных и инфраструктурных процессах города Казани вследствие проведения 27 Летней универсиады. Спорт в современном мире – это не только участие спортсменов в спортивных соревнованиях и подготовка к ним. Спорт – это целая индустрия, состоящая из множества субъектов: спортсменов, тренеров, спортивных союзов и ассоциаций, производителей спортивных товаров, спонсоров, СМИ и, конечно, государства, которое определяет границы деятельности остальных субъектов.

Проведение любого спортивного мероприятия, а тем более такого крупного, как Универсиада, требует интенсивной государственной финансовой поддержки. Государственное финансирование в любом из направлений всегда преследует своей целью получение возврата инвестиций путем улучшения уровня развития финансируемого объекта. На данный момент для города Казани является актуальным вопрос достижения экономической эффективности спортивных и инфраструктурных объектов при соблюдении критерия обеспечения и непрерывного улучшения социального уровня населения, уровня развития спорта и культурной значимости города Казани. В рамках страны проведение таких крупных спортивных мероприятий, как Универсиада или Олимпиада, наталкивает на мысль о неизбежности реформирования системы спортивного законодательства.

Целями данного исследования являются:

- оценка экономической эффективности проведения 27-й летней Универсиады в городе Казани;
- оценка социальной эффективности и степени влияния на уровень жизни населения;
- оценка уровня развития спорта в городе Казань;
- анализ влияния проведения крупных спортивных соревнований на систему спортивного законодательства Российской Федерации;
- разработка рекомендаций по достижению уровня экономической и социальной эффективности.

Методы исследования

В данной работе использовались экспертные методы, статистические методы, методы стратегической оценки и прогнозирования, модель финансового прогнозирования.

Результаты исследования (научный вклад, новизна и практическое применение)

В работе в целях прикладного исследования спрогнозированы изменения в экономических, политических, социокультурных и инфраструктурных процессах города Казани вследствие проведения 27-й Летней универсиады.

На данный момент для города Казани является актуальным вопрос даже не ускорения возвратности средств, а вопрос разработки способов выхода спортивных объектов – «наследия Универсиады» на стадию безубыточности. Конечно же, объекты Универсиады уже сейчас приносят доход от своей деятельности, оказывая услуги населению, а также выполняют социальную функцию – реализуют потребности детского спорта. Однако 80% затрат покрываются из местного и федерального бюджета, а это, в первую очередь, миллионные ежемесячные затраты на содержание только одного спортивного объекта. В совокупности с миллиардными капитальными затратами с каждым днем спортивные объекты всё дальше от точки безубыточности. Государственные

инвестиции в одну область предполагают отток их из другой. И если не разработать и не внедрить эффективный механизм эксплуатации спортивных объектов, то в лучшем случае город Казань не получит экономических выгод от проведения, а в худшем, и на данный момент более вероятном, станет банкротом. В данном исследовании предлагаются рекомендации по достижению экономической эффективности спортивных объектов в городе Казани.

Безусловным преимуществом проведения Универсиады для уровня развития города являются изменения в инфраструктуре. Эффективно налаженная транспортная система приносит экономический эффект, повышает уровень жизни населения и степень привлекательности для инвесторов. Следовательно, при проведении спортивных мероприятий улучшенная инфраструктура города является настоящим «наследием» для города. Автором работы проведен анализ степени и масштаба влияния изменений в инфраструктуре города на деятельность различных сфер.

Повышение уровня развития спорта – в первую очередь, важная социальная задача. Проведение подобных крупных спортивных мероприятий создает интерес к спорту у населения, повышает уровень подготовки спортсменов и обеспечивает их лояльность городу Казани, обеспечивает занятость специалистов в области спорта.

Бок о бок с деятельностью в области спорта идет правовое обеспечение. Должны быть установлены права и обязанности субъектов спорта. На данный момент спортивное законодательство недостаточно развито по сравнению с уровнем развитых западных стран. Автором в работе анализируются законные акты и законопроекты, созданные в целях правового регламентирования проведения зимней Олимпиады в городе Сочи и летней Универсиады в городе Казани.

ОПТИМИЗАЦИЯ КОНТРОЛЯ СОСТОЯНИЯ ЗДОРОВЬЯ СПОРТСМЕНОВ НА РАЗНЫХ ЭТАПАХ ТРЕНИРОВОЧНОГО ПРОЦЕССА

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Трудности, возникающие в процессе приведения спортсменов к пику физической формы, часто объясняются отклонениями в их физиологическом статусе в этот период (резкое падение значений иммунологических показателей и т.д.). Кишечные паразитозы могут усугублять эти сдвиги. В то же время при оценке состояния здоровья спортсменов уделяется недостаточно внимания определению их зараженности кишечными паразитами (КП), хотя, несмотря на так называемую малую клинику, они вызывают слабость, утомляемость, раздражительность, вторичные иммунодефициты, повышают восприимчивость к бактериальным и вирусным инфекциям, индуцируют отклонения со стороны желудочно-кишечного тракта и гепатобилиарной системы, что, безусловно, должно негативно отражаться на работоспособности в условиях тренировочного и соревновательного процесса. Поэтому адекватное обследование спортсменов на КП имеет важное значение, особенно для эндемичных регионов. Подобное исследование выполнено впервые.

Целью настоящего исследования было определение зараженности спортсменов КП, характеристика клинического течения паразитозов и их влияния на переносимость нагрузок тренировочного процесса.

Методы исследования. 60 спортсменов, занимающихся различными видами борьбы, плаванием и футболом, 3-кратно обследовали на КП. Пробы стула собирали в консервант Турдыева, использовали метод обогащения по Ritchie et al. (1952). Лицам с паразитозами проводили клиническое обследование, отмечали переносимость тренировочных нагрузок. В лечении КП использовали, помимо традиционных противопаразитарных препаратов, экдистен (создан на основе экдистерона, выделенного из эндемичного растения Узбекистана *Ajuga turkestanica*). Экдистен обладает общетонизирующим, адаптогенным, актопротекторным, гепатопротекторным, иммуномодулирующим свойствами. В последние годы выявлена антипаразитарная активность.

Результаты и обсуждение. Зараженность спортсменов КП была несколько ниже, чем в популяции. Были идентифицированы *Ascaris lumbricoides*, *Enterobius vermicularis* и *Giardia lamblia*. Следует отметить, что, несмотря на постоянные физические нагрузки, манифестация паразитозов была слабо/умеренно выражена, на первый план выступали жалобы не со стороны желудочно-кишечного тракта (периодические боли, эпизоды диареи и т.д.), а преобладал астено-невротический синдром: быстрая утомляемость, головные боли, раздражительность, снижение общего тонуса, у подавляющего большинства отмечались трудности при выполнении тренировочных нагрузок. Последнее подтверждалось при проведении анкетирования по методике "САН" (самочувствие, активность, настроение) и выполнении функциональных проб. Аскаридоз лечили альбендозолом, энтеробиоз – мебендазолом, а лямблиоз – экдистеном. Особенно выраженный эффект был отмечен при комбинированном использовании альбендазола и мебендазола с экдистеном. Экдистен уменьшал риск реализации побочных эффектов синтетических антигельминтных препаратов и улучшал психоэмоциональную и физическую форму спортсменов.

СОВЕРШЕНСТВОВАНИЕ СРЕДСТВ И МЕТОДОВ СКОРОСТНО-СИЛОВОЙ ПОДГОТОВКИ КВАЛИФИЦИРОВАННЫХ БОРЦОВ С ПОМОЩЬЮ МЕТОДА КРУГОВОЙ ТРЕНИРОВКИ

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Высокий уровень развития скоростно-силовых качеств борца в значительной мере зависит от подвижности его нервных процессов, от того, насколько высоко развита у него чувствительность к восприятию мельчайших изменений в условиях и движениях противника, от умения каждый раз мгновенно воспринимать и правильно оценивать сложившуюся обстановку в схватке, от своевременного и точного проведения технических действий. Важность скоростно-силовой подготовки для квалифицированных борцов не вызывает сомнений, так как дальнейший рост уровня технико-тактического мастерства базируется на высоком потенциале их физической подготовленности. Целенаправленное использование средств скоростно-силовой подготовки с учетом специфики соревновательной деятельности спортсмена является одним из необходимых условий построения тренировочного процесса квалифицированных борцов. Отсутствие научно обоснованных рекомендаций по целенаправленному совершенствованию указанных способностей борцов определяет актуальность настоящего исследования.

Цель работы – совершенствование средств и методов скоростно-силовой подготовки квалифицированных борцов с помощью метода круговой тренировки.

Методы исследования. Одной из рациональных форм организации спортивной подготовки является круговая тренировка (КТ). Характеризуя круговую тренировку, применяющуюся на этапе базовой подготовки, следует отметить, что направленность используемых упражнений была идентичной соревновательной деятельности. В связи с этим в КТ мы использовали только восемь станций (упражнений). Длительность работы на каждой станции составляла почти одну минуту. На выполнение упражнений отводилось 40 секунд, оставшееся же время спортсмен использовал для отдыха и перехода к другому упражнению (станции). Соответственно время работы на восьми станциях составляло столько же, сколько длится общее время схватки в борьбе.

Результаты исследований и их обсуждение. Круговая тренировка выполнялась один раз в день и всегда только после разминки. Такое построение тренировочного процесса имело место в дневной тренировке, в вечерней же предусматривалось только совершенствование технико-тактических действий. Следовательно, применяя КТ в первой половине дня, мы стремились целенаправленно совершенствовать скоростно-силовые качества борцов, а выполняя тренировку вечером, мы тем самым пытались совершенствовать технико-тактическую подготовленность на фоне утомления. Это объясняется тем, что двигательный навык у квалифицированных борцов в основных технических действиях уже имеет стойко сформировавшийся стереотип, который на фоне утомления не должен подвергаться “ломке”. К тому же, отведённое на восстановление в течение 5-6 часов, позволяло уже в какой-то мере, к вечерней тренировке, при хорошей функциональной подготовленности, иметь запас сил.

Как уже отмечалось, продолжительность работы на одной станции составляла 40 секунд и борец проходил один круг (то есть восемь станций, о которых говорилось выше) за 8 минут “грязного” времени, после которого, он отдыхал семь-восемь минут, восстанавливаясь практически до исходного уровня, который он имел после разминки. Проходя четыре круга по восемь станций в каждом, борец тратил на это 32 минуты. Со временем разминки это составило в среднем 45 минут тренировочного занятия. Следовательно, проводя одну такую тренировку в день, четыре раза в неделю, борцы выполняли объём работы специализированной скоростно-силовой направленности до 128 минут.

С целью более точного отражения количественных результатов, зарегистрированных на каждой станции при различных отягощениях, необходимо указать на две величины, существенно влияющие на конечные результаты. В первую очередь – это вес отягощений: на каждой станции в течение 40 секунд работы он не превышал 60 - 80% от максимума. И второе – это скорость выполнения упражнений на станции. Темп работы был максимальным. Всё это обеспечивало различную направленность тренировочного процесса скоростно-силового характера. При 40-секундной работе спортсмены независимо от весовых категорий выполняли на первой станции не более 2-3 подъёмов на канат, на второй – 25-30 прыжков, на третьей – 15-20 подъёмов штанги, на четвёртой – не более 24-26 разгибаний туловища, на пятой – 25-30 перемещений штанги, на шестой – не более 20-26 сгибаний-разгибаний

туловища, на седьмой - 15-20 подъемов штанги и на восьмой - работа с манекеном, не более 10-12 бросков.

Такой режим организации скоростно-силовых тренировок на базовых этапах подготовки позволил повысить уровень специальной физической подготовленности квалифицированных борцов к соревновательному периоду. Об этом свидетельствуют результаты контрольных упражнений в начале базового и заключительного этапов подготовки в проведенном педагогическом эксперименте.

В результате проведенного исследования экспериментально доказана эффективность использования упражнений с помощью метода круговой тренировки для скоростно-силовой подготовки борцов. Определено, что упражнения, подобранные для каждой станции круговой тренировки, развивают основные мышечные группы борцов. Собранный в ходе педагогического эксперимента статистический материал подтверждает эффективность разработанной программы скоростно-силовой подготовки борцов.

ОСОБЕННОСТИ РАЗВИТИЯ ФИЗИЧЕСКИХ КАЧЕСТВ В СЕНСИТИВНЫЕ ПЕРИОДЫ

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Школьный возраст является наиболее благоприятным периодом для развития всех двигательных качеств. В развитии двигательных качеств особое место занимают скоростно-силовые, высокий уровень развития которых играет большую роль при достижении высоких результатов во многих видах спорта.

Цель - определение состояния физической подготовленности, и в частности скоростно-силовой подготовки школьников, с помощью анкетирования.

Методы исследования. Анкетирование было проведено в 22 общеобразовательных школах г. Ташкента среди 48 учителей физической культуры. В анкетировании приняли участие все учителя с высшим образованием, с опытом работы от 3 и более лет, 12 из них имеют разряд МС по видам спорта.

Результаты исследования и их обсуждение. По результатам анкетного опроса можно констатировать, что 88% респондентов привлекает любовь к детям и огромное желание поделиться знаниями. Однако только 72% респондентов очень довольны своей профессией и работой в качестве учителя физической культуры. На вопрос: «Если ли бы Вам пришлось заново выбирать профессию, повторили бы Вы свой выбор?» 43 % ответили неопределенно, но положительное отношение к повторному выбору своей профессии отметили большинство респондентов – 57%.

89% респондентов предлагают увеличить количество уроков физической культуры до 4 раз в неделю, а ежедневное занятие физической культурой было бы еще лучше, считают респонденты. Анкетирование показало, что 32% специалистов в области ФК и С считают целесообразным проводить тестирование физической подготовленности учащихся 2 раза в год (в начале и в конце учебного года). 75% респондентов, ответили, что тестирование физических качеств способствует повышению успеваемости учащихся по физической культуре, а также ориентирует школьников на нормы (должный уровень) физического развития в каждом возрастном аспекте, от чего во многом зависит состояние здоровья и самочувствие детей.

На вопрос: «Используете ли вы в своих уроках упражнения для развития скоростно-силовых качеств школьников?» все респонденты (100%), ответили положительно. Продолжая рассматривать полученные результаты, остановимся на одном из ключевых вопросов основной части анкеты: «В каком виде спорта, по вашему мнению, нужна скоростно-силовая подготовка?». На данный вопрос 21% респондентов ответили - легкая и тяжелая атлетика, футбол; 32% ответили: бокс, виды борьбы, спортивное плавание; 47% респондентов ответили: во всех видах спорта. Исходя из полученных данных, можно констатировать следующее: 36% респондентов считают, что развивать скоростно-силовые качества целесообразно в возрасте 11-12 лет; 43% ответили – в 12-13 лет и 21% предполагают, что данные качества необходимо начинать развивать в возрасте 8-9 лет.

С учетом вышеизложенного приведем полученные данные при ответе на вопрос: «Какие упражнения Вы используете для развития скоростно-силовых качеств учащихся?» 53% респондентов ответили – бег 100 м, прыжки в высоту с разбега и челночный бег; 34% респондентов ответили – метание теннисного мяча, прыжки в длину с места, 13% ответили – отжимания и кросс 1000 м. На наш взгляд, некоторые учителя недостаточно верно ориентируются в развитии комбинированных качеств, в частности, путают скоростно-силовые качества и силовую выносливость.

Ответы на вопрос: «В каких упражнениях (из перечисленных в списке) наиболее наглядно проявляются скоростно-силовые качества?» выглядели следующим образом: 31% респондентов отметили – метание набивного мяча, бег на 15 м с места и подтягивание на перекладине; 42% респондентов – прыжки в глубину, прыжки через скакалку, бег с барьерами, прыжки со скакалкой; 27% – отжимания и выполнение гимнастического мостика на время.

На вопрос «Знакомо ли вам упражнение – прыжки в глубину?», 90% респондентов ответили отрицательно, хотя в предыдущем вопросе 42% респондентов ответили, что в упражнениях «прыжки в глубину» наиболее наглядно проявляются скоростно-силовые качества. Далее было определено, что 48% респондентов считают, что прыжки в глубину способствуют развитию скоростно-силовых качеств, 22% считают, что данное упражнение способствует развитию ловкости; 13% объединили в данном упражнении координационные качества и

скоростную выносливость; 17% респондентов ответили, что прыжки в глубину способствуют развитию силовой выносливости и гибкости.

На следующий вопрос нашей анкеты: «Знаком ли вам термин «взрывная сила»?» положительно ответили 94,6% респондентов. На вопрос (последний из основной части анкеты): «Выберите определение, которое, на Ваш взгляд, характеризует взрывную силу?» правильно ответили только 15% респондентов. Перепутали определения, характеризующие взрывную силу и максимальную силу 54% респондентов, остальные (31%), спутали определения силовой выносливости с взрывной силой.

В результате проведенного анкетирования было выявлено, что многие учителя недостаточно владеют информацией о развитии физических качеств в сенситивные периоды. Результаты наших исследований позволили выявить ряд важных вопросов, связанных с проблемой совершенствования физической подготовленности школьников. Полученные данные подтвердили большое значение уроков физического воспитания в обеспечении гармонического физического развития школьников, их всесторонней физической подготовленности, в создании прочной базы для достижения высоких спортивных результатов.

ДИФФЕРЕНЦИРОВАННОЕ ОЦЕНИВАНИЕ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ СПОРТСМЕНОВ

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Изучение научно-методической литературы позволяет констатировать, что часть упражнений, которые педагоги-тренеры применяют при оценивании физической подготовленности спортсменов, не проходила проверку в соответствии с требованиями критерия стандартизации. Теория стандартизации тестов предполагает перед практическим применением упражнений необходимость их анализа на информативность, воспроизводимость и объективность. В тренировочном процессе педагогический подход в тестировании используют, когда определяют уровень развития физических качеств или навыков спортсменов. Однако не все упражнения отвечают жестким требованиям, предъявляемым к тестам, что существенно сужает круг упражнений, способных служить для объективной оценки двигательных возможностей. Среди наиболее употребляемых в последнее время упражнений-тестов следует упомянуть следующие: бег 30 или 100 метров с высокого старта; число подтягиваний до отказа; наклон туловища вперед; челночный бег 3x10; 6-минутный бег. Большинство других тестов вызывает различные возражения у отдельных специалистов по причине их недостаточной объективности, из-за трудностей в стандартизации условий проведения, а также из-за значительного влияния техники движений на результат, что не позволяет выявить уровень развития того или иного двигательного качества в чистом виде.

Цель – определить упражнения-тесты, соответствующие требованиям критерия стандартизации.

Результаты исследований и их обсуждение. Результаты исследований показывают, что ряд тестов (наклон туловища вперед, 6-минутный бег, подтягивания на высокой перекладине) обладают на протяжении анализируемого периода приемлемой и хорошей надежностью ($r=0,80 - 0,94$).

В отдельные возрастные периоды показатели других тестов (бег 30 м со старта, бег 30 м с ходу, метание мяча на дальность) имеют умеренную или низкую воспроизводимость ($r = 0,67 - 0,73$), что, прежде всего, объясняется внутренней структурой упражнений, техникой движений, возрастными особенностями занимающихся. Так, в метании малого мяча на дальность одной рукой широкая вариативность движений приводит к разным результатам в повторных попытках и, соответственно, к падению надежности показателей ($r=0,63 - 0,72$).

С возрастом коэффициенты надежности большинства упражнений несколько увеличиваются, что указывает на большую стабильность технических характеристик, анализируемых двигательных действий у взрослых спортсменов. Особенно это проявляется в беге на 30 м со старта и в беге на 30 м с ходу ($r=0,73 - 0,85$), в прыжке в длину с места ($r=0,81 - 0,85$). У испытуемых с возрастом воспроизводимость упражнений повышается.

Воспроизводимость результатов бега на короткие дистанции (60; 100 м) с возрастом повышается ($r=0,81$ до $0,86$). Такую же тенденцию можно отметить и в челночном беге 3x10 м. В прыжках в длину с разбега воспроизводимость результатов с возрастом понижается ($r=0,84$ до $0,71$), а в 6-минутном беге сначала повышается, а затем незначительно снижается.

Полученные экспериментальные материалы дают основание для утверждения необходимости введения в тренировочный процесс новой методики дифференцированного оценивания физической подготовленности спортсменов. Полученные данные настоящего исследования могут стать основой для применения новых подходов в построении тренировочного процесса, а при разработке программно-нормативных требований физической подготовленности – одним из перспективных направлений.

ПРИМЕНЕНИЕ ЭКСТЕНСИВНО-ИНТЕРВАЛЬНОГО МЕТОДА КРУГОВОЙ ТРЕНИРОВКИ ДЛЯ РАЗВИТИЯ БЫСТРОТЫ ДВИЖЕНИЙ

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Анализ методов круговой тренировки и обобщение опыта применения их на практике дают основание выделить экстенсивно-интервальный метод как наиболее приемлемый для школьного урока. Сущность его заключается в том, что движения выполняются в оптимальном темпе, точно, с большой амплитудой, на упражнения и на отдых планируется время – от 15 до 30 секунд. Стандартная продолжительность работы и отдыха обеспечивает на уроке порядок, дисциплину, позволяет следить за точностью выполнения заданий. Это дает учителю возможность лучше наблюдать за классом. Перерывы гарантируют хорошее регулирование общей нагрузки на организм учеников. Данная дозировка исключает перегрузки, выполнение упражнений с короткими перерывами способствует комплексному совершенствованию двигательных качеств.

Цель - повысить уровень развития быстроты движений с помощью использования экстенсивно-интервального метода круговой тренировки.

Основная задача использования экстенсивно-интервального метода круговой тренировки на уроке - эффективное развитие двигательных качеств в условиях ограниченного и жесткого лимита времени при строгой регламентации и индивидуальной дозировке выполняемых упражнений. Круговая тренировка как интегральная форма физической подготовки приучает учащихся к самостоятельному мышлению при развитии двигательных качеств, вырабатывает алгоритм заранее запланированных двигательных действий, воспитывает собранность и организованность при выполнении упражнений. Существенным является и то, что круговая тренировка обеспечивает индивидуальный подход к каждому учащемуся, позволяет предельно эффективно использовать время, планируемое на физическую подготовку.

Методы исследования. Разработанная методика включала в себя выполнение двух кругов (серий) упражнений экстенсивно-интервальным методом проведения круговой тренировки. Один круг состоит из 8 упражнений (станций). На выполнение каждого упражнения затрачивалось одинаковое время (по 15 секунд на каждое упражнение), интервал отдыха между выполнением упражнений составлял от 15 до 30 секунд и 1 минуту между кругами (сериями) упражнений. Содержание 1 круга составляет 8 станций. Продолжительность применения данной методики – min 8 уроков подряд по 2 урока еженедельно, что считается законченным циклом занятий по экстенсивно-интервальному методу круговой тренировки. Количество циклов в учебном году – min 3 – max 8. Разновидность цикла – произвольная, с учетом основ составления комплексов круговой тренировки. В своей работе мы использовали 4 вида комплекса круговой тренировки, для каждой четверти свой. Таким образом, в течение учебного года дети освоили и закрепили 32 вида упражнений на быстроту движений.

Результаты исследования и их обсуждение. Подробно рассмотрим межгрупповые показатели, полученные путем сравнительного анализа средних величин по результатам контрольных нормативов, характеризующих уровень физической подготовленности детей младшего школьного возраста исследуемых групп в начале педагогического эксперимента ($P > 0,05$). Данный факт позволяет нам судить о том, что в исследуемые группы были подобраны занимающиеся, имеющие примерно одинаковый уровень физической подготовленности. По результатам, полученным в конце педагогического эксперимента, была отмечена положительная динамика роста физических показателей в двух группах, как среди мальчиков, так и среди девочек, однако в экспериментальной группе изменения показателей физической подготовленности детей имели достоверные сдвиги.

Таким образом, по результатам полученных данных можно констатировать, что у мальчиков КГ наибольший прирост показателей физической подготовленности наблюдался в нормативах «бег на 30 м», «бег на 60 м», «прыжки в высоту и в длину с места», немного улучшились результаты в тестах «бросок набивного мяча» и «шестиминутный бег», самые незначительные изменения произошли в нормативах «метание теннисного мяча на дальность» и «прыжки со скакалкой», а в нормативе «челночный бег 3х10 м» изменений в полученных средних данных не наблюдалось. Исходя из полученных данных можно констатировать, что у мальчиков КГ несмотря на наблюдаемый прирост результатов по тестируемым контрольным нормативам физической подготовленности статистические достоверные сдвиги не обнаружены ($P > 0,05$).

По результатам педагогического эксперимента, можно констатировать, что мальчики ЭГ, занимающиеся по методике развития быстроты движений с помощью экстенсивно-интервального метода круговой тренировки

с учетом сенситивных периодов развития двигательных качеств в процессе уроков физического воспитания, по полученным результатам контрольных нормативов значительно превзошли своих ровесников из КГ, занимающихся по традиционной системе физического воспитания.

За период проведения данного эксперимента в ЭГ, где была внедрена экспериментальная программа с использованием 4 комплексов круговой тренировки, направленных на развитие быстроты движений, произошли явные достоверные сдвиги в 7 показателях из 9 тестируемых, что в процентном соотношении составляет приблизительно 78%.

ОПРЕДЕЛЕНИЕ ПАРАМЕТРОВ СКОРОСТНО-СИЛОВЫХ ПОКАЗАТЕЛЕЙ ДЛЯ ОТБОРА ОДАРЕННЫХ ДЕТЕЙ И ПОДРОСТКОВ И ИХ СПОРТИВНОЙ ОРИЕНТАЦИИ

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Целенаправленная многолетняя подготовка и воспитание спортсменов высокого класса - это сложный процесс, качество которого определяется целым рядом факторов. Один из таких факторов - отбор одаренных детей и подростков, их спортивная ориентация. Вовлечение детей в систематические занятия спортом, их интерес и личные достижения зависят от соответствия индивидуальных особенностей специфике того или иного вида спорта. Выбор вида спорта в наибольшей мере должен соответствовать индивидуальным особенностям человека, что составляет сущность спортивной ориентации. Уже при начальной оценке перспективности детей необходимо опираться на те качества и способности, которые обуславливают успех в спорте высших достижений. Существует мнение о необходимости приоритетного развития скоростно-силовых качеств в школьном возрасте. Поскольку для выполнения почти всех видов упражнений необходимо интегрированное развитие и проявление быстроты и силы, целесообразно выделить скоростно-силовую подготовку. Наиболее благоприятным периодом для развития скоростно-силовых качеств считается младший школьный возраст - 9-10 лет (А.А. Гужаловский, 1986). Данное обстоятельство приобретает колоссальную значимость, если учесть, что младший школьный возраст в подавляющем большинстве видов спорта совпадает с началом специализации.

Цель – определить должные нормы скоростно-силовых показателей для отбора одаренных детей и подростков, и их спортивной ориентации.

Методы исследования. В спортивных исследованиях используют разнообразные тензометрические устройства. Все измерительные процедуры проводятся с обязательным соблюдением общих для контроля за физической подготовленностью метрологических требований. В качестве инструментальных методов исследования уровня развития скоростно-силовых качеств мы использовали универсальный динамографический стенд УДС-3. С его помощью можно регистрировать характеристики усилий спортсменов в изометрическом и во взрывном режимах. Универсальный динамографический стенд позволяет определить абсолютную, взрывную, стартовую и ускоряющую силы мышц -разгибателей нижних конечностей.

Результаты исследования и их обсуждение. Анализ результатов градиентов силы позволяет найти причины неодинаковых спортивных достижений у спортсменов с примерно одинаковым уровнем развития абсолютной силы. С помощью данной методики можно определить должные нормы и уровень развития скоростно-силовых показателей, что позволит своевременно внести коррективы в учебно-тренировочный процесс. Данную методику можно целенаправленно применять при проведении спортивного отбора на начальном этапе подготовки по различным видам спорта.

Для изучения высококонцентрированных взрывных усилий как одной из сторон скоростно-силовой подготовки детей 9-10 лет нами был проведен педагогический эксперимент, который позволил выявить динамику показателей градиента силы и остальных показателей динамографической установки у детей младшего школьного возраста при использовании ударного метода развития взрывной силы мышц нижних конечностей (табл.).

Параметры скоростно-силовых показателей, полученных с использованием динамографической установки УДС-3 (n=50)

Показатели скоростно-силовой подготовленности	Мальчики	Девочки
P_o – максимальная, произвольная сила мышц (кг)	48,5	48,0
F_{max} – максимальная величина взрывного усилия мышц (кг)	28,7	28,2
F_1 – 1/2 максимальной величины взрывного усилия мышц (кг)	14,3	14,1
J (кг/с) скоростно-силовой индекс	217,0	206,1
Q (кг/с) – стартовая сила мышц	305,0	296,1
G (кг/с) – ускоряющая сила мышц	179,6	167,0
t_1 – время достижения стартового усилия (сек)	0,05	0,06
t_2 – время достижения ускоряющего усилия (сек)	0,07	0,08
t_{max} – время достижения максимальной величины взрывного усилия мышц (сек)	0,12	0,14
$J/кг$ – скоростно-силовой индекс по отношению к весу учащихся	6,12	6,52
$Q/кг$ – значение стартовой силы мышц по отношению к весу учащихся	8,13	9,22
$G/кг$ – значение ускоряющей силы мышц по отношению к весу учащихся	5,06	4,89

Как видно из таблицы, в данном возрасте мальчики имеют некоторое преимущество в показателях скоростно-силовой подготовки перед девочками. Использование данной методики позволило выявить должные нормы по изучаемым параметрам у детей исследуемой возрастной группы. Эти данные могут быть использованы в процессе отбора и ориентации детей, а также в спортивной тренировке при развитии высококонцентрированных взрывных усилий и совершенствовании процесса скоростно-силовой подготовки спортсменов.

ИЗУЧЕНИЕ ПРИЧИН ОТСЕВА КОНТИНГЕНТА СПОРТИВНОЙ ШКОЛЫ В ПРОЦЕССЕ МНОГОЛЕТНЕЙ ПОДГОТОВКИ

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Оптимизация современной системы подготовки и стратегия развития инновационных процессов при подготовке является в настоящее время одной из важнейших задач подготовки спортсменов-членов сборных команд Республики Узбекистан и ближайшего резерва. Отсев и текучесть контингента учащихся ДЮСШ в процессе многолетней подготовки является объективно действующим фактором. Практика показывает, что определенная текучесть контингента детей, способных к высоким достижениям, неизбежна.

Цель - проведение анкетирования для изучения причин отсева контингента спортивной школы.

Методы исследования. Нами было разработано четыре анкеты: для тренеров, работающих в секциях по спортивной борьбе; для детей, занимающихся борьбой в группах начальной подготовки; для родителей, чьи дети занимаются спортивной борьбой; для родителей, чьи дети прекратили занятия спортивной борьбой.

Результаты исследования и их обсуждение. На основании разработанных анкет был осуществлен опрос учащихся групп начальной подготовки и их родителей, а также большой группы тренеров. Все опрошенные дети (50 мальчиков) однозначно положительно (100 %) указали на то, что им интересно посещать занятия по борьбе, что ими руководит желание научиться хорошо бороться, им нравится общение с тренером и совместная работа в группе. Все дети выразили желание продолжать совершенствоваться в технико-тактической подготовке, обучаться разным приемам борьбы. Однако на более конкретные вопросы были получены уже не столь единодушные ответы. Так, части детей (13,3 %) не нравится состязаться и участвовать в соревнованиях. При этом по возрасту наблюдается определенная пропорциональность отрицательных ответов. Нежелание участвовать в соревнованиях отметили также и дети 10 лет из числа занимающихся в спортивной школе (этап начальной спортивной специализации).

Неспособность детей в младшем школьном возрасте к объективной оценке своих желаний, и тем более интересов, подчеркивает факт практически единодушного желания детей (96,8 %) стать чемпионами.

На начальных этапах обучения всем детям нравится коллективная работа, элементы соревнований, применение заданий, которые требуется делать сообща. Как показали педагогические наблюдения, индивидуальная работа неприемлема для детей 9-10 лет. Следует отметить, что для детей этого возраста свойственна особая потребность в общении со своими сверстниками и тренером.

Анализ ответов юных борцов младшего школьного возраста о месте и роли тренера в период их обучения и занятий показал следующее. При решении ребенка продолжать заниматься борьбой личность тренера является одним из главных аспектов. Детям нравится, когда тренер уделяет им особое внимание, их обижает отсутствие внимания со стороны тренера на протяжении всей тренировки, что особенно характерно для контингента девочек.

У детей 8-10 лет наблюдается полное доверие к тренеру. Личная симпатия, уверенность, что лучше его тренера нет, детская влюбленность и огромное стремление к общению с тренером. Привязанность юных борцов к своему тренеру настолько велика, что кратковременная смена, а тем более смена тренера, может повлиять на решение ребенка прекратить занятия борьбой. Обязательным профессиональным качеством, которым, по мнению борцов независимо от их возраста или квалификации, должен обладать тренер, является отзывчивость (100%).

Проведенные исследования позволили обобщить данные по интересам и наиболее важным мотивам, побуждающим к занятию борьбой, и их смена в процессе многолетней подготовки у юного борца, его тренера и родителей.

Важную роль в закреплении детей в спортивной школе играет заинтересованность родителей в занятиях ребенка. Опрос и анкетирование родителей, у которых дети прекратили заниматься борьбой, выявили крайне низкий круг их просвещенности в вопросах влияния спорта на организм и становление личности, его значимости для повседневной жизни.

Анкетный опрос также указал на непросвещенность большинства родителей в вопросе о роли спортивного

режима для детей. Так, при неуспеваемости детей в школе наиболее популярной мерой наказания являлось лишение ребенка посещения тренировок, борьба здесь выдвигается как помеха хорошей или удовлетворительной учебе. В целом анкетирование показало, что отношение родителей к тренировкам можно назвать пассивно-положительным. Так, после нашего посещения их дома все 100% родителей выразили желание, чтобы их ребенок повторно начал заниматься борьбой. Действительно, после беседы с родителями часть детей вернулась в зал борьбы.

В результате проведенного анкетирования были выявлены формирующие противоречия между существующей практикой тренировки детей в спортивной борьбе и особенностями развития мотивационной сферы, обусловленной слабой направленностью интересов детей на тренировку. Эти противоречия еще больше усугубляются низким уровнем образованности родителей в области понимания социальной значимости и физиологической роли систематических занятий спортом. Полученные данные подтвердили предположение о том, что отсутствие каких-либо принципиальных изменений в практике начальной спортивной подготовки делают эти противоречия трудноразрешимыми.

МЕТОДИКА УКРЕПЛЕНИЯ ЗДОРОВЬЯ УЧАЩИХСЯ С РАЗЛИЧНЫМ УРОВНЕМ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ

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В настоящее время мы являемся свидетелями значительного прогресса в области теории и практики обучения и воспитания подрастающего поколения. Усовершенствуются проверенные методы, внедряются новые, меняются отдельные системы, вплоть до их коренных методологических и методических изменений. Однако не сформирован в достаточной мере ценностный потенциал физической культуры общества и личности. Качество преподавания физической культуры в общеобразовательных учреждениях не стало фактором улучшения здоровья учащихся, их физического развития и физической подготовленности.

Традиционно организованный учебный процесс физического воспитания с учащимися школьного возраста направлен на развитие определенных физических способностей, формирование характерных для данного возраста двигательных умений и навыков, формирование соответствующих знаний по основам физической культуры. При такой организации учебного процесса учителя физической культуры не могут осуществить полноценный индивидуальный или дифференцированный подходы из-за большой разнородности уровня физической подготовленности и двигательных возможностей детей. Характерной чертой современной концепции физического воспитания школьников является повышение роли оздоровительной и образовательной направленности, как важного условия успешности формирования физической культуры личности. К сожалению, данному направлению совершенствования учебного процесса не уделяется должного внимания.

Цель – разработать методику, направленную на сохранение и укрепление здоровья учащихся младших классов с различным уровнем физической подготовленности.

Методы исследования. Для распределения учащихся на группы необходимы сведения об их физической подготовленности. Для определения уровня физической подготовленности учащегося необходимо выбрать 2-3 теста ведущего физического качества данного раздела программы. Например, перед изучением раздела «Легкая атлетика» мы рекомендуем ориентироваться на результаты следующих тестов: бег на короткую дистанцию (30 м) с максимальной скоростью; продолжительный бег с умеренной скоростью (50-60 % от максимальной) – шестиминутный бег; прыжки в длину с места на максимальный результат. Перед изучением раздела «Гимнастика» мы рекомендуем ориентироваться на результаты следующих тестов: у мальчиков -теста “подтягивание на высокой перекладине из виса”, а у девочек - “подтягивание на низкой перекладине из положения лежа”, наклон туловища вперед. Перед изучением раздела «Подвижные и спортивные игры» мы рекомендуем ориентироваться на результаты следующих тестов: челночный бег 3х10 м, прыжки со скакалкой.

Таким образом, в сильную группу входят учащиеся, показавшие результаты тестов физической подготовленности выше среднего и те, кто качественно выполнил упражнение по уровню владения техникой разучиваемого упражнения. Во второй группе занимаются остальные учащиеся.

Особенностями предложенной экспериментальной программы явились: увеличение доли упражнений оздоровительной направленности; использование различных методических приемов, при которых учащиеся, имеющие различную физическую подготовленность, смогут наилучшим образом овладеть техникой разучиваемого упражнения: метод усложнения внешней обстановки, метод обучения двигательным действиям при различных состояниях организма, метод облегчения условий выполнения техники движений; большее разнообразие разделов: «аэробные упражнения» и «упражнения на растяжку – (стретчинг)» для целенаправленного развития кардиореспираторной выносливости; систематическое использование корректирующих упражнений на формирование правильной осанки, укрепление мышечного корсета; использование в занятиях широкого набора нетрадиционных видов физических упражнений; включение теоретической части по основам здорового образа жизни.

Результаты исследований и их обсуждение. При использовании разработанной методики у детей ЭГ наблюдалось достоверное увеличение результатов физической подготовленности. Полученные в конце педагогического эксперимента данные подтвердили положительное влияние экспериментальной методики на состояние физического развития и функциональной подготовленности детей. Эффективность применения экспериментальной методики выразилась в достоверно статистическом улучшении результатов: в 6 контрольных нормативах из 7, характеризующих физическую подготовленность, у мальчиков ЭГ и, соответственно, в 7 из 7

у девочек; а также 20 показателей, как у мальчиков, так и у девочек, характеризующих состояние физического развития и функциональной подготовленности детей. Эффективность же традиционной программы физического воспитания выразилась в небольшом приросте (в статистически недостоверных пределах) показателей, характеризующих физическую подготовленность, физическое развитие и функциональную подготовленность детей, что в большей степени обусловлено естественным ростом физических показателей и другими неучтенными факторами.

Резюмируя результаты проведенного педагогического эксперимента, можно констатировать, что разработанная методика, направленная на сохранение и укрепление здоровья учащихся младших классов с различным уровнем физической подготовленности, позволяет значительно улучшить показатели физической подготовленности школьников младших классов и имеет большое положительное значение в целях укрепления здоровья, достижения хорошего самочувствия, для нормального функционирования организма, для улучшения психического состояния.

Таким образом, в отличие от традиционной системы проведения уроков физической культуры занятия с использованием разработанной методики обеспечивают повышение уровня физической подготовленности детей младшего школьного возраста, помогая привлечь внимание школьников к состоянию своего здоровья, проанализировать свой образ жизни и определить степень его влияния на состояние здоровья. Благодаря этому создается возможность, во-первых, интенсифицировать процесс развития физических качеств, во-вторых, ликвидировать недостаток движений (гиподинамия) и, в-третьих, одновременно следить за состоянием здоровья, что, в свою очередь, приведет к сбалансированному образу жизни подрастающего поколения.

ИСПОЛЬЗОВАНИЕ УПРАЖНЕНИЙ ТАЙЦЗИЦЮАНЬ С ЦЕЛЮ ОЗДОРОВЛЕНИЯ УЧАЩЕЙСЯ МОЛОДЕЖИ

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Одной из проблем укрепления здоровья и физического развития, в частности, учащейся молодежи является неблагоприятная экологическая обстановка как во всем мире, так и в нашей стране. Масштабы экологического кризиса и его тенденции справедливо вызывают общественную и гражданскую тревогу, так как это отражается на физическом состоянии и здоровье населения. Особое значение эта проблема имеет для учащейся молодежи, здоровье которой чутко реагирует на любые экологические изменения в регионе. При этом предотвратить отрицательное воздействие неблагоприятных факторов на подрастающий организм не всегда возможно.

С точки зрения сохранения здоровья учащейся молодежи эффективность традиционных занятий физического воспитания в образовательных учреждениях не отвечает поставленной задаче. Состояние здоровья учащейся молодежи за последние 5-6 лет ухудшилось, возникают проблемы с осанкой, лишним весом, состоянием сердечно-сосудистой и дыхательной систем, опорно-двигательным аппаратом, снижаются показатели физической подготовленности.

Традиционные занятия по физическому воспитанию в вузе по содержанию, объему и интенсивности нагрузок направлены прежде всего на решение обучающих задач. Причиной преимущественно образовательной направленности занятий по физическому воспитанию является отсутствие у педагогов программно-методического обеспечения оздоровительной деятельности учащихся.

Цель исследования – экспериментально проверить эффективность использования программы базовой техники одиночных упражнений Тайцзицюань в классической форме учебных занятиях по физическому воспитанию учащейся молодежи, проживающей в неблагоприятных условиях Приаралья.

Результаты исследований и их обсуждение. Анализ результатов, полученных в ходе проведенных педагогических экспериментов, свидетельствовал о том, что использование комплекса нетрадиционных методик и средств физического воспитания позволяет предупредить различные заболевания, скорректировать функциональное состояние организма учащихся, повысить устойчивость организма к действию неблагоприятных факторов окружающей среды, улучшить показатели физического развития и физической подготовленности, а также поддержать на высоком уровне их умственную работоспособность и эмоциональный тонус.

Анализ динамики функциональных показателей выявил положительное влияние занятий, проводимых по разработанной нами программе, на состояние организма занимающихся. В результате применяемых педагогических воздействий у учащихся произошло достоверное увеличение длительности задержки дыхания на выдохе и показателей кистевой динамометрии ($P < 0,05$). У учащихся, занимающихся по экспериментальной методике, наблюдалось достоверное увеличение показателей пробы Штанге ($P < 0,01$), Генча ($P < 0,05$), функциональной пробы теста РWC170 ($P < 0,05$), величины МПК ($P < 0,01$) и кистевой динамометрии ($P < 0,01$). Кроме того, в результате занятий аэробикой у учащихся произошли позитивные сдвиги в физической подготовленности.

Разработанная программа вызвала у учащихся интерес, повысила уровень мотивации к физической активности, как на уроках, так и во время самостоятельных занятий специальной направленности. В целом, полученные результаты свидетельствуют, что разработанная программа использования классической формы-24 Тайцзицюань позволяет улучшить физическое развитие, двигательную и функциональную подготовленность учащейся молодежи.

ТЕХНОЛОГИЯ ПЕДАГОГИЧЕСКОГО КОНТРОЛЯ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ ЮНЫХ ПРЫГУНОВ В ДЛИНУ С УЧЕТОМ ИХ ИНДИВИДУАЛЬНЫХ ХАРАКТЕРИСТИК

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На современном этапе развития легкой атлетики для успешной работы по воспитанию спортсменов, способных достичь самых высоких результатов, необходима глубокая и серьезная научная база. Качественное управление тренировочным процессом немыслимо без решения проблемы индивидуализации. Учитывая, что каждый человек индивидуален и своеобразен, надо признать так же и то, что только индивидуальный подход к юному спортсмену позволит полностью раскрыть его способности, что только комплексное изучение индивидуальных особенностей, знание сильных и слабых сторон конкретного спортсмена, и построения тренировочного процесса на основе этих знаний может привести к высоким спортивным результатам. И чем выше будут эти результаты, тем более высокие требования должны предъявляться к индивидуализации тренировочного процесса.

Успешное обучение физическим упражнениям возможно при условии тщательного и систематического выявления причин, тормозящих процесс развития элементов техники, связанных с теми или иными индивидуальными особенностями организма. В соответствии с особенностями физического развития и физической подготовленности нужно подбирать и средства физического воспитания.

Цель исследования – разработать технологию педагогического контроля физической подготовленности юных прыгунов в длину с учетом их индивидуальных характеристик.

Методы исследования. В наших исследованиях применялся комплекс тестов, который состоял из значительного числа упражнений. Было выбрано 12 показателей, предназначенных для оценки разных сторон физической подготовленности. Все показатели были подвергнуты проверке на соответствие критерию надежности. В результате проведенных вычислений, мы взяли надежность измерений не ниже «приемлемой» величины, что соответствует значению коэффициента корреляции 0,80 и выше. После проведения корреляционного анализа мы отобрали тесты, имеющие высокую корреляционную связь, и сгруппировали их в три группы: первая преимущественно прыжковые упражнения (скоростно-силовой компонент): прыжки в длину с 10 беговых шагов (см) - $r=0,88$; прыжки в длину с места (см) - $r=0,86$; тройной прыжок с места с ноги на ногу (см) - $r=0,90$; пятерной прыжок с места с ноги на ногу (см) - $r=0,87$; вторая группа тестов - это беговые упражнения (скоростной компонент): бег 30 м с высокого старта (с) - $r=0,92$; бег 60 м с высокого старта (с) - $r=0,85$; бег 40 м по движению (с) - $r=0,88$; бег 80 м по движению (с) - $r=0,86$; и третья группа - это упражнения силового характера (силовой компонент): рывок штанги (кг) - $r=0,81$; приседание со штангой с 50% от собственного веса, 5 раз (с) - $r=0,84$; бросок ядра снизу - вперед двумя руками, 4 кг (см) - $r=0,92$; бросок ядра снизу назад двумя руками, 4 кг (см) - $r=0,90$.

Учитывая то, что у каждого спортсмена преобладают какие-либо индивидуальные особенности, можно предположить, что индивидуальный профиль юного спортсмена предполагает определение комплекса только ему присущих качеств, слабых или сильных сторон подготовленности. Необходимо также отметить то, что изучение индивидуальных характеристик физической подготовленности спортсменов, относящихся к скоростно-силовым видам легкой атлетики, а именно прыжкам в длину, позволило, в свою очередь, условно разделить занимающихся на три группы с преимущественным преобладанием того или иного физического качества, которое, в свою очередь, характеризует физическую подготовленность юных прыгунов в длину, а именно:

- первая группа - с преобладанием скоростного компонента;
- вторая группа - с преобладанием силового компонента;
- третья группа - с преобладанием скоростно-силового компонента в структуре мастерства.

Результаты исследований и их обсуждение. Результаты исследований по определению рациональной структуры тренировочных нагрузок позволили установить, что преимущественное их использование адекватно соревновательному упражнению (в рамках определенных парциальных объемов), способствует наибольшему приросту физических возможностей организма и приводит к достижению запланированного результата.

Таким образом, дифференциация спортсменов по индивидуальным характеристикам является наиболее перспективным направлением при рациональном построении учебно-тренировочного процесса юных спортсменов.

ФИЗИЧЕСКАЯ КУЛЬТУРА И СПОРТ В НИЖЕГОРОДСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ

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В настоящее время государство уделяет большое внимание развитию физической культуры и спорта. Основная роль в воспитании физически и нравственно здоровых людей принадлежит руководству вузов, факультетам физической культуры и спорта (ФКС), кафедрам физического воспитания, что говорит об актуальности данной работы.

Целью исследования явилось определение стратегии развития студенческого спорта в Нижегородском государственном университете им. Н.И. Лобачевского (ННГУ).

К методам исследования следует отнести анализ документальных данных, фактически собранных на странице факультета ФКС сайта ННГУ.

Немаловажную роль в воспитании студентов, способных полнее реализовать себя в условиях жесткой конкуренции, играют как занятия по физической культуре, так и развитие на базе вуза различных видов спорта, формирование у молодежи потребности в активных занятиях спортом, стремления вести здоровый образ жизни. Их совместное решение в дальнейшем и определило основу стратегии развития студенческого спорта в ННГУ. Это решение принималось с учетом имеющихся в вузе спортивной базы, кадрового состава квалифицированных преподавателей и тренеров, сложившихся традиций, интересов основной массы студентов. Немаловажное значение имело здесь наличие студентов-спортсменов, активно занимающихся спортом и имеющих высокие спортивные достижения. На примере их спортивных достижений строилась система формирования у студентов интереса и мотивации для занятий именно этими видами спорта, что облегчало их развитие во всем университете. Привлечение в вуз спортсменов высокого спортивного уровня явилось основой для дальнейшего развития спорта. Нижегородский государственный университет им. Н.И. Лобачевского уже несколько лет целенаправленно проводит такую работу. За последние 15 лет в университете обучалось и учится в настоящее время около 140 мастеров спорта, среди которых 12 мастеров спорта международного класса и 6 Заслуженных мастеров спорта, чемпионов и призеров Олимпийских игр, чемпионатов мира, Европы, всемирных Универсиад и других международных и всероссийских соревнований.

Для ведущих спортсменов устанавливаются индивидуальные графики обучения, предусматривающие возможность их участия в соревнованиях и сборах. Выделяются финансовые средства для приобретения спортивной формы и спортивного инвентаря, командирования на турниры и чемпионаты. Проводятся летние спортивные сборы на базе студенческого спортивно-оздоровительного лагеря «Заря», регулярные медицинские обследования и мероприятия по психологической реабилитации. Планируются и проводятся Дни первокурсников, Дни факультетов, в программе которых важное место занимают спортивные соревнования, межфакультетские и межвузовские соревнования, спартакиада университета, открытые первенства университета и т.п. Достижения ведущих спортсменов университета находят достойное отражение в средствах массовой информации, на телевидении и в каждом выпуске университетской газеты.

Взаимодействие с Российским спортивным студенческим союзом (РССС) позволяет спортсменам университета принимать участие в соревнованиях, проводимых по линии РССС, устанавливать межвузовские спортивные связи, обмениваться опытом работы.

Проведение спортивных мероприятий в ННГУ стало неотъемлемой частью пропаганды среди студентов здорового образа жизни.

Результатом проведенной работы по организации и проведению соревнований различного уровня в университете стало не только увеличившееся количество студентов-спортсменов высокой квалификации, желающих продолжать свою спортивную карьеру в сборных командах университета, но и студентов, ранее не имеющих никаких спортивных результатов, но желающих заниматься выбранным видом спорта. Особенно это заметно на примере работы секций по игровым видам спорта, культивируемых в ННГУ, таких как бадминтон, баскетбол, настольный теннис, футбол, а также в группах атлетизма, аэробики, шейпинга и др.

К замечательной когорте университетских спортсменов по праву принадлежат двукратная олимпийская чемпионка Елена Посевина и Дарья Шкурихина – заслуженные мастера спорта по художественной гимнастике, поступившие на факультет физической культуры и спорта в 2008 году, вскоре после победы на Олимпиаде в Пекине. В том же году на спортивном факультете начала учиться и Наталья Пичужкина – тоже «художница», заслуженный мастер спорта на художественной гимнастике чемпионка мира 2009, 2010, и 2011 годов. С 2012 года в Университете учится Анастасия Максимова, которая в составе сборной страны, под руководством Ирины Винер, готовится к Олимпиаде – 2016.

Почетное звание «Заслуженный мастер спорта» носят трехкратный серебряный призер Олимпийских игр, чемпионка мира, Европы легкоатлетка Татьяна Фирова, а также Александр Шаров, двукратный чемпион Европы по борьбе самбо.

В двух Олимпиадах участвовала мастер спорта международного класса по конному спорту (выездка) Александра Корелова. На Олимпийских играх 2008 года она заняла высокое шестое место. Корелова – лучшая российская всадница за всю новейшую историю страны.

В сборную России по шорт-треку входит мастер спорта международного класса Юлия Кичапова, по лыжному двоеборью – Сергей Прошин. Они претендуют на участие в сочинской Олимпиаде-2014.

На Универсиаде – 2013 в Казани планируется участие четырех студентов ННГУ: Башкатова Максима, Корабельщиковой Анастасии и Солдуновой Евгении – в академической гребле, а в бадминтоне – Анастасии Червяковой.

В результате проведенного исследования можно сказать, что успешное развитие физической культуры и спорта позволило Национальному исследовательскому университету ННГУ им. Н.И. Лобачевского придать новый импульс своей работе, чтобы добиться более высокой инициативности студентов, профессиональной подготовленности к рынку труда, мобильности, привлекательности и социальной интеграции.

СВЯЗИ С ОБЩЕСТВЕННОСТЬЮ: СРЕДСТВА, ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ПРОПАГАНДЕ ФИЗИЧЕСКОЙ КУЛЬТУРЫ, СПОРТА И ЗДОРОВОГО ОБРАЗА ЖИЗНИ

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Построение в России информационного общества с рыночной экономикой потребовало профессионального использования инновационных, информационных и коммуникационных технологий. Связи с общественностью в сфере физической культуры, спорта и здорового образа жизни призваны гармонизировать отношения физкультурно-спортивных организаций и персоналий (спортсменов, тренеров и др.) с их общественностью. Интеграция пиар - технологий в различные сферы деятельности российского общества, апробация и адаптация методов зарубежных и отечественных теоретиков к потребностям национальной практики диктуют необходимость новых фундаментальных исследований общественных отношений в сфере физической культуры, спорта и здорового образа жизни. Основное внимание исследователей прежде было сосредоточено на изучении и пропаганде «здорового образа жизни». Создание, пропаганда и продвижение позитивного имиджа спортсменов (спортивных звезд) и спортивных организаций (спортивных брендов) способствуют популяризации отечественного спорта, физической культуры и здорового образа жизни в России и на международной арене.

Связи с общественностью — коммуникационный менеджмент перемен.

Сегодня более тысячи приемов и средств пиар, известных в мировой практике и используемых менеджерами и специалистами по связям с общественностью во всех отраслях народного хозяйства, необходимо экстраполировать в сферу физической культуры и спорта с учетом специфики и особенностей ФКС. Такая задача ставится впервые и требует комплексного системного подхода. В преддверии Зимних Олимпийских игр 2014 года в г. Сочи необходимо в полном объеме использовать арсенал спортивных пиар для решения поставленных задач. Продвижение инновационных и коммуникационных технологий в сфере ФКСиЗ становится краеугольным камнем в политике не только России, но и многих развитых государств.

Цель работы. Разработка, сбор и систематизация арсенала приемов и средств пиар в сфере ФКСиЗ как инновационных технологий для гармонизации отношений спортивных организаций и персоналий с общественностью и понижения энтропии социальной системы посредством широкого распространения физической культуры, спорта и здорового образа жизни в Российской Федерации.

Задачи исследования:

- рассмотреть известные приемы и средства связей с общественностью;
- разработать номенклатуру возможных приемов и средств пиар, как инновационных технологий связей с общественностью в сфере ФКСиЗ.

Методы исследования:

- анализ и экспертная оценка данных научно-методической и профессиональной отечественной и зарубежной литературы;
- анализ текстовых, графических и мультимедийных баз данных;
- анализ практических разработок, посвященных связям с общественностью в ФКСиЗ.

Научная новизна. Теоретический анализ и обобщение специальных источников и документов, включая текстовые, графические, фото-, аудио-, видео- и другие материалы в сети Интернет показали, что фундаментальные академические исследования по данной проблематике в России не проводились.

Практическая значимость. Результаты исследования могут быть использованы для популяризации физической культуры, спорта и здорового образа жизни среди различных категорий населения России и повышения негэнтропийных свойств социальной системы.

Практическая деятельность пиар-специалиста, релайтера общественных связей, связана с решением конкретных задач. Чтобы успешно работать в этой сфере деятельности, необходимо обладать определенными знаниями, навыками и компетенциями. Приемы и средства рекламы и пиар представляют наибольший профессиональный интерес в учебном процессе высшего учебного заведения для прохождения дисциплин специализации. В современных рыночных условиях РФ разработка и использование технологий связей с общественностью в сфере ФКСИЗ значительно расширит арсенал и эффективность средств популяризации и продвижения спортивных организаций, и персоналий, вытесняя традиционные архаичные методы традиционной пропаганды.

Для будущей работы специалистам по связям с общественностью и бакалаврам нового направления «Реклама и связи с общественностью» необходимо освоение практических приемов и средств деловой коммуникации. На занятиях по учебной дисциплине «Связи с общественностью в физической культуре, рекреации и спорте» студенты НГУ им. П.Ф. Лесгафта изучают конкретные примеры, сущность приемов и средств, использованных при проведении рекламных и пиар-кампаний. Результаты этой лекционной и самостоятельной работы студентов рассматриваются и обсуждаются на семинарах, в деловых играх и других интерактивных формах постижения профессии.

К деловой коммуникации мы относим следующие коммуникативные практики: рекламу, продвижение, пропаганду, пиар, паблисити, мифодизайн, имиджмейкинг, лоббизм, консалтинг, брендинг, экспоненту, медиабаинг, НЛП, блогинг, инфовар (информационная война), журналистику.

Термин «деловая коммуникация» (ДК) в отличие от английского «business communication» получил расширенное толкование в русском языке. Эффективной деловой коммуникацией в России XXI века занимаются не только бизнесмены, политики, юристы, но и военные, врачи, спортсмены, деятели культуры и другие лидеры мнений. Главным критерием эффективности деловой коммуникации должны стать универсальные инструменты, отражающие глобальные стратегические цели и ценности персоны, организации и общества в целом.

Перечисленные коммуникативные практики нередко используют одинаковые приемы и средства, заполняя пространство деловой коммуникации по принципу «олимпийских колец», частично перекрывающих друг друга.

Как было отмечено, в отечественной литературе перечислено более тысячи приемов и средств, используемых специалистами по рекламе и связям с общественностью. Адаптация этих коммуникативных практик применительно к сфере физической культуры и спорта позволит поднять на новый уровень традиционные методы пропаганды здорового образа жизни в России.

Результаты исследования:

1. Проведен анализ практических разработок, посвященных связям с общественностью. Составлен Перечень компьютерных программ и мультимедийных материалов, рекомендуемых менеджерам и специалистам по связям с общественностью РФ.
2. Систематизирована номенклатура «Приемы и средства связей с общественностью в ФКСИЗ». Составлен Перечень «Приемов и средств связей с общественностью в ФКСИЗ».
3. Отобраны основные приемы и средства связей с общественностью для использования в работе по популяризации физической культуры, спорта и здорового образа жизни. Составлен «Перечень приемов и средств связей с общественностью в популяризации физической культуры, спорта и здорового образа жизни».
4. Проведена оцифровка номенклатуры «Приемов и средств связей с общественностью в ФКСИЗ».
5. Подготовлен выпуск монографии.

ДИНАМИКА ВЫСТУПЛЕНИЙ ТАТАРСТАНСКИХ СПОРТСМЕНОВ НА МЕЖДУНАРОДНОЙ АРЕНЕ В ПЕРИОД ПОДГОТОВКИ К УНИВЕРСИАДЕ 2013

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Введение. Всемирные универсиады - международные спортивные соревнования среди студентов, организуемые Международной федерацией университетского спорта (FISU), оказывают огромное влияние на социально-культурное и экономическое развитие региона организатора, стимулируют развитие как массового спорта, так и спорта высших достижений

Цель исследования: оценить уровень развития спорта в Республике Татарстан и городе Казани по результатам выступлений спортсменов на Всемирных универсиадах, Олимпийских, Паралимпийских играх и чемпионатах мира в период подготовки к XXVII Всемирной летней Универсиаде 2013 года (2008-2012гг.).

Методы исследования: анализ научно-методической литературы, протоколов спортивных соревнований, статистических материалов.

Результаты исследования и их обсуждение. Анализ выступлений спортсменов Республики Татарстан в период с 2008 по 2011 год на соревнованиях всероссийского и международного уровня показывает положительную динамику количества завоеванных медалей. Так, если в 2008 году спортсменами Республики Татарстан было завоевано 537 медалей разного достоинства, то в 2011 году количество таковых составило 592.

Заметна динамика удачных выступлений татарстанских спортсменов на летних Олимпийских играх. Если на Играх XXVII Олимпиады в Сиднее республику представляло 7 спортсменов и было завоевано 5 медалей (4 серебряные и 1 бронзовая), на Играх XXVIII Олимпиады в Афинах - 11 спортсменов, завоевавших 3 бронзовые медали, то в Пекине и в Лондоне произошел существенный прорыв. На Играх XXXIX Олимпиады в Пекине Республику Татарстан представили 12 спортсменов. Три золотые медали, 1 серебряную и две бронзовые завоевали 7 спортсменов, в том числе бронзовые медали получили два волейболиста казанского «Зенита». Следует заметить, что в Лондоне на Играх XXX Олимпиады Татарстан по количеству завоеванных медалей расположился в верхних строчках среди субъектов Российской Федерации.

Таким образом, анализ достижений спортсменов Республики Татарстан в период с 2007 по 2012 годы позволил выявить следующие положительные тенденции:

- увеличивается количество золотых медалей, завоеванных спортсменами Республики Татарстан на всероссийских и международных соревнованиях;
- увеличивается количество спортсменов Республики Татарстан, выступающих за сборную России на Олимпийских играх;
- увеличивается количество медалей, завоеванных татарстанскими спортсменами на Олимпийских играх;
- увеличивается количество проводимых в Республике Татарстан международных спортивных соревнований.

Достойные результаты, которые демонстрируют татарстанские спортсмены на всероссийских и международных соревнованиях, свидетельствуют об эффективности системы подготовки спортсменов в Республике Татарстан.

Важно также отметить, что получение права на проведение в республике крупных соревнований международного масштаба указывает на признание Татарстана на мировой спортивной арене.

КИНЕЗИОЛОГИЧЕСКИЙ ПОДХОД В ПОВЫШЕНИИ СПОРТИВНОЙ АКТИВНОСТИ СТУДЕНТОВ МАГИСТРАТУРЫ

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В Концепции социально-экономического развития Российской Федерации на период до 2020 года определены основные аспекты формирования системы непрерывного образования, а также необходимость создания определённых условий для качественного образования и самореализации граждан в течение всей жизни. Назрела острая потребность в выдвижении лидеров, определяющих основные направления развития социально-политической жизни, экономики, науки и культуры России. Это предполагает формирование элитного слоя, обладающего чувством гражданской ответственности, высоким уровнем духовной и интеллектуальной культуры, потребностью в профессиональной актуализации, получившего современное образование, соответствующее мировым стандартам.

Для достижения поставленных задач в вузах создаются определенные условия, позволяющие осуществлять обучение инновационного типа, а именно активно и в некоторой степени самостоятельно решать проблемные ситуации, возникающие перед личностью и обществом. Сложившаяся ситуация требует изменения приоритетов в преподавании, поскольку возникает необходимость повышения активности самих студентов, в число которых входят студенты магистратуры. При этом их жизнедеятельность, зачастую совмещаемая с учебной и профессиональной, требует ежедневного максимального проявления высокой интеллектуальной работоспособности, концентрации усилий, дисциплинированности, так как ограничивает время на восстановление сил, что в свою очередь служит причиной снижения уровня здоровья и работоспособности.

Целью настоящей работы явилась организация в Омском государственном техническом университете (ОмГТУ) системы внеучебной спортивной работы, позволяющей вовлекать магистрантов в спортивную жизнь вуза на протяжении всего периода обучения.

Полный спектр содействия улучшению здоровья человека, а также его коррекции оказывает одно из современных направлений воздействия, а именно кинезиология, способствующая снятию напряжения, не только мышечного, но и психического, через занятия спортом.

В основе кинезиологической теории лежат труды И.М. Сеченова о взаимосвязи физиологических процессов и психических явлений. Основные положения теории функциональных систем П.К. Анохина, позволяют раскрыть содержание механизмов взаимосвязи умственной и двигательной деятельности в процессе выполнения движения. В 30-40 гг Н.А. Бернштейн и Erich von Holst опубликовали несколько статей, способствующих формированию современной теории управления движениями.

Вышеизложенные труды позволили в дальнейшем определить три направления, которые изучает кинезиология: прикладное, спортивное и образовательное.

Новизной одного из разделов работы является организация спортивного коллектива магистратуры для повышения физической активности и участия в соревнованиях вуза.

Так, из 200 человек было сформировано 5 команд по баскетболу, плаванию, шахматам, настольному теннису (женскому и мужскому). В результате проведенных соревнований по баскетболу команда заняла первое место, по шахматам - первое, по плаванию - четвертое, проиграв третьему месту три очка, по настольному теннису были заняты шестое и седьмое места.

Формирование сборных команд происходит за счет спортсменов – любителей, которые занимались различными видами спорта на занятиях, будучи студентами Омского государственного технического университета. Примером могут служить занятия баскетболом, волейболом, плаванием, футболом, а также вызывают большой интерес соревнования по шахматам и настольному теннису. При этом особо хотелось бы отметить активность бывших студентов, закончивших вуз несколько лет назад и вернувшихся для обучения в магистратуру, поскольку очень много приятных воспоминаний связано с теми командами, которые сформировались в студенческие годы. Следует отметить, что, к сожалению, большинство выпускников вуза, начав трудовую деятельность так и не смогли обрести спортивный коллектив, место тренировочных занятий по любимому виду физкультурной деятельности, а также возможность участия в соревнованиях.

Методы исследования: анкетирование, интервьюирование, динамика морфофункциональных и психофизических показателей.

Результаты исследования их обсуждение.

Потребность человека в движении – одна из биологических особенностей организма, обеспечивающая его высокую жизнедеятельность. Многочисленные научные исследования подтверждают тот факт, что двигательная активность принадлежит к числу факторов, определяющих уровень обменных процессов организма, а также состояние его костной, мышечной и сердечно-сосудистой систем. При этом она тесно связана с тремя аспектами здоровья: физическим, психическим и социальным.

Двигательная активность человека направлена на его собственное совершенство, осуществляется в формах, принятых в физической культуре и спорте. Основным специфическим средством физического воспитания является физическое упражнение, которое реализуется посредством двигательных действий. При этом весьма значительное место занимает кинезиология спорта, которая еще не стала определенной и общепризнанной областью знания.

Основателем кинезиологии в современном виде считается мануальный терапевт Джордж Гудхарт, который создал и разработал ее теорию, взяв за основу древнейший метод индейцев – мышечный тест, считающийся в науке о движениях тончайшим и эффективным инструментом. Занимаясь изучением здоровья спортсменов, автор пришел к выводу, что внутренние органы тесно взаимосвязаны с определенными мышцами и если орган в порядке, мышцы находятся в нормальном тоне. При нарушении работы внутренних органов, появляется симптом мышечной слабости. Зная и понимая этот механизм, специалист может определенным способом воздействовать на тело, улучшая тем самым работу всего организма.

Что же касается прикладной кинезиологии, то это новый мультидисциплинарный подход к здоровью человека, где исследуется анализ позы, ходьбы, объема движений, а также статическая и динамическая пальпация с целью определения тонуса мышц. Предметом изучения прикладной кинезиологии, является возникновение дисбаланса в любой системе организма, проявляющегося в мышечной слабости.

Спортивная кинезиология – это наука, изучающая спортивную, двигательную активность человека. Теоретический аспект спортивной кинезиологии как науки включает в себя: спортивную биомеханику, психологию, педагогику. Дополнительно могут быть использованы знания отдельных разделов медицины, нейрофизиологии, биохимии, гигиены, кибернетики и т. д. Представленный системный объем знаний различных отраслей наук позволил спортивной кинезиологии очень органично «вписаться» в спортивную практику и решить те задачи, которые не удавались спортивной биомеханике (В.К. Коренберг, 1958). Эффективность использования не столь большого опыта спортивной кинезиологии, по мнению автора, зависит от интеграции различных, но взаимодополняющих отраслей наук.

Во главу угла автор ставит взаимопонимание между тренером и спортсменом, подразумевая не только общение, но и отсутствие серьезных психологических разногласий в процессе спортивной подготовки. При этом он предлагает рассмотреть вопрос о взаимопонимании в области внутренних действий спортсменов, считая, что чаще всего педагогическая сущность тренировочного процесса не всегда осознается, поскольку внутреннее действие его реализации во многом определяет внешнее, отношение к этому вопросу. Одна из трудностей взаимопонимания в том, что для коммуникации спортсмена и тренера необходимо осознавать сложность динамических систем и адекватно их понимать.

Основные положения организации движений в действие (отдельные суставные движения, элементарные группы движений, фазы движений всего тела), не имеющие вначале общей цели и создающие из блоков общую цель в системе движений, легли в основу педагогической кинезиологии Х.Х. Гросса. Автор доказывал, что основой техники является методология ее оптимизации, то есть теория структурности.

В связи с этим структура как способ связи и взаимодействий в подсистемах всей системы в целом для ее взаимодействия со «средой», то есть окружением, является решающим фактором в образовании блоков и их согласовании. Обязательна и связь с психологическим восприятием действий, так как в основе адаптивной приспособляемости человека всегда находятся опознавание и осмысление целей постановки частных задач и самозаданий, самоконтроля, что, по мнению С.В. Дмитриева и Б. Коренберга, лежит в основе кинезиологии спорта.

Таким образом, только синтез позволяет интегрировать механические, биологические и психологические основы человеческих действий, для которых необходимо текущее управление.

По мнению Д. Д. Донского, это прежде всего биологические факторы – координация сил мышечных тяг, обеспечивающих траектории выбор и регуляцию, а также помехоустойчивость векторов скорости звеньев. Кроме того, необходима согласованность задачи движений с условиями приложения всех сил и текущим ходом движений, для сличения с моделью, выявления оценки расхождения с нею и поэтапной коррекцией, то есть ядром сделанного Н.А. Бернштейном открытия.

При этом более значимым становится обращение к философии, что согласуется с гуманизацией человечества в целом и с учением о движении человека, его специфических особенностях в наше время. Полномасштабный акт человеческого поведения, по мнению М. Бахтина, связан с человеческим поступком, которым данное действие, несомненно, является. Исходя из сказанного, следует отметить, что перед кинезиологией встает вопрос о природе человеческого поступка и выражении его в деятельно-практических проявлениях в рамках спортивной деятельности.

Социальная философия спорта может явиться другой сферой знания при создании спортивной кинезиологии, так как именно спортивная деятельность осмысливается как социальный и культурный феномен, в котором выделяется экзистенциально смысловая специфика спорта. Интерес к двигательному действию отмечен и в психологии, в рамках которой оно рассматривается как основной предмет психоанализа. По мнению авторов спортивной кинезиологии, на общем теоретическом уровне ее знания недостаточно представлены. В процессе анализа двигательного действия в науках о спорте чаще всего реализуются позитивистские подходы, которые правомерны, продуктивны, но не обеспечивают подлинного понимания сути этого феномена.

Поэтому мир двигательного действия человека также должен рассматриваться как тройственный: мир внешний (среда, в которой совершается двигательное действие); мир душевных переживаний – это внутренний мир, который связан с выполнением действия и мир человеческого Я, его присутствие в стихии действия и воспринимаемое в целом как следствие собственной инициативы (как свое действие, характер протекания которого непосредственно связан с его активностью, то есть, является результатом его соучастия в происходящем). При этом внешний мир открыт человеку в чувстве среды, внутренний – в чувстве тела, а трансцендентальный – в чувстве Я, и каждое из названных чувств опосредуется двумя другими.

В психологической спортивной литературе важность эффективного сопряжения «чувства среды» и «чувства тела» особенно осознанно для успешного осуществления двигательного действия

Поскольку двигательное действие человека совершается в социальном, а не природном пространстве, происходит, напряженное взаимодействие Я и другого, наивное незнание друг друга, то это всегда, субъект – субъектное отношение, в котором, мнению Э. Майнберга (1995), «природный характер человека, его связь с обществом и индивидуальность» играют главную роль.

Одной из специфических и существенных задач является исследование проблемы смысла образования в рамках двигательной активности как открытого процесса, но с постоянным определением его смысла всякий раз ввиду исключительной динамичности, что было поставлено во главу угла нашего исследования.

Мотивы спортивной деятельности студентов магистратуры связаны с практикой (участие в соревнованиях, мероприятиях послерабочего восстановления) и выполняют задачу по выделению, определению и уточнению содержательных моментов, целенаправленных комплексов физического воспитания, соответствующих кинезиологическому подходу. Последний подразумевает психокоррекцию здоровья занимающихся при появлении каких-либо отклонений (возникновение болевого дискомфорта, снижение физической работоспособности, психоэмоционального состояния) с помощью специально разработанных программ.

Вывод. Положительный опыт организации спортивных команд, формируемых из студентов магистратуры, нацеливает на правомерность использования кинезиологического подхода в совершенствовании физической подготовленности участников, повышении эмоционального состояния физической и умственной работоспособности, и в целом позволяет успешно завершать предложенный образовательный курс обучения.

УНИВЕРСИАДА-2013 В КАЗАНИ

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Всемирная Универсиада - это событие, которого с нетерпением ждут спортивные команды высших учебных заведений. Во время ее проведения в воздухе буквально витает дух здорового соперничества и честной спортивной игры.

По своим масштабам она сравнима с Олимпийскими играми, и это неудивительно, т. к. около 60% ее участников впоследствии выступают и на Олимпийских играх.

XXVII летняя всемирная Универсиада в Казани, сравнимая по значимости и широте празднования разве что с Тысячелетием Казани, станет культовым событием и привлечет огромное количество туристов со всего мира. Развития туристическая отрасль Казани готова принять огромное число поклонников и участников Универсиады.

Универсиада – это крупное спортивное событие, проводимое в мире с 1923 года, второе по важности после Олимпийских игр. От Олимпийских игр Универсиада отличается, в первую очередь, тем, что ее участниками выступают студенты в возрасте от 17 до 28 лет, а проводится Всемирная универсиада раз в 2 года и делится на Зимнюю и Летнюю Универсиады.

31 мая 2008 года в городе Брюсселе состоялось голосование Международной федерации студенческого спорта (FISU), где 20 из 27 голосов членов комиссии были отданы за избрание в качестве места проведения Летней Универсиады город Казань – столицу Республики Татарстан. Прямыми конкурентами Казани оказались испанский город Виго и южнокорейский Кванджу. Надо сказать, что борьба за выбор города проведения Универсиады 2013 далась Казани нелегко: еще в 2006 году в итальянском Турине Казань претендовала на Универсиаду 2011 года, однако прямой конкурент Казани, китайский городок Шэньчжень, смог обойти Казань, получив всего лишь на 4 голоса больше. Однако Казань уже в 2008 году подготовила все, для того чтобы стать местом проведения Универсиады 2013.

Прежде всего, оргкомитет Казани видел своим конкурентом Кванджу. Этот город, вопреки мировому мнению, что Россия встречает гостей «на широкую ногу», провел блестящую встречу делегации Универсиады. Хотя, как позже заявила сама делегация, корейцы перестарались. Казань же сделала ставку на поддержку российских болельщиков Универсиады: когда члены оценочной комиссии осматривали спортивные объекты Универсиады в Казани, то везде их встречали полные трибуны ликующих болельщиков. Нельзя сказать, что это явилось решающим фактором выбора Казани в качестве места проведения Универсиады 2013, так как таких факторов было немало. Кроме этого была презентация Казани: демонстрационный ролик, который должен был вкратце показать оценочной комиссии FISU преимущество Казани над другими городами. Здесь Казань также подготовилась основательно: на подготовку ролика пригласили известного на весь мир кинорежиссера Руперта Уэйнрайта. А еще за Казань молились. Когда настало время оглашения президентом FISU города-победителя, половина жителей Казани затаила дыхание перед телевизорами дома и в различных заведениях Казани. И вот в большой зал вошел Джордж Киллиан, президент федерации Универсиады, с заветным конвертом в руках. Услышав заветное и долгожданное «Kazan», город наполнился скандированиями «Россия, Казань, Универсиада», автомобильными гудками и флагами с изображением эмблемы Универсиады. Зрелище было, мягко говоря, удивительное. Уже через час центр Казани заполнился празднующими победу Казани. И если кто-то в городе и мог спокойно спать ночью, то разве что те, кто живет на окраине города. И ни одна другая спортивная победа Казани не смогла бы, вероятно, привлечь больше восторга жителей Казани, чем Универсиада 2013, местом которой в тот значимый день выбрали столицу Республики Татарстан, город Казань.

Что означает Универсиада для Казани и всей России?

Начиная с 1995 года российские спортсмены завоевывали огромное число медалей на Универсиадах: за этот период их было выиграно более 600. Конечно, это не рекорд для Универсиады, но более чем отличный показатель.

В столице Таиланда, Бангкоке, в Универсиаде 2007 года участвовало 16 татарстанцев, которые привезли в Казань 2 золотые медали и по одной серебряной и бронзовой.

Самое главное в подготовке к Универсиаде – это, конечно, план месторасположения и структуры спортивных объектов Универсиады. В Казани запланировано строительство 64 спортивных объектов, более половины из которых уже возведены (июль 2009 года).

Разумеется, Универсиада 2013 привлечет больше туристов, чем когда-либо. Уже сегодня в Казани насчитывается более 50 многоместных гостиниц. Правительство позаботится о качестве размещения туристов.

Официальным символом Универсиады 2013 стал «Юни» – как его еще называют, «младший брат Барса» – того, что размещен на гербе Республики. Символом Универсиады его выбрали еще к Универсиаде 2011 года.

«Мы благодарны руководству России за оказанное доверие провести Универсиаду в Казани. Сомнений нет, при огромной поддержке федерального центра Студенческие игры будут проведены на самом высоком уровне. Это будет яркой страницей в истории Татарстана и всей России», – сказал Р. Минниханов.

Проведение Универсиады – это почетная миссия и огромная ответственность» – сказал Минтимер Шаймиев.

«Вот увидите, если раньше абитуриенты стремились в вузы Москвы, то сейчас начнется обратный процесс!» – сказал мэр Казани Ильсур Метшин.

«Я поздравляю Казань с победой! Победа Казани – это признание России как одной из ведущих спортивных площадок мира. Думаю, что сказалась и высокая оценка Сочи в подготовке Олимпийских игр. Мы способны побеждать не только в спорте, но и в споре за инфраструктурные проекты...» – сказал заместитель Секретаря президиума генерального совета партии «Единая Россия» по вопросам молодежной политики, развития физической культуры и спорта.

«...это только предварительная сумма, она может быть гораздо больше. Но для нас это подъемные цифры...» – сказал президент Республики Татарстан Рустам Минниханов.

«Я несказанно рад, что Казань выбрана местом проведения Летней Универсиады 2013 – это признание российского олимпийского движения и развития спорта в стране... Развитие массового спорта является одним из приоритетов государственной деятельности» – сказал Дмитрий Медведев.

«Универсиада в Казани послужит дальнейшей популяризации Олимпийских соревнований и станет отличной прелюдией Зимних Олимпийских игр в Сочи», – сказал Владимир Путин.

«Умение заполнить стадионы и направить в правильное русло болельщиков – это дополнительное очко в пользу россиян», – сказал президент Российского студенческого союза Олег Матыцин.

ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ХУДОЖЕСТВЕННОЙ ГИМНАСТИКИ В РЕСПУБЛИКЕ ТАТАРСТАН

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Введение. Красота, грация, легкость, сияние камней на изящных купальниках, которое затмевает разве что ослепительный блеск улыбок спортсменок - художественную гимнастику невозможно перепутать ни с одним видом спорта. Но мало кто задумывается, что за грациозными элементами и кажущейся легкостью стоит огромный труд. Большая физическая нагрузка, изнурительные тренировки с одной стороны и тяжелейшее психологическое давление с другой - вот что ждет гимнастку высокого уровня. Но несмотря на все сложности, популярность художественной гимнастики растет как в России, так и в Республике Татарстан. Этот вид спорта является олимпийским и будет представлен на Универсиаде в Казани. Кроме того, художественная гимнастика является базовым видом спорта, закрепленным за Республикой Татарстан Правительством Российской Федерации.

Цель исследования: определить проблемы и перспективы развития художественной гимнастики в Республике Татарстан и найти пути решения.

Методы исследования: анализ научно-методической литературы, статистических материалов.

Результаты исследования и их обсуждение. Анализ научно-методической литературы выявил этапы развития художественной гимнастики в России и Республике Татарстан.

Художественная гимнастика - сравнительно молодой вид спорта; своим появлением он обязан мэтрам балета прославленного Мариинского театра. В 1947-1963 гг создается советская школа художественной гимнастики, как средство физического воспитания женщин. Первые соревнования проводились в виде смотров-конкурсов, а в 1949 состоялось первое лично-командное первенство страны. В 1950 году была опубликована спортивная классификация, которая сыграла большую роль в дальнейшем развитии художественной гимнастики.

В 1967 году в мировой художественной гимнастике появляется принципиально новый командный вид — соревнование по групповым упражнениям. В этом же году в Копенгагене состоялся первый чемпионат мира по групповым упражнениям, где советская команда показала выдающиеся результаты и завоевала золотые медали. В следующий период художественная гимнастика завоевывает все большую популярность во всем мире. Закономерным итогом этого является включение художественной гимнастики в программу Олимпийских игр в Лос-Анджелесе (1984).

В Республике Татарстан этот вид спорта развивается не более 40 лет. Основатель первой в республике школы по художественной гимнастике – Рындовская Инга Валерьевна. В 1978-1979 гг открывается спортивная школа по художественной гимнастике 11. На сегодняшний день художественной гимнастикой в Республике занимаются в 9 детско-юношеских спортивных школах. Общий охват занимающихся составляет более трех тысяч трехсот человек. В качестве достижений наших гимнасток можно особо выделить Юлию Федорову, которая стала чемпионкой Европы в групповых упражнениях в 1996 году. В 2001 году, Мария Френцель стала чемпионкой Европы в групповых упражнениях. Дарья Шкурихина становилась чемпионкой Европы, мира и олимпийской чемпионкой в Пекине, в 2008 году.

В последнее время хорошие результаты демонстрирует сборная команда Татарстана по групповым упражнениям. В 2012 году гимнастки нашей сборной стали серебряными призерами чемпионата России в групповых упражнениях в многоборье, а также абсолютными чемпионками чемпионата России в упражнении с мячами в групповых упражнениях. В 2013 году сборная стала серебряным призером чемпионата России. Такому успеху способствовало привлечение к работе заслуженного тренера России – Иваницкой Валентины Алексеевны. На качественно новый уровень художественной гимнастики в республике позволила выйти и имеющаяся спортивная инфраструктура. В 2012 году был введен один из крупнейших специализированных гимнастических спортивных комплексов в стране - Центр гимнастики. Наличие современного оборудования, шести ковров позволит проводить соревнования всех уровней. Как отмечают многие специалисты, таких условий нет даже в Москве на базе в Новогорске. Планируется, что на этом объекте в дальнейшем будет тренироваться юниорская сборная России.

Анализ практической деятельности выявил ряд проблем, существующих в художественной гимнастике Республики Татарстан:

- потребность в опытных высококвалифицированных тренерах в индивидуальной программе. Эта потребность обусловлена общим дефицитом высококвалифицированных кадров в художественной гимнастике в Татарстане;
- необходимость привлечения специалистов из Всероссийской федерации, что позволит гораздо быстрее перенять опыт и подготовить команду собственных профессионалов;
- недостаток бюджетного финансирования на развитие сборной по художественной гимнастике в Татарстане. Проблема обусловлена принципом прямой зависимости результатов от финансирования. Это и финансирование профессионального тренерского состава, привлекаемого из Москвы, и необходимость постоянной соревновательной практики на крупных мировых состязаниях.
- необходимо медицинское сопровождение сборной команды РТ. Эта проблема вытекает из предыдущей, так как у Федерации нет финансовой возможности брать на выезды медицинский персонал.

В Татарстане есть условия, есть замечательные традиции и история. Разрешение этих проблем позволит Республике Татарстан стать одним из крупных центров подготовки ближайшего резерва сборной России, регионом, активно популяризирующим художественную гимнастику, что в итоге позволит вывести данный вид спорта на еще более высокий уровень.

ВЛИЯНИЕ XXVII ВСЕМИРНОЙ ЛЕТНЕЙ УНИВЕРСИАДЫ НА РАЗВИТИЕ РЕГИОНА

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В современных условиях модернизации общества, развития инновационных технологий роль физической культуры и спорта приобретает новое качественное значение. Это объясняется, в первую очередь, повышением их социальной значимости и превращением в самостоятельное звено экономической и политической жизни страны.

Получение права на проведение в России таких престижных спортивных мероприятий, как зимние Олимпийские игры 2014 года в Сочи, Всемирная летняя универсиада 2013 года и чемпионат мира по водным видам спорта 2015 года в Казани, Кубок конфедераций FIFA 2017 года, чемпионат мира по хоккею 2017 года, чемпионат мира по футболу 2018 года стало мощным импульсом к развитию и модернизации инфраструктуры регионов страны.

Универсиада – комплексные международные спортивные соревнования, проводимые Международной студенческой спортивной федерацией (FISU) среди студентов всего мира.

Идея проведения Универсиады зародилась после проведения в Казани на достаточно высоком уровне ряда масштабных международных спортивных мероприятий, ярких побед наших команд-мастеров на российских и международных соревнованиях. Этому способствовали также наличие современных спортивных сооружений, развитой городской инфраструктуры, профессиональный кадровый состав.

Универсиада-2013 в Казани – первые международные комплексные спортивные мероприятия в России после Олимпийских игр 1980 года в Москве. Такие масштабные соревнования, с одной стороны, требуют концентрации всех ресурсов: материальных, организационных, интеллектуальных, с другой – дают уникальную возможность развития всей инфраструктуры города, экономики, воспитания, образования, культуры и студенческого спорта.

Наследие Универсиады, ее потенциал – это мощный импульс повышения качества жизни населения в целом, укрепления его здоровья, формирования здорового образа жизни не только в Татарстане, но и в России, ее регионах.

С целью проследить влияние столь значимого спортивного события на развитие города и региона в целом разработана методология оценки, собрана и проанализирована информация о влиянии Универсиады на развитие города и региона за последние годы.

Под устойчивым развитием понимаются три основных аспекта – экономический (экономическое благополучие и рост благосостояния), социально-культурный (повышение качества жизни населения и создание условий для развития человеческого потенциала) и экологический (развитие в экологически благополучной среде).

В ходе проведенного исследования выявлен ряд тенденций.

Очевидно положительное влияние Универсиады на экономическую сферу жизни города и региона, что проявилось в развитии ряда отраслей экономики, прежде всего строительной и транспортной.

Такое стало возможным благодаря привлечению большого объема инвестиций в нашу республику. Только за 2012 год в развитие Казани вложено 185 млрд рублей. В пересчете на душу населения это на 85% больше, чем в среднем по стране.

На сегодняшний день Казань делает большой акцент на развитие инновационной промышленной инфраструктуры. Здесь функционируют лучшие в России ИТ-парк, технополис Химград. Эти проекты все больше привлекают внимание зарубежных инвестиционных фондов.

В Казани реализуются еще два крупнейших проекта: инновационные города-спутники «Иннополис-Казань» и «Смарт-Сити Казань». Эти объекты вместе с территорией Казани будут объединены в единую концепцию «Большой Казани», которая сделает регион еще более привлекательным для иностранных инвестиций. «Смарт Сити Казань» станет новым бизнес-центром Татарстана, в «Иннополисе» российские и иностранные специалисты

будут работать над новейшими разработками в ИТ-сфере.

Эти проекты будут способствовать развитию региона в рамках частно-государственного партнерства и станут новой точкой экономического роста республики.

В целом, эффективность проводимой инвестиционной политики в республике также подтверждается исследованиями ведущих международных агентств и компаний. На протяжении последних лет Татарстан, по версии рейтингового агентства «Эксперт РА», стабильно занимает лидирующие позиции среди регионов ПФО по показателю «минимальный инвестиционный риск».

В 2012 году Казань вошла в десятку рейтинга городов по удобству для ведения бизнеса журнала «Forbes». Все это определяет международный рейтинг Татарстана, его органичную интеграцию в международное пространство.

Подготовка к Универсиаде принесла Казани свыше 130 млрд рублей прямых инвестиций. Общий объем инвестиций составит 228 млрд. руб., из которых 67 млрд. руб. – средства федерального бюджета, и практически одинаковые суммы вкладываются из бюджета Республики Татарстан (81 млрд руб.) и частными инвесторами (80 млрд руб.).

Расходы операционного бюджета на подготовку и проведение Универсиады за 2009-2013 гг. составляют около 11 млрд. руб. Остальные средства направлены на строительство объектов и развитие всей инфраструктуры города, обновление улично-дорожной сети.

В рамках проведения в городе Универсиады идет масштабная модернизация транспортной инфраструктуры, включая завершение строительства первой линии метро, сооружение более десяти транспортных развязок и нескольких десятков пешеходных переходов, запуск аэроэкспресса, радикальное обновление международного аэропорта «Казань», строительство транзитного железнодорожно-автобусного вокзала, дальнейшее обновление подвижного состава наземного общественного транспорта. Все это сказывается на динамике общего пассажиропотока.

Интенсивное дорожно-транспортное строительство положительно влияет на развитие смежных отраслей, таких как производство транспортных средств и оборудования, металлургическое производство и производство готовых металлических изделий, строительство, увеличение потребностей в водительском составе, автотранспортном персонале, транспортных менеджерах и т.д.

В Казани интенсивно развивается гостиничная инфраструктура. В период Игр сюда съедутся более 100 тысяч туристов и болельщиков из России и зарубежья. На сегодняшний день в городе 95 гостиниц, включая мотели и хостелы, на 4700 тыс. номеров. По сравнению с 2008 годом номерной фонд вырос в 1,8 раз. В Казани уже открыли свои отели такие международные операторы, как Marriott и ParkInn. Вниманием крупнейшего в мире гостиничного оператора - GoldenTulipHospitality - привлечен проект гостиницы, прилегающей к Деревне Универсиады. Всего к Универсиаде строится еще 15 гостиниц.

Татарстан располагает огромным потенциалом для развития внутреннего туризма и приема иностранных путешественников: разнообразие природных зон, богатейшее историческое и культурное наследие. За последние 5 лет внутренний туристический поток увеличился на 12%, что говорит о повышающейся привлекательности республики.

Сохраняются и возрождаются уникальные памятники, имеющие огромную историческую ценность, среди которых святыни двух мировых религий - древний город Булгар и остров-град Свияжск.

Существенное влияние подготовка к Универсиаде оказала на социально-культурную сферу жизни горожан и гостей Казани.

Возросла вовлеченность общества в культурную жизнь республики. Отмечается стабильный рост числа посещений музеев и театров, увеличивается тираж книг и брошюр, годовой тираж журналов и других периодических изданий,

Радует, что рост занятости и социальной активности населения способствует снижению преступности в городе и республике. Одним из факторов такого позитивного изменения ситуации является активизация системной работы с молодежью, в том числе по вовлечению молодых людей в волонтерские проекты, создание мотивации на ведение здорового образа жизни в рамках подготовки к Универсиаде.

Всемирные студенческие игры вызвали значительный интерес со стороны активной части молодежи России и мира. В этом проекте изъявили желание принять участие более 50 000 кандидатов со всего мира. К Играм отобрано 20 000 волонтеров, которые будут задействованы в работе более 40 функциональных направлений: «Сопровождение команд», «Организация спортивных соревнований», «Прибытия и отъезды», «Атташе», «Церемонии награждения» и других.

53 высших учебных заведения являются партнерами Универсиады. Участие молодых людей из регионов Российской Федерации, а также из зарубежных стран будет способствовать повышению уровня социальной сплоченности в молодежной среде.

Развитие спортивной инфраструктуры, пропаганда спорта и здорового образа жизни, в том числе в рамках Универсиады, привели к росту интереса граждан республики и, в частности, подрастающего поколения, к физической культуре и спорту, подъему спортивной подготовки и росту достижений.

Сегодня в республике построены и функционируют 9275 спортивных сооружений. В рамках Федеральной целевой программы «Развитие физической культуры и спорта в Российской Федерации на 2006-2015 годы» и социального проекта Всероссийской политической партии «Единая Россия» по строительству быстровозводимых спортивных комплексов введено в эксплуатацию уже 34 спортивных сооружения.

В Казани специально к Универсиаде построены уникальные спортивные сооружения. Для проведения Всемирных летних студенческих игр 2013 года в столице республики будут задействованы 64 современных многофункциональных объекта, 36 из которых - нового строительства.

28 спортивных сооружений и Деревня Универсиады, построенные за счет субсидий федерального бюджета Универсиады, уже введены в эксплуатацию.

За счет республиканских средств строятся и модернизируются еще 34 объекта Универсиады (в том числе 24 спортивных сооружения, из них 5 вновь построенных). На 11 объектах необходимо выполнить сезонные работы, в стадии завершения строительства 5 спортивных объектов.

Некоторые из построенных объектов можно отнести к лучшим не только в России, но и в Европе: Академия тенниса, Центр гребных видов спорта, Комплексы стендовой и пулевой стрельбы, Дворец единоборств, Дворец водных видов спорта, футбольный стадион «Kazan Arena» на 45 тыс. зрительских мест.

Одним из первых спортивных объектов, построенных к Играм, стала Академия тенниса. Комплекс расположен на площади размером 8,5 га. На территории комплекса размещены 8 закрытых теннисных кортов с раздвижными трибунами на 3200 мест и 18 открытых (14 – с покрытием «Хард» и 4 – грунтовые).

Дворец единоборств «Ак Барс» - уникальное по многим параметрам спортивное сооружение не только в России, но и в мире. Общая площадь спортивного объекта составляет 18 тыс. кв.метров и включает в себя спортивную зону с основным залом на 2000 зрительских мест, а также 4 тренировочных зала, тренажерный зал, фитнес-центр, множество раздевалок с душевыми кабинами, восстановительный центр с саунами, гидропроцедурами и бассейном.

Дворец водных видов спорта, расположенный на набережной реки Казанки - один из крупнейших в России комплексов. Основное помещение Дворца – это его главная спортивная арена, под сводами которой размещены три «чаши». Их размеры соответствуют олимпийским стандартам и позволяют проводить в них соревнования по плаванию и водному поло любого уровня.

Самый масштабный проект Универсиады – футбольный стадион «Kazan Arena» на 45000 зрительских мест, где пройдут церемонии открытия и закрытия Универсиады. При строительстве объекта используются самые передовые технологии и решения, что позволит проводить на стадионе не только спортивные, но и культурно-развлекательные мероприятия. Разработкой архитектурной концепции занималось международное архитектурное бюро «Populous», принимавшее участие в создании проектов футбольных арен «Уэмбли» и «Эмирейтс», олимпийского стадиона в Мельбурне.

Следуя олимпийским стандартам, к Играм 2013 построен комплекс «Деревня Универсиады» общей площадью 53 гектара – ключевой объект Всемирных студенческих игр. Это место приема, проживания и обслуживания спортсменов в период проведения Игр. Жилые корпуса Деревни Универсиады состоят из 28 домов и вмещают более 14500 человек.

На территории Деревни Универсиады сформирована современная инфраструктура. Открыты современный медицинский центр, здравпункт, аптека, почтовый пункт, салон проката спортивного инвентаря, салон красоты, супермаркет, пункт приема белья в стирку и другие здания культурно-бытового назначения, а также пункт охраны общественного порядка.

После Универсиады комплекс будет передан студентам казанских вузов и станет крупнейшим в России студенческим кампусом с развитой инфраструктурой.

Наряду с подготовкой к Играм прорабатываются вопросы рационального и эффективного использования sportсооружений после Универсиады.

Большая часть объектов размещается в районах плотного заселения, что положительно влияет на занятия спортом жителей города. Учащиеся близлежащих общеобразовательных и детско-юношеских школ ежедневно посещают спортивные сооружения. Определены часы бесплатного посещения объектов жителями города.

Как закономерный результат, активное развитие спортивной инфраструктуры позволило значительно повысить количество населения, занимающегося физической культурой и спортом. Так, в 2006 году этот показатель был равен 15,56%, а в 2012 году он увеличился до 28,7%.

При подготовке спортивной инфраструктуры значительно укрепилась материально-техническая база вузов как основа развития студенческого спортивного движения. 18 спортивных объектов Универсиады передаются высшим учебным заведениям города, что является хорошим подспорьем для занятий физической культурой и спортом порядка 70 тысяч студентов в шаговой доступности от мест учебы.

Уровень роста популярности спорта среди студенческой молодежи можно наглядно проследить в динамике численности занимающихся активными формами физической культуры и спорта. За период с 2007 по 2012 годы в республике число студентов, регулярно занимающихся спортом, увеличилось с 25% до 61%. Эта цифра превышает основные целевые ориентиры, предусмотренные Стратегией развития физической культуры и спорта в Российской Федерации на период до 2020 года (1 этап: с 2009-2015 годы – с 34,5% до 60%).

Благодаря созданной в преддверии Игр инфраструктуре получены прекрасные условия для развития детско-юношеского спорта на базе высокотехнологичных спортивных объектов.

На сегодняшний день в Республике Татарстан функционируют 158 детско-юношеских спортивных школ, из которых 23 школы имеют статус олимпийского резерва на федеральном уровне. За последние четыре года отмечается увеличение количества спортивных школ на 11%.

Во взаимодействии с вузами проводится работа по размещению детско-юношеских спортивных школ в новых спортивных сооружениях. В Центр гребных видов спорта переведена муниципальная детско-юношеская спортивная школа по водно-гребным видам спорта. В спортивный комплекс «Ватан» переехали ДЮСШ «Уникс-Юниор» по баскетболу, ДЮСШ «Ника» по художественной гимнастике, ДЮСШ «Волна» по хоккею, в плавательный бассейн «Акчарлак» - ДЮСШ «Касатка» по плаванию, во Дворец единоборств «Ак Барс» - ДЮСШ единоборств «Ак Барс», в Центр бокса и настольного тенниса – СДЮСШОР по настольному теннису.

Достойные результаты демонстрируют татарстанские спортсмены. С 2008 года наблюдается положительная динамика роста количества завоеванных медалей на всероссийских и международных соревнованиях. Это свидетельствует об эффективности системы подготовки спортсменов в Республике Татарстан.

Таким образом, Универсиада стала мощным импульсом формирования здорового образа жизни населения и обновления всей системы физической культуры и спорта.

О РОЛИ ТЕХНОЛОГИЙ СПОРТИВНОГО МАРКЕТИНГА В ПОПУЛЯРИЗАЦИИ СТУДЕНЧЕСКОГО СПОРТА В РОССИИ

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Аннотация: О важности формирования культуры спорта и здорового образа жизни в России свидетельствует активное воплощение государственной стратегии развития спорта в рамках Федеральной целевой программы «Развитие физической культуры и спорта в Российской Федерации на 2006-2015 годы». В рамках развития рынка спортивные организации воспринимаются как субъекты рыночных отношений, что предполагает конкурентную борьбу между ними и создание новых, в том числе неценовых, параметров позиционирования (репутация, имидж, бренд) с целью достижения конкурентного преимущества. Соответственно, возрастает необходимость применения технологий спортивного маркетинга для продвижения спортивных организаций и иных институтов этой отрасли. Роль технологий спортивного маркетинга неопределима и для продвижения отдельных направлений спорта, например, студенческого спорта.

Актуальность: На сегодняшний момент наше общество, столкнувшись с проблемой ухудшения здоровья населения и демографическим кризисом, вынуждено активно искать способы преодоления сложившейся негативной ситуации. Практика показывает, что одним из способов разрешения данных проблем является приобщение населения к занятиям спортом. Спорт в наше время представляет собой важное социальное явление. В наиболее общем понимании он являет собой деятельность, которая служит интересам общества, реализуя воспитательную, подготовительную, коммуникативную и многие другие задачи. Именно спорт формирует у человека такие положительные качества как активность, честность, целеустремленность, организованность, ответственность, стремление к максимальной реализации себя, желание вести здоровый образ жизни, т.е. все те качества личности, которые способствуют оздоровлению общества в целом. Значение спорта нельзя переоценить как для государства в целом, так и для его граждан.

О важности спортивной составляющей в стране свидетельствует активное воплощение государственной стратегии развития спорта в рамках Федеральной целевой программы «Развитие физической культуры и спорта в Российской Федерации на 2006-2015 годы», направленной на расширение и модернизацию спортивной инфраструктуры с целью повышения доступности занятий физической культурой и спортом для россиян, популяризации здорового образа жизни.

Объект исследования: позиционирование студенческих спортивных организаций в условиях конкурентной среды.

Предмет исследования: комплекс маркетинговых инструментов для продвижения студенческой спортивной организации.

Цель: определить роль технологий спортивного маркетинга в популяризации студенческого спорта в России.

Задачи:

1. раскрыть сущность понятия «спортивного маркетинга», выделить основные функции;
2. изучить инструменты и технологии позиционирования и продвижения студенческих спортивных организаций в современной России.

Методы исследования: Вторичный анализ различных источников – монографий, аналитических статей, результатов исследований, нормативно-правовых актов по данной тематике, анкетирование.

Новизна и практическое применение: Обобщение опыта применения технологий спортивного маркетинга для продвижения спортивных организаций и иных институтов этой отрасли позволит эффективно применять комплекс инструментов для позиционирования и продвижения студенческих спортивных организаций в условиях рыночной конкуренции.

Выводы: Таким образом, для продвижения студенческого спорта необходимо продвижение НКО,

координирующих это направление. При этом можно использовать возможности Интернет (сайт, социальные сети) и активизировать работу со СМИ.

Действительно, нельзя не согласиться с О. В. Матыциным, что «выполнение поставленной комплексной задачи возрождения спортивного студенческого движения в Российской Федерации может быть достигнуто путем планомерной работы по решению вопросов нормативно-правового, организационного, финансово-экономического, материально-технического и информационного обеспечения с учетом современных тенденций развития студенческого спортивного движения». И особая роль в этом должна принадлежать технологиям спортивного маркетинга.

О ПЕРСПЕКТИВНЫХ ФОРМАХ МУНИЦИПАЛЬНО-ЧАСТНОГО ПАРТНЕРСТВА В ИСПОЛЬЗОВАНИИ СПОРТИВНЫХ ОБЪЕКТОВ УНИВЕРСИАДЫ-2013

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Введение (актуальность) и постановка задачи:

Эффективная реализация наследия любого крупного спортивного события, включая **XXVII Всемирную летнюю универсиаду**, во многом зависит от правильного выбора организационно-экономических механизмов дальнейшей эксплуатации спортивных объектов, построенных или реконструированных в процессе подготовки к спортивному событию. Эта проблема представляется особенно актуальной применительно к муниципальным объектам массового спорта в г. Казани, количество которых в связи с подготовкой к Универсиаде-2013 существенно увеличилось.

Цель исследования: Большинство городских спортивных сооружений, очевидно, и в дальнейшем сохраняют свой статус в качестве объектов муниципальной собственности. В то же время значительная их часть, на наш взгляд, нуждается в организационно-экономической трансформации на условиях муниципально-частного партнерства. Это объясняется не только дефицитом средств в местном бюджете на содержание многочисленных спортивных объектов, но и целесообразностью более активного подключения бизнеса к развитию физической культуры и спорта в городе. Таким образом целью нашего исследования является определения оптимальных форм взаимодействия муниципалитета и бизнеса для экономически эффективной организации деятельности городских спортивных сооружений.

Методы исследования: Анализ зарубежного опыта позволяет выделить несколько форм муниципально-частного партнерства, которые могут быть рассмотрены как альтернативные варианты организационного преобразования ряда спортивных объектов, находящихся в настоящее время в муниципальной собственности г. Казани.

Наиболее распространенной из таких форм выступает аренда муниципального спортивного объекта частным сектором. Передача муниципалитетом в аренду субъектам предпринимательства отдельных спортивных сооружений может стать важным инструментом экономии средств местного бюджета. Однако она далеко не всегда способствует эффективному использованию спортивных сооружений в соответствии с их целевым назначением.

К числу перспективных форм взаимодействия муниципалитета и бизнеса в спортивной сфере следует отнести, по нашему мнению, совместное владение, когда на базе муниципальной спортивной организации создается муниципально-частное предприятие, функционирующее на долевой основе. Степень участия муниципального партнера в управлении совместным предприятием определяется его долей в уставном (складочном) капитале предприятия. При этом важно, чтобы эта доля предоставляла муниципалитету достаточно рычагов для защиты общественных интересов в части обеспечения доступности имеющихся спортивных сооружений для широких масс населения и развития спорта высших достижений, не ущемляя, однако, интересов частного партнера в получении прибыли.

Результаты исследования и обсуждение:

В результате проведенного исследования можно прийти к следующему выводу: реальную альтернативу указанным формам муниципально-частного партнерства в рассматриваемой сфере составляет концессия. Концессионные соглашения между муниципалитетом или уполномоченным им лицом (концедентом) и частным партнером (концессионером) могут быть заключены на строительство и/или эксплуатацию объектов производственной и социальной инфраструктуры. Важное преимущество концессии в сфере эксплуатации спортивной инфраструктуры заключается в том, что частный партнер получает реальный стимул для инвестирования собственных средств в дальнейшее развитие и совершенствование материально-технической базы спортивного объекта. Одновременно по концессионному соглашению у муниципалитета как у концедента сохраняются необходимые полномочия по контролю за деятельностью концессионера в общественных интересах.

Выбор из указанных форм муниципально-частного партнерства как организационно-экономической модели для эксплуатации спортивных объектов г. Казани после проведения Универсиады-2013 в каждом отдельном случае требует тщательного маркетингового и экономического обоснования с учетом их преимуществ и недостатков применительно к конкретной ситуации.

ФИНАНСОВЫЕ АСПЕКТЫ РАЗВИТИЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В РЕГИОНЕ: ВЛИЯНИЕ СПОРТИВНОГО НАСЛЕДИЯ УНИВЕРСИАД

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Актуальность: Начало XXI века ознаменовалось обострением проблемы спорта в России и во многих ведущих странах Запада. Развитие спорта и массовой физической культуры на современном этапе неразрывно связано со спортивным наследием Универсиад и Олимпиад. Опыт последних десятилетий убедительно доказывает, что экономических и социальных успехов добиваются те государства, которые уделяют повышенное внимание молодежи. Устойчивое развитие демонстрируют те общества, которые пересмотрели систему традиционных взглядов на новые поколения, на систему взаимоотношения между поколениями и на их значение для политического и социально-экономического развития общества. При этом важное место занимает студенческий спорт – особое направление исследования приоритетных видов спорта, культивируемых в молодежной среде. Вопрос развития студенческого спорта играет немаловажную роль в перспективном развитии страны. Колоссальным стимулом для развития страны, в которой они проходят, являются Всемирные универсиады – это второе по значимости и представительству международное комплексное спортивное мероприятие после Олимпийских игр.

На сегодняшний день удостоиться права проведения Всемирной универсиады становится очень почетным. Игры давно перестали быть просто спортивным событием. Они приносят долгосрочные позитивные социальные и экономические изменения, позволяют устанавливать новые стандарты, популяризируют олимпийские и паралимпийские ценности. Все это богатейшее материальное и нематериальное наследие остается в стране на долгие годы. Поэтому страны борются за право принимать Игры, и в случае его получения объявляют Игры проектом национального значения. Есть множество примеров того, как студенческие игры кардинально меняли образ города, его инфраструктуру и экономику, фактически давали городу новую жизнь.

Изучение закономерностей влияния спортивного наследия мегасобытий на развитие физической культуры и спорта на настоящий момент времени представляется весьма актуальным, поскольку позволяет раскрыть явления преемственности в сфере физической культуры и спорта, способствует более глубокому пониманию тенденций в развитии современного спорта.

В рамках общей политики в области спорта, студенческий спорт практически остался вне поле зрения как в части финансирования, так и в части методологии и менеджмента. Более того, нет четко обозначенных перспектив развития студенческого спорта. Наряду с этим остаются малоизученными вопросы влияния спортивного наследия на развитие студенческого спорта.

Анализ круга вопросов, посвященных развитию студенческого спорта позволил выявить противоречие между современным состоянием спортивного наследия и недостаточной разработанностью механизмов совершенствования развития студенческого спорта.

Цель исследования: научно обосновать финансовые аспекты влияния спортивного наследия Универсиад на развитие студенческого спорта.

Задачи исследования:

1. Раскрыть сущностную характеристику спортивного наследия и студенческого спорта.
2. Провести сравнительный анализ влияния спортивного наследия Универсиад на развитие студенческого спорта в России и в Республике Татарстан до и после проведения Универсиад.

Для реализации поставленных задач был использован комплекс методов исследования, включающий теоретический анализ экономической, периодической, методической литературы; метода экспертных оценок; метод математической статистики и др.

Научная новизна заключается в следующем:

1. Спортивное наследие Универсиад – форма развития студенческого спорта и массовой физической

культуры на современном этапе, которая осуществляется через раскрытие содержания, методов и средств реализации студенческого и молодежного физкультурного движения. Спортивное наследие делится на материальные и нематериальные составляющие. К материальному наследию относятся: спортивные сооружения, городская и транспортная инфраструктура, экономическое развитие, которые являются фактором роста инвестиций туризма, занятости населения (обеспеченности рабочими местами) в регионе; хозяйные студенческих игр улучшение экологии окружающей природы. Нематериальная составляющая спортивного наследия выражается в развитии студенческого спорта, в формировании положительного имиджа страны на международной арене, социально-политической активности, в культурном развитии, в формировании здорового образа жизни и потребностей у населения к регулярным занятиям спортом, развитие волонтерского движения, повышение качества образования.

2. Студенческий спорт – это явление, носящее системный характер и имеющее правовую, финансовую основу и организационную структуру. Управление развитием этой отрасли во многом обуславливается согласованностью деятельности между системой образования (в лице учебных заведений) и системой спорта (в лице спортивных клубов, федераций по видам спорта и государственных органов). Студенческий спорт - отражение эффективности государственной молодежной политики, а здоровье населения - стратегический потенциал, фактор национальной безопасности, трудовой ресурс, основа стабильности и благополучия общества.
3. Результаты опытно-экспериментального исследования позволили заключить, что основными критериями влияния спортивного наследия на развитие студенческого спорта являются: максимальное использование спортивных сооружений; развитие городской и транспортной инфраструктуры; развитие экономики; обеспеченность рабочими местами; сохранение экологии природы; развитие студенческого спорта; повышение спортивного имиджа на международной арене; образование; формирование здорового образа жизни и потребностей у населения к регулярным занятиям спортом; развитие культуры и туризма; развитие волонтерского движения.

Таким образом, анализ влияния спортивного наследия Универсиад в России и Республике Татарстан на развитие студенческого спорта позволяет заключить, что развитие студенческого спорта в России после проведения универсиады 1973 года и использование спортивного наследия в Республике Татарстан до Универсиады улучшилось по таким критериям как:

- число студентов занимающихся физической культурой и спортом увеличилось на 68,6% с 1970- 1980 годы, по РТ увеличилось на 73,4% с 2006-2010 годы;
- в 2010 году по Татарстану обеспеченность спортивными сооружениями в соответствии с социальными нормами РФ составляла: площадями спортивных залов - 54,71 % (прирост составляет на 0,7 % по сравнению с 2006 годом), по РФ - 16 % (1,2%); плоскостными спортивными сооружениями - 75,18 % (прирост на 3,05 %), по РФ - 23,4 (4,8%); зеркалом воды крытых плавательных бассейнов - 11,19 % (прирост на 0,34 %), по РФ - 6,6% (2,7%);
- процент количества занимающихся студентов на данных объектах составил по РФ - 54,6%; 42,1%; 8,7%; по РТ - 67,8; 49,2; 27,3, где мы наблюдаем увеличение числа занимающихся в РТ на - 1,32%; 7,1%; 18,6% соответственно, чем в РФ.

В целом по стране физической культурой и спортом занимаются 18,5 млн. человек, что составляет 13 % от всего населения Российской Федерации, что на 4,4% больше по РТ.

Обеспеченность физкультурными кадрами в расчете на 10 тысяч жителей республики составляла 15,3 работника (при нормативе 26), или 58,7 %, что выше на 0,7 % в сравнении с аналогичным периодом истекшего года.

Так по Республике Татарстан в 2005 году было проведено 492 (167005 кол-во участников) соревнования, в 2010 году количество проведенных соревнований составило 595 (547800), что на 103 соревнований и 380795 участников больше.

В целом, в высшей школе Республики Татарстан Российской Федерации и особенно их столиц - городов Казани и Москвы существенно окрепли организационно-экономические основы студенческого спорта, что в немалой степени связано с возведением и передачей вузам спортивных объектов Универсиад 1973 и 2013

года. Проведение престижных российских и международных соревнований, безусловно, является мощным импульсом для формирования здорового образа жизни молодого поколения.

4. Подготовка к Универсиаде-2013 должна привести к увеличению количества студентов, занимающихся физической культурой и спортом, через решение вопросов доступности, привлекательности занятий физической культурой и спортом, и результатом проведенной работы будет изменение отношения студентов к своему здоровью, что является начальным этапом формирования нового образа мышления у подрастающего поколения.

Казань успешно позиционируется как столица динамично развивающегося региона, для которого характерен рост экономических показателей, стабильность и межнациональное согласие, расширение международных контактов. В республике развитие физической культуры и спорта рассматривается как один из приоритетов социально-экономической политики.

Подготовительный процесс к Универсиаде - масштабному спортивному событию затрагивает практически все аспекты жизнедеятельности города, который сегодня напоминает большую строительную площадку. Существующие в миллионном городе трудности передвижения на автотранспорте решаются путем модернизации всей улично-дорожной сети Казани. Уже в ближайший год жители города смогут ощутить существенные изменения в этой сфере.

Строительство 14 развязок, интермодальной железнодорожной ветки Казань-Аэропорт в разы повысят качество транспортного обслуживания жителей и гостей столицы, а реконструкция аэровокзального комплекса международного аэропорта «Казань» позволит увеличить пропускную способность до 1,2 млн. пассажиров в год. Повсеместно строятся гостиницы, возводятся новые учреждения социального обслуживания, внедряются последние разработки в области техники, внедряются проекты «Безопасный регион», «ГЛОНАСС+112», основу которых составляют системы видеонаблюдения, позиционирования подвижных объектов, ведомственная сеть передачи данных, связь «гражданин - милиция» и информационно-аналитическая система.

Нельзя не упомянуть и о влиянии Универсиады на окружающую нас среду. На сегодняшний день активно ведется проектная работа по созданию комфортной городской зоны отдыха вдоль береговой линии реки Казанки для проведения детского, юношеского, семейного досуга и отдыха пожилых людей, проводится облагораживание территории культурного центра города в преддверии студенческих Игр.

Учитывая высокий статус предстоящих Всемирных студенческих игр, Казань привлечет и большой поток туристов с разных уголков мира, вниманию которых будет представлена самобытная культура региона, его историческое и культурное наследие, а также уникальное наследие Универсиады.

Впервые в истории Всемирных студенческих игр, в столице Татарстана реализуется проект «Культурная Универсиада», в рамках которого пройдет ряд международных фестивалей в области культуры и искусства. «Культурная Универсиада» включает в себя ежегодные долгосрочные программы, «народные» конкурсные мероприятия, в ходе которых будут отобраны участники Церемоний открытия и закрытия Универсиады, а также традиционные национальные и городские праздники.

Демонстрация в рамках Культурной Универсиады шедевров многовекового искусства и культуры России поможет создать атмосферу гостеприимства для участников и гостей XXVII Всемирных летних студенческих игр 2013 года, а также придаст серьезный стимул развитию международного культурного сотрудничества и совершенствованию культурного облика города.

Благодаря предстоящей Универсиаде не только в нашей республике, но и в стране в целом активными темпами набирает обороты волонтерское движение, в рядах которого уже более 2000 человек. А в период проведения Игр их число достигнет более 20 000. На летней Универсиаде в Китае 2011 в г. Шеньчжень было вовлечено в работу 250 000 волонтеров. Это послужило сильным толчком к популяризации Всемирных студенческих игр в стране, а также привлечению студентов и молодежи к занятиям физической культурой и спортом.

После проведения Всемирных Игр деревня Универсиады будет использоваться как студенческий кампус с центром подготовки сборных команд России по различным видам спорта.

Миссия казанской Универсиады состоит в том, чтобы собрать молодых спортсменов со всего мира в городе

с уникальным многонациональным наследием. Продолжить российские спортивные традиции, послужить трамплином для новых поколений спортсменов.

Сделать жизнь казанцев разнообразнее, интереснее, комфортнее. Обеспечить нам и нашим детям возможность заниматься любимыми видами спорта, вести здоровый образ жизни. Внести весомый вклад в формирование положительного имиджа России в мире.

СТУДЕНТЫ – СПОРТСМЕНЫ: ВОПРОС ВЫБОРА КАРЬЕРЫ (НА ПРИМЕРЕ МГСУ)

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Введение: Одна из важнейших задач студенческого спорта – подготовка резерва для спорта высших достижений, что возможно, в основном, из числа студентов университетов и институтов физической культуры.

Студенческий спорт является одновременно массовым спортом и переходным этапом к спорту высших достижений. Решая свои основные задачи: оздоровительная, воспитательная, образовательная, студенческий спорт выполняет ещё одну важную задачу – подготовка резерва для спорта высших достижений.

Однако, подготовка таких кандидатов в национальную сборную команду и ближайшего резерва возможна практически только из числа студентов специализированных вузов: институтов и университетов физической культуры. В этих учебных заведениях учатся, в основном, члены юношеских, юниорских и молодежных сборных команд России, победители и призеры различных Российских и международных соревнований и турниров, спортсмены, имеющие высокий уровень спортивного мастерства (не ниже кандидата в «Мастера спорта России»).

Цель исследования: определение различных путей развития карьеры у студентов специальных, технических и гуманитарных вузов.

Надо отметить, что возможности двойной и даже тройной карьеры могут появляться только у студентов, систематически занимающихся физической культурой и спортом и успешно сочетающими эти занятия с учебой в техническом вузе.

Большая часть студентов – спортсменов, которая более чем на 90% составляет студенческий спорт, обучается в неспециализированных вузах (технических и гуманитарных). Эти студенты имеют возможность одновременно получить неспортивную специальность (инженеры различного профиля, экономисты, врачи, педагоги, и т.д.), а также вместе с этим стать высококлассным спортсменом: призером Чемпионатов России, Европы, мира, Олимпийских игр. Конечно, это зависит от тех условий, которые руководство вуза, кафедры физического воспитания и руководители команд могут создать для спортсменов. И те студенты – спортсмены, которые смогут совмещать учёбу в техническом вузе с регулярными занятиями по выбранному виду спорта (4-5 раз в неделю) в итоге смогут получить фактически 2 специальности: выбранную в техническом вузе и приобретённую, благодаря активным занятиям спортом (получить почётное звание «Мастера спорта России»).

Одновременно с окончанием вуза, ряд студентов, в основном студенты – спортсмены (так как существует строгий отбор по физической подготовке) после обучения на военной кафедре получают звание офицера запаса Вооружённых сил РФ. Это становится уже 3-й специальностью студентов - спортсменов, что естественно расширяет возможности карьерного роста. Предпосылки для этого создаёт тот факт, что физическая культура и спорт, особенно занятия единоборствами, занимают значительное место в подготовке студенческой молодежи к службе в Армии, причем роль физической подготовки неизмеримо возрастает в связи с сокращением сроков службы.

Наряду с подготовкой высококлассных спортсменов и получением почетных званий в своём виде спорта в МГСУ разработан, сертифицирован и введён в действие стенд профессионально – прикладной подготовки (скалолазание). Наличие такого тренажёра позволило создать и ввести в действие программу подготовки промышленных альпинистов с получением официального удостоверения. В основном эту дополнительную специальность получают студенты – спортсмены сборной команды МГСУ по спортивному туризму, являющейся многократными победителями и призёрами Московских студенческих игр, Чемпионатов г. Москвы и России.

Конечно, пройти курс обучения и получить ещё одну специальность (промышленного альпиниста) в принципе может любой студент МГСУ, однако, при отборе кандидатов в группу обучения на первое место выходит опять же спортивная составляющая: общефизическая подготовка, хорошо развитые физические качества: гибкость, координация, быстрота, выносливость, сила, ловкость, а также умение ориентироваться в сложной ситуации, быстро принимать единственно верное решение, самообладание, сила воли, закалка и т.п.

Результаты: Таким образом, у студентов - спортсменов в техническом вузе (МГСУ) имеются все возможности для выбора различных путей продолжения своей карьеры уже после окончания родного университета:

- инженер – руководитель по выбранной специальности;
- офицер Вооруженных сил РФ;
- профессиональный спортсмен или тренер по виду спорта (необходимо иметь звание «Мастера спорта России»), тренер – преподаватель кафедры Физвоспитания университета (15% преподавателей кафедры ФВиС МГСУ составляют бывшие студенты – спортсмены);
- продолжение обучения в магистратуре университета;
- активные занятия научной деятельностью: аспирантура, защита диссертации по технической кафедре.

Разработка рекомендаций студентам технических и гуманитарных вузов по выбору путей продолжения своей карьеры.

НЕКОТОРЫЕ АСПЕКТЫ СТУДЕНЧЕСКОГО СПОРТА

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Введение: Достижения МГСУ в организации спортивно-массовой и физкультурно-оздоровительной работы со студентами, в Московских студенческих играх (МСИ) за последние 10 лет и в смотрах – конкурсах на лучшую организацию спортивно – массовой работы среди вузов г. Москвы, многолетний (более 20 лет) личный опыт работы председателем РОО Спортивного клуба МГСУ (МИСИ), директором Дворца спорта (7 лет), зам. директором спортивно-образовательного комплекса МГСУ с 2009 г., а так же статус МГСУ как одного из ведущих вузов г. Москвы по спортивной работе, о чем говорят успешные выступления в МСИ за последние 10 лет (5 раз – первое место, 2 раза – второе место, 3 раза – третье место) дают основание сделать определенные выводы о состоянии студенческого спорта.

Цель исследования: установить причины, затрудняющие развитие студенческого спорта.

В настоящее время по ряду объективных и субъективных причин студенческий спорт находится в достаточно глубоком кризисе:

- закон о студенческом спорте Госдумой в нужном для развития виде до сих пор не принят, хотя в середине 90-х годов проходило предварительное его обсуждение с участием ведущих московских вузов;
- отсутствует четкая программа развития и финансирования студенческого спорта со стороны государства, а также материально-техническое обеспечение сборных команд вузов;
- не налажены связи между РССС и ее первичными ячейками в вузах спортивными клубами вузов (последние практически ликвидированы или являются общественными организациями);
- финансирование физической культуры и спорта в технических вузах не является приоритетной задачей, как в специализированных вузах (институты и университеты физической культуры) и происходит по «остаточному принципу»;
- система проведения студенческих соревнований не согласована РССС с государственными структурами: министерством спорта и туризма, департаментами физической культуры и спорта (ФКИС) и др.;
- соревнования Московских студенческих игр, приводящиеся по более, чем 70-ти видам программы, не входят в Единую Всероссийскую классификацию;
- кадровая политика, сложившаяся в студенческом спорте неперспективна: по естественным причинам выбывают воспитанные ещё в советское время преподавательские кадры, на смену которым молодежь не идет, так как заработная плата тренера-преподавателя сборной команды вуза составляет 3 000-6 000 рублей в месяц. Поэтому в МГСУ, как и в других университетах, работают практически только пенсионеры и фанаты своего дела, да и то почти 1/3 из них составляют спортсмены – выпускники своего вуза.

Результаты: Поэтому для достижения успехов в развитии студенческого спорта необходимо отметить, что пути выхода из кризиса и возрождение эффективной структуры массовой работы дает распоряжение правительства РФ 07.08.2009 г. №1101-Р «О развитии студенческого спорта, спортивных клубов вузов и информационной поддержке». Этим распоряжением утверждена разработанная совместно с президентом РФ стратегия развития физкультуры и спорта до 2020г. (далее стратегия). Важными аспектами стратегии являются:

- возрождение спортивных клубов в организациях и предприятиях, как структурных подразделениях;
- привлечение к систематическим занятиям физкультурой и спортом не менее 80% обучающихся и студентов дневной формы обучения;
- сохранения обязательной формы физкультурного образования не менее 4 раз в неделю;
- повышение уровня обеспеченности населения спортивными сооружениями, исходя из их единовременной

пропускной способности не менее 48 %;

- финансового организационного обеспечения студентов в российских и международных соревнованиях;
- создание межвузовских центров студенческого спорта на базе крупных спортивных комплексов.

Однако надо отметить главный недостаток стратегии – финансирование всех положительных действий и мероприятий осуществляется за счет местного бюджета. А это в свою очередь без должного спроса и законодательно закреплённой обязанности не позволит осуществить данное мероприятие в запланированном объеме и не приведет к желаемому результату. Поэтому для достижения успеха необходимо:

- наличие необходимой законодательной базы;
- создание четкой структуры организации спортивно - массовой работы в вузах,
- создание достойной и гибкой системы оплаты труда, а также поощрений для тренеров-преподавателей и спортсменов, повышение общественного статуса профессии преподавателя вуза;
- создание спортивных клубов в вузах как их структурных подразделений, финансируемых из средств государственного бюджета, обязанных проводить всю внеучебную спортивно-массовую и физкультурно-оздоровительную работу;
- обеспечение строгого подчинения спортивных сооружений вузов интересам студенческого спорта, а не коммерции – обеспечение руководящей роли кафедры «Физического воспитания и спорта» и спортивных клубов;
- создание системы студенческих соревнований от низовых коллективов до чемпионатов России, координированных с соревнованиями департаментов ФКиС, а также включение этих соревнований в единую спортивную классификацию России.

СТУДЕНТЫ-СПОРТСМЕНЫ: ВОПРОС ДВОЙНОЙ КАРЬЕРЫ

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На сегодняшний день спорт представляет собой уникальный мир, в котором многие имеют возможность проявить себя и реализовать свой потенциал. Речь идет о широкой аудитории: спортсмены, представители СМИ, политики, международные и региональные бизнес структуры и т.д. В своем докладе мне хотелось бы остановиться на спортсменах, основных действующих лиц мира спорта.

Как правило, карьера спортсменов начинается достаточно рано. Когда ребенку исполняется 5-7 лет, родители, мечтающие об успешной карьере своего чада, отдают его в спортивную школу, если такая имеется в том регионе, где они проживают. Если подобной школы не оказывается вблизи, порою родители решаются на серьезный шаг в своей жизни, переезд в другой город ради успешного будущего своего ребенка. Таким образом, уже с раннего детства будущего чемпиона достаточно интенсивно начинают готовить к спортивной карьере. И мне представляется, что, чем более амбициозны планы родителей и тренеров, тем больше времени ребенок проводит в спортивном зале во время продолжительных и интенсивных тренировок.

Приобретая определенный набор побед в различных соревнованиях и чемпионатах, спортсмены-подростки продолжают спортивную карьеру, взрослея вместе со своими победами и поражениями. Но спортивная карьера людей достаточная коротка, как правило, к 35-40 годам, люди уходят из большого спорта. Уходят по разным причинам: по состоянию здоровья, по возрастным нормативам, которые не предполагают дальнейшее участие в соревнованиях. Вопрос возраста в спорте, в принципе, стоит достаточно жестко.

Тема двойной карьеры мною выбрана не случайно. Я считаю, что эта тема очень актуальна как для будущих спортсменов, так и для людей, которые уже добились видимых результатов в спорте. После окончания спортивной карьеры перед спортсменами возникает такой важный и насущный вопрос, как «чем заниматься дальше». Одним словом, возникает достаточно острая необходимость альтернативной деятельности.

Целью моего доклада явилось исследование разных аспектов необходимости развития двойной карьеры среди студентов-спортсменов и спортсменов в принципе. Это необходимо для того, чтобы, будучи реализовавшимися спортсменами, после завершения спортивной карьеры они смогли найти себе применение в других областях профессиональной жизни. При выборе альтернативной деятельности нужно понимать, что эта деятельность должна как-то совпадать с прошлым опытом, т.е. иметь отношение к спорту. Начинать карьеру в той области, которая очень далека от спорта, очень трудно и, как мне кажется, не эффективно.

При написании доклада передо мной стояли следующие задачи: определить актуальность темы двойной карьеры, проанализировать насколько эта тема раскрыта в российских и международных источниках, медиа-ресурсах, а также доказать необходимость получения дополнительных навыков среди студентов-спортсменов и проанализировать рынок образовательных услуг, которые помогут им получить дополнительные знания, кроме профессионального спортивного опыта.

В ходе работы мною были использованы такие методы, как метод анализа и синтеза, метод дедукции и индукции, аналитический, сравнительный и теоретический методы. Методологической основой явились труды российских и зарубежных авторов, статьи спортивных журналистов, размещенные на популярных сайтах о спорте, статьи психологов, изучавших тему завершения спортивной карьеры и приспособления спортсменов к новой профессиональной деятельности.

Результаты проведенного мною исследования заключаются в том, что я исследовала разные аспекты необходимости развития двойной карьеры среди спортсменов, а именно:

- Социальная составляющая - данный аспект отражает социальную значимость спортсмена, как полноценного члена общества в процессе приспособления к новому статусу, к новой профессиональной жизни и подтверждает цель моего доклада.
- Финансовая сторона - рассматривает спорт, как сферу получения стабильного и достойного дохода и доказывает необходимость развития бизнес устремлений у спортсменов с целью поддержания стабильного финансового положения после завершения их спортивной карьеры.

- Психологический подход – помогает понять, как спортсмены «ломаются» психологически после завершения карьеры и почему на личностном уровне они должны быть заинтересованы в своем дополнительном карьерном развитии.

После изучения изложенных выше аспектов я внесла свой научный вклад в обоснование значимости и актуальности такого явления среди студентов-спортсменов, как вопрос двойной карьеры.

Научная новизна моего доклада заключается в том, что я отразила финансовую составляющую при выборе двойной карьеры. Дело в том, что в используемых мною источниках достаточно широко освещались психологические и социальные стороны выбранной темы. Но финансовый вопрос часто обходят стороной, а между тем, это тоже очень важный мотиватор при выборе дополнительного образования среди студентов-спортсменов.

Результаты моего исследования имеют практического значение. В первую очередь это касается самих спортсменов. Мое исследование можно положить в основу тренингов и мастер-классов, которые, я считаю, должны организовываться для будущих спортсменов в спортивных школах и клубах, где они тренируются. Это необходимо делать для того, чтобы спортсмены знали, какие вызовы ждут их в будущем и как к ним подготовиться. Результаты моего исследования также будут полезны всем, кто интересуется темой двойной карьеры: психологи, hr-менеджеры спортивных международных и национальных ассоциаций, спортсмены, спортивные тренеры и все люди, интересующиеся данной темой. Мое исследование имеет практическую значимость также для учебных центров, университетов и академий, которые предлагают получить дополнительное образование спортсменам, т.к. объясняет значимость предлагаемых ими образовательных услуг.

ВЛИЯНИЕ XXVII ВСЕМИРНОЙ ЛЕТНЕЙ УНИВЕРСИАДЫ НА РАЗВИТИЕ СТУДЕНЧЕСКОГО СПОРТА В СТРАНЕ

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Развитие и всесторонняя поддержка спорта и физической культуры воспринимается в России как важный ресурс укрепления здоровья граждан, формирования здорового образа жизни молодого поколения, повышения спортивного имиджа страны.

Проведение Всемирных студенческих игр в Казани является одним из ключевых мультиспортивных международных событий России.

Универсиада создает предпосылки для позитивного развития проводящей ее страны, приносит долгосрочные положительные социальные и экономические изменения, устанавливает новые стандарты качества жизни, популяризирует физическую культуру и спорт в молодежной среде.

В Российской Федерации существуют давние традиции студенческого спорта. Каждый год российские студенты–спортсмены многочисленными победами на крупнейших международных студенческих соревнованиях укрепляют спортивную славу страны.

Студенческий спорт является важным звеном системы образования, этапом подготовки резерва национальных сборных команд, эффективным способом всестороннего развития личности.

Современный этап развития студенческого спортивного движения в России характеризуется появлением новых задач физического воспитания в высшей школе, направленных не только на развитие физических способностей студентов, но и на стимулирование их интереса к занятиям физической культурой и спортом, формирование ценностей здорового образа жизни, реализацию задач по профилактике социально–негативных явлений в молодежной среде.

На заседании президиума Совета при Президенте Российской Федерации по развитию физической культуры и спорта 28 июня 2010 года были определены основные приоритеты развития студенческого спорта в рамках Стратегии развития физической культуры в Российской Федерации.

Одной из основных задач является существенное увеличение к 2020 году числа учащихся, регулярно занимающихся спортом – до 80%. Очевидно, что для решения данной задачи необходимо создание доступных условий. В рамках Федеральной целевой программы «Развитие физической культуры и спорта в Российской Федерации на 2006 – 2015 годы», проекта «500 бассейнов» строится значительное количество спортивных объектов. Лицензионными требованиями к высшим профессиональным образовательным учреждениям установлены критерии по созданию необходимых условий для занятий студентов физической культурой и спортом. Образовательными программами увеличено количество часов, отводимых для занятий физической культурой и спортом.

Начиная с 2008 года, в Российской Федерации возрождено проведение студенческих Универсиад по летним и зимним видам спорта, фестивалей студенческого спорта, чемпионатов среди студентов по олимпийским видам спорта, включенным в программу Всемирной Универсиады.

Действующим законодательством введены понятия «студенческий спорт» и «студенческая лига», установлена поддержка студенческого спорта. Так, для вовлечения обучающихся в занятия спортом, его развития и популяризации в школах, колледжах и вузах могут создаваться школьные и студенческие спортивные клубы.

Особое внимание к вопросам развития студенческого спорта в России было уделено в Послании Президента Российской Федерации В. В. Путина Федеральному собранию от 12 декабря 2012 года: «Важнейшее направление – развитие физической культуры и спорта, особенно среди молодежи. Ведь именно для того, чтобы побудить людей заниматься спортом, чтобы занятие физкультурой и спортом стало модным, престижным делом, мы и организуем в нашей стране крупнейшие международные соревнования.

Считаю необходимым поддержать и идею создания ассоциаций студенческих спортивных клубов. Эта

организация призвана не только содействовать развитию студенческого спорта, но и стать в известном смысле социальным лифтом для талантливой, целеустремленной и активной молодежи. При этом считаю важным, чтобы эта организация была вообще вне всякой политики, объединяла молодежь с самыми разными политическими взглядами».

Универсиада позволяет поднять на новый качественный уровень развитие спорта и способствовать активному привлечению детей и молодежи к занятиям физической культурой и спортом, что является важным фактором укрепления здоровья, улучшения демографической ситуации, снижения количества социально-негативных явлений в молодежной среде.

Универсиада в г. Казани должна стать незабываемым грандиозным спортивным, культурно-массовым праздником для всех жителей России и всего мирового студенческого спортивного сообщества.

Нет более действенного инструмента, идеи, направленной на воспитание жизнеспособного, нравственно и физически здорового поколения, чем спорт.

Участие молодежи в школьных, вузовских, республиканских соревнованиях, присутствие в качестве зрителей на крупнейших турнирах и матчах международного уровня, встречи с выдающимися спортсменами, Олимпийские дни, Уроки Универсиады – все это направлено на формирование здорового образа жизни у молодого поколения.

Универсиада также влияет на образование и воспитание молодежи: растет ее желание получить качественное образование, изучать и знать иностранные языки, культуру и традиции стран, участвующих в международных соревнованиях.

В соответствии с Наследием Универсиады на территории Деревни Универсиады расположена Поволжская государственная академия физической культуры, спорта и туризма, которая станет современным образовательным учреждением нового уровня с мощной инфраструктурой, включающей 7 современных спортивных сооружений, научно-исследовательский институт технологий подготовки спортивного резерва, высшую школу тренеров, международный образовательный центр FISU, центр подготовки резерва сборных команд России. На базе Академии формируется новая образовательная модель в сфере физической культуры и спорта, система подготовки спортсменов высокого класса на основе эффективного использования спортивного наследия Универсиады 2013 года.

Деятельность созданного впервые в мире именно в России Международного образовательного центра FISU в г. Казани направлена на подготовку высококвалифицированных специалистов и обеспечение их участия в международных образовательных, спортивных программах и проектах.

Очевидно влияние Универсиады на формирование культуры, духовного здоровья молодого поколения. Прослеживается патриотический настрой молодежи, и многие хотят быть причастны к столь массовому спортивному, молодежному событию и участвовать в нем в качестве спортсменов, болельщиков и зрителей.

Таким образом, Универсиада, является мощным импульсом формирования здорового образа жизни молодого поколения, развития спортивной инфраструктуры и всей системы студенческого спорта.

РАЗВИТИЕ ФИЗИЧЕСКИХ КАЧЕСТВ У СТУДЕНТОВ-СПОРТСМЕНОВ, ЗАНИМАЮЩИХСЯ ФИТНЕС-АЭРОБИКОЙ

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В системе тренировочного процесса спортсмена наряду с решением различных задач тактической и технической подготовки, теоретической, волевой, психологической подготовки важнейшее место занимает физическая подготовка. Обеспечивая развитие силовых, скоростных, координационных способностей, выносливости, гибкости, она способствует также и формированию ритмо-скоростной структуры двигательных действий спортсмена, закреплению рациональной аэробной техники.

Ю.В. Верхошанский, Л.П. Матвеев, Н.Г. Озолин и другие ученые отмечают, что физические качества настолько тесно связаны между собой, что развить одно из них до высокого уровня без оптимального развития других физических качеств невозможно.

Анализ научных исследований по вопросам воспитания физических качеств спортсменов показал, что в последнее время внимание специалистов в сфере спорта направленно на изучение и подбор наиболее эффективных средств и методов физической подготовки, которые предъявляют повышенные требования к функциональным системам организма спортсмена, возможностями которых и определяется успех соревновательной деятельности.

То, что высокий уровень физической подготовленности чрезвычайно важен для спортсменов различной специализации и квалификации, доказано и спортивной практикой, и специальными исследованиями в разных видах спорта. По нашему мнению, основополагающую и решающую роль в подготовке спортсменов по фитнес-аэробике играет физическая подготовка. В пользу этого предположения говорят и регулярные победы на чемпионатах мира и Европы по фитнес-аэробике команд из Чехии, которые главенствующую роль в подготовке спортсменов по фитнес-аэробике отдают физическому и эстетическому развитию спортсменов.

Для успешной подготовки студенческой команды по фитнес-аэробике к наиболее важным соревнованиям сезона необходимо уделять достаточное внимание не только развитию гибкости и выносливости, но и одновременно повышать скоростно-силовые качества. При слабом развитии отдельных мышечных групп спортсменов нарушается биомеханика движений, ухудшается координация двигательных действий, а это приводит к затруднению дыхания и увеличению энергетических затрат. Все это отрицательно сказывается на общей картине выступления команд. Поэтому, мы считаем, что для улучшения соревновательного выступления команды в первую очередь необходимо делать основной упор на скоростно-силовую подготовку, а также на подбор наиболее эффективных в этом плане упражнений и их оптимальной дозировке. Кроме того, большое внимание при подготовке зарубежных спортсменов уделяется специфической направленности развития физических качеств, которые в последствии являются своеобразной базой для достижения высоких результатов.

На основании календарного плана соревнований, нами были выделены три периода непосредственной предсоревновательной подготовки. Первый - переход от общей специальной направленности к специфической, второй – совершенствование специфических качеств спортсменов по фитнес-аэробике, третий – достижение максимального результата на наиболее значимых соревнованиях.

В процессе общефизической подготовки наших спортсменов на каждом занятии от 20 до 40 минут отводиться общеразвивающим упражнениям скоростно-силового характера. Для этой цели используют три основные группы физических упражнений:

- Приседания (с сопротивлением партнера на полной стопе, на носках, на одной ноге с опорой на полную стопу, на носках, с партнером на плечах у опоры).
- Беговые и прыжковые упражнения (выполнение базовых шагов, прыжков на 4 счета, бег с партнером на спине, выпрыгивание из низкого приседа, прыжки на двух ногах в полуприседе, прыжки на одной и другой ноге, подтягивая колено толчковой к груди, прыжки на двух ногах, подтягивая колени к груди и т.д.).
- Упражнения для укрепления спины и брюшного пресса на гимнастической скамейке (сидя и вися поднимание и опускание прямых ног, подъем туловища с отягощением, складка, чередование статических и динамических упражнений и др.).

При выполнении упражнений следует учитывать, что количество повторений упражнений зависит от подготовленности занимающихся. Немаловажное значение во время выполнения упражнений имеют процессы утомления и восстановления. При выполнении упражнения на двух ногах, процесс утомления стремительно охватывает симметричные группы мышц и для их последующего восстановления требуется значительное время. Исследованиями ученых было обнаружено, что при поочередной работе конечностей утомление, развившееся в одной из них, в значительной степени устраняется в процессе работы другой конечности. Это явление носит название «активного отдыха». Данное положение следует учитывать, так как оно помогает повысить плотность занятия и работоспособность студентов – спортсменов.

Так как в процессе естественного бега, во время отталкивания, на каждую ногу приходится 100% массы тела человека, то при выполнении приседаний и прыжковых упражнений на двух ногах нагрузка на каждую конечность будет адекватной лишь при условии выполнения упражнения с отягощением. Например, спортсменка масса тела, которой равна 60 кг, выполняя упражнение на двух ногах, испытывает нагрузку на каждую конечность в 30 кг, а выполняя упражнение на одной ноге – 60 кг. Чтобы получить такой же эффект от упражнения на двух ногах, ему необходимо использовать отягощение равное весу собственного тела $(60+60):2$.

Значительные приросты силовых качеств, необходимых в процессе выполнения общефизической работы, наблюдаются в результате применения прыжковых упражнений. Так «длинные» прыжки (многоскоки) способствуют развитию силовой выносливости и необходимы при подготовке к выполнению синхронной четко координированной композиции в течении двух минут. Эффект «коротких» мощных прыжков проявляется в повышении взрывных усилий, необходимых при выполнении к композиции высоких оценочных прыжков. При применении комбинации «длинных» и «коротких» прыжков наблюдается сопряжено-последовательный метод организации скоростно-силовой нагрузки, постепенно повышающей тренированность нижних конечностей и организма спортсмена в целом.

Главный принцип скоростно-силовой подготовки – от объемных нагрузок умеренной интенсивности к оптимальным нагрузкам с проявлением максимальных усилий.

Основой взаимосвязи между техникой, спецификой исполнения композиции и физической подготовленностью спортсменов команды служит единство двигательных качеств и навыков, которое обусловлено анатомическими, физиологическими закономерностями, общностью условно-рефлекторного механизма, лежащего в основе развития как двигательных навыков, так и физических качеств. Нами был выполнен специальный анализ структуры сторон физической подготовленности спортсменок в фитнес-аэробике и результативности их соревновательной деятельности, который позволил определить значимость различных сторон физической подготовленности на спортивный результат.

С помощью математического анализа удалось выявить, какие конкретные физические качества спортсменок занимающихся фитнес-аэробикой определяют спортивный результат. Факторная структура специальной физической подготовленности в фитнес-аэробике может быть представлена следующими факторами:

- скоростно-силовыми способностями (ССС);
- специальной скоростно - силовой выносливостью (ССВ);
- высококоординационными способностями (ВКС);
- гибкостью (ГБ).

Наглядное представление о факторной структуре средств физической подготовленности дает секторная диаграмма (рис.1).

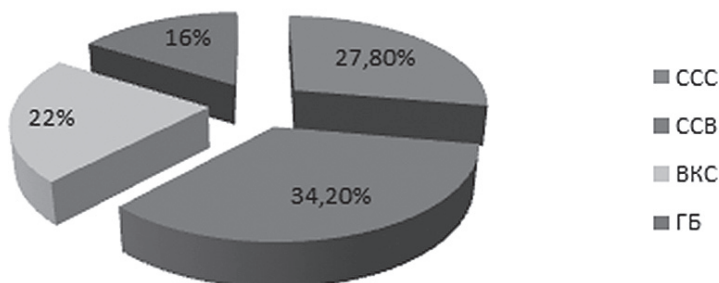


Рис. 1. Процентная значимость влияния структуры физических качеств студентов – спортсменов по фитнес-аэробике на спортивный результат

Делая выводы из нашего исследования, можно отметить, что выявленная факторная структура физической подготовленности студентов-спортсменов СГЭУ дает возможность достаточно четко ориентировать тренеров в планировании тренировочного процесса на рациональное распределение средств физической подготовки. Также следует отметить, что полученные знания о значимости элементов структуры в эффективности соревновательной деятельности прямо указывают на необходимость развития скоростно-силовых способностей и специальной скоростно - силовой выносливости как основы результативного выступления спортсменов в соревнованиях по фитнес-аэробике.

Естественно, что представленные рекомендации формирования скоростно-силовых качеств и их роль в эффективной реализации специфического двигательного потенциала, не претендует на полное решение всех проблем системы специальной физической подготовки в спорте.

О ПРАВОВЫХ ОСНОВАХ СТУДЕНЧЕСКОГО И ОЛИМПИЙСКОГО СПОРТА: ЕДИНСТВО И ДИФФЕРЕНЦИАЦИЯ

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Проводимую в этом году XXVII Всемирную летнюю универсиаду 2013 года в г. Казани (далее – Универсиада 2013 г.) нередко называют подготовкой к XXII Олимпийским зимним играм 2014 года в г. Сочи (далее – Олимпиада 2014 г.), их своего рода репетицией. Действительно, во многом это так, особенно в плане обеспечительной деятельности, известной схожести процедур их организации (крупномасштабное строительство, развитие транспортной инфраструктуры и проч.). По сути дела, в обоих случаях речь идет о мировых спортивных мероприятиях, проходящих на территории России, затрагивающих множество видов спорта. Иными словами, и Универсиада 2013 г., и Олимпиада 2014 г. – это значительные во всех отношениях (в плане спорта, экономики, политики и др.) спортивные события, что фактически ставит их по целому ряду показателей на один уровень.

Общность Универсиады 2013 г. и Олимпиады 2014 г. довольно отчетливо проявляется и в правовом отношении. Эти спортивные мероприятия, хотя еще и не проведены, но в плане их организации уже заметно влияют на право. Так, подготовка к ним явилась, по сути дела, основанием для появления в Федеральном законе от 4 декабря 2007 г. № 329-ФЗ «О физической культуре и спорте в Российской Федерации»¹ с изм. и доп. (далее – ФЗ о физической культуре и спорте) норм о волонтерстве. Согласно ст. 2 ФЗ о физической культуре и спорте, волонтеры – это граждане Российской Федерации и иностранные граждане, участвующие на основании гражданско-правовых договоров в организации и (или) проведении физкультурных мероприятий, спортивных мероприятий без предоставления указанным гражданам денежного вознаграждения за осуществляемую ими деятельность. Из этого определения следует, что основы правового статуса волонтеров общие и для студенческого, и для олимпийского спорта. В любом случае база данного статуса носит гражданско-правовой характер и подлежит оценке, в первую очередь, с позиции цивилистики.

Естественно, что у Универсиады 2013 г. и Олимпиады 2014 г. есть и свои существенные отличия организационного, экономического и другого характера. Названные спортивные события являются ключевыми, прежде всего, в своей сфере спорта. В конечном счете, подобные отличия определяются существующими различиями этих сфер, то есть студенческого и олимпийского спорта. Названные области спорта различаются, а также имеют черты сходства и в правовом отношении. В целом, их правовое регулирование построено на общем правовом принципе единства и дифференциации².

Прежде всего, следует отметить, что отношения, связанные с олимпийским спортом, регламентируются более детально, чем отношения, связанные со студенческим спортом. Это видно, как минимум, по двум позициям. Во-первых, указанная детализация как форма дифференциации правового регулирования усматривается из самого факта существования применительно к XXII Олимпийским зимним играм и XI Паралимпийским зимним играм 2014 года в г. Сочи отдельного Федерального закона от 1 декабря 2007 г. № 310-ФЗ «Об организации и о проведении XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в городе Сочи, развитии города Сочи как горноклиматического курорта и внесении изменений в отдельные законодательные акты Российской Федерации»³ с изм. и доп. (далее – ФЗ о проведении XXII Олимпийских зимних игр). Представляется верным в перспективе подобное специальное нормативное правовое регулирование отношений по проведению крупнейших мировых спортивных мероприятий унифицировать и закрепить на федеральном уровне отдельный блок норм, посвященных данному вопросу.

В связи с проведением мероприятий по подготовке Универсиады 2013 г. высказывалось предложение о принятии аналогичного федерального закона, регулирующего отношения по организации и проведению отмеченного международного спортивного мероприятия. Затем возобладала позиция, в соответствии с которой было признано отсутствие необходимости в специальном федеральном законе, регламентирующем названные отношения. В итоге был принят и введен в действие целый ряд нормативных правовых актов разного уровня⁴,

¹ Собрание законодательства РФ. - 2007. - № 50. - Ст. 6242.

² В отечественной доктрине одним из основных научных трудов, посвященных этому принципу, является следующая работа: Егоров Н.Д. Гражданско-правовое регулирование общественных отношений: единство и дифференциация. - Л.: Изд-во Ленинг. ун-та, 1988. - 176 с.

³ Собрание законодательства РФ. - 2007. - № 49. - Ст. 6071.

⁴ Об этом см. подробнее: Челышев М.Ю. Правовое обеспечение XXVII Всемирной летней Универсиады 2013 года в г. Казани: законодательство России и Республики Татарстан // Пятая международная научно-практическая конференция «Спортивное право: перспективы развития»: материалы конференции / Под общ. ред. К.Н. Гусова, А.А. Соловьева, сост. Д.И. Рогачев, О.А. Шевченко. – М., 2011. – 191 с. – С. 169-176. Имеется и целый ряд международных актов, посвященных студенческому спорту, Всемирным универсиадам. Об этом см.: Васильевич В.П. Правовое

направленных на правовое обеспечение и проведение Универсиады 2013 г.

Таким образом, специальное правовое регулирование отношений по организации и проведению Олимпиады 2014 г. на уровне федеральных законов ныне осуществляется по базовой схеме: ФЗ о физической культуре и спорте - ФЗ о проведении XXII Олимпийских зимних игр, а Универсиады 2013 г. – только ФЗ о физической культуре и спорте. С другой стороны, специфика студенческого спорта, в целом, свидетельствует, что эта сфера должна регулироваться не только собственно законодательством о физической культуре и спорте, но и законодательством об образовании (в широком смысле)⁵. Думается, что такой подход явствует из позиции законодателя, согласно которой одним из элементов системы образования выступает физическая культура и спорт (см., например, название ст. 28 ФЗ о физической культуре и спорте – «Физическая культура и спорт в системе образования»).

Во-вторых, рассматриваемую дифференциацию можно наблюдать в ФЗ о физической культуре и спорте, где сравнительно больший объем норм посвящен олимпийскому спорту и, соответственно, меньший - студенческому. Например, здесь довольно детально регулируются вопросы организации олимпийского спорта и олимпийского движения. В соответствии со ст. 11 ФЗ о физической культуре и спорте, олимпийское движение России является составной частью международного олимпийского движения, целями которого являются пропаганда и внедрение принципов олимпийского движения, содействие развитию физической культуры и спорта, укрепление международного спортивного сотрудничества, участие в Олимпийских играх и других международных спортивных мероприятиях, проводимых под патронажем Международного олимпийского комитета. Олимпийское движение России возглавляется Олимпийским комитетом России.

Вместе с тем, нужно заметить, что ФЗ о физической культуре и спорте содержит определение только студенческого спорта, что также выступает одним из проявлений отличий правовых основ названного спорта и спорта олимпийского. Как установлено в ст. 2 этого закона, студенческий спорт – это часть спорта, направленная на физическое воспитание и физическую подготовку обучающихся в образовательных учреждениях среднего профессионального и высшего профессионального образования, их подготовку к участию и участие в физкультурных мероприятиях и спортивных мероприятиях, в том числе в официальных физкультурных мероприятиях и спортивных мероприятиях. Исходя из данного легального определения, можно сделать вывод, что студенческий спорт может и не относится к той части спорта, которая является спортом высших достижений. В тоже время в специальной литературе по спортивному праву олимпийский спорт характеризуют именно как составную часть мирового спорта высших достижений⁶.

Чем еще отличаются студенческий и олимпийский спорт в части правовых основ? Стоит обратить внимание на их различие по нормативным источникам. Скажем, в отношении студенческого спорта действует сравнительно много актов субъектов Российской Федерации, включающих нормы о студенческом спорте: Закон Кабардино-Балкарской Республики от 26 июля 2010 г. № 60-РЗ «О регулировании отношений в сфере физической культуры и спорта в Кабардино-Балкарской Республике», Закон Хабаровского края от 28 ноября 2012 г. № 240 «О развитии физической культуры и спорта в Хабаровском крае»⁷ и др. В анализируемой правовой сфере имеется и Модельный закон «О студенческом спорте», принятый постановлением Межпарламентской Ассамблеи государств - участников СНГ от 16 июня 2003 г. № 21-98.

В исследуемом контексте различия нормативных источников можно указать и на другие аспекты, в частности, на недавнее появление в Кодексе Российской Федерации об административных правонарушениях новой ст. 14.15.1, вводящей административное наказание за нарушение порядка продажи входных билетов и изменение при продаже входных билетов установленной стоимости входных билетов на посещение спортивных мероприятий и церемоний XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в городе Сочи. Представляется, что опыт применения этой статьи позволит определиться за или против введения подобного административного состава для всех иных международных спортивных мероприятий.

С точки зрения права можно провести различие отмеченных сфер спорта и по субъектному признаку.

обеспечение XXVII всемирной летней универсиады 2013 года в г. Казани: международно-правовое регулирование // Пятая международная научно-практическая конференция «Спортивное право: перспективы развития»: материалы конференции / Под общ. ред. К.Н. Гусова, А.А. Соловьева, сост. Д.И. Рогачев, О.А. Шевченко. – М., 2011. – 191 с. – С. 38-44.

⁵ Например, упоминание о студенческих спортивных клубах содержится в ст. 27 Федерального закона от 29 декабря 2012 г. № 273-ФЗ «Об образовании в Российской Федерации» с изм. и доп. // Собрание законодательства РФ. - 2012. - № 53 (часть I). - Ст. 7598.

⁶ См.: Алексеев С.В. Олимпийское право. Правовые основы олимпийского движения: учебник для студентов вузов, обучающихся по направлениям «Юриспруденция» и «Физическая культура и спорт» / под ред. П.В. Крашенинникова. – М.: ЮНИТИ-ДАНА: Закон и право, 2010. – 687 с. - С. 19.

⁷ См. в СПС «Гарант».

⁸ СПС «Гарант».

Так, ст. 5 ФЗ о физической культуре и спорте к специальным субъектам физической культуры и спорта относит: спортивные клубы, включая и студенческие (ст.ст. 19, 28 ФЗ о физической культуре и спорте), студенческие спортивные лиги, Олимпийский комитет России, Паралимпийский комитет России, Сурдлимпийский комитет России, Специальную олимпиаду России; Российский студенческий спортивный союз.

Разграничивая обозначенных субъектов в рамках их общей системы, ФЗ о физической культуре и спорте закрепляет и специфику правового положения таких лиц. Например, ст. 11 названного акта довольно детально определяет правовое положение Олимпийского комитета России. Указанный субъект представляет собой общероссийское общественное объединение, осуществляющее свою деятельность в соответствии с законодательством Российской Федерации об общественных объединениях, Олимпийской хартией Международного олимпийского комитета и на основе признания Международным олимпийским комитетом, а также в соответствии со своим уставом.

Конечно, в контексте рассматриваемого субъектного признака можно обнаружить и сходство правовых основ студенческого и олимпийского спорта. Оно проявляется в общем подходе законодателя к правовой регламентации соответствующих отношений, выраженном в применении специального приема юридической техники: закрепить перечень определенных субъектов – установить круг (исчерпывающий или открытый, детальный или в общем виде) их прав (обязанностей) в конкретной спортивной сфере. Скажем, в ст. 11 ФЗ о физической культуре и спорте формулируются права (обязанности) Олимпийского комитета России, а на основании ст. 28 определяются, в частности, права (обязанности) студенческих спортивных клубов.

Отмеченное сходство правовых основ можно увидеть и в иных нормах ФЗ о физической культуре и спорте, например, в отдельных принципах законодательства о физической культуре и спорте. В силу ст. 3 ФЗ о физической культуре и спорте, к числу принципов законодательства о физической культуре и спорте относится содействие развитию всех видов и составных частей спорта, в том числе детско-юношеского спорта, школьного спорта и студенческого спорта, с учетом уникальности спорта, его социальной и образовательной функций, а также специфики его структуры, основанной на добровольной деятельности его субъектов. На этом примере можно сделать вывод, что базовые принципы правовых основ студенческого и олимпийского спорта, по сути дела, совпадают.

Известное единство правовых основ студенческого и олимпийского спорта выражено и в правилах о полномочиях Российской Федерации и ее субъектов в области физической культуры и спорта. Так, в силу ст. 6 названного акта, к полномочиям Российской Федерации в области физической культуры и спорта относятся, в частности, участие в организации на территории Российской Федерации Олимпийских игр, чемпионатов и кубков мира, чемпионатов и кубков Европы, Всемирных универсиад, иных международных спортивных соревнований с учетом требований, установленных соответствующими международными спортивными организациями; содействие развитию детско-юношеского спорта, школьного спорта, студенческого спорта, массового спорта, спорта высших достижений и профессионального спорта.

В тоже время органы государственной власти субъектов Российской Федерации за счет средств собственных бюджетов вправе, например, оказывать содействие развитию детско-юношеского спорта, школьного спорта, студенческого спорта, массового спорта, спорта высших достижений и профессионального спорта (ст. 8 ФЗ о физической культуре и спорте). Также они могут устанавливать дополнительное материальное обеспечение лицам, имеющим выдающиеся достижения и особые заслуги перед Российской Федерацией в области физической культуры и спорта. Получается, что развитие, в частности, студенческого спорта и спорта высших достижений относится и к компетенции России, и ее субъектов. Правда, тут есть и отличия – в части правового обеспечения (его содержания – установления основных или дополнительных правовых стимулов и др.), источников финансирования и проч.

СПОРТ И ОКРУЖАЮЩАЯ СРЕДА - ЭКОСПОРТИВНАЯ ТЕМАТИКА В СТУДЕНЧЕСКОМ ОБРАЗОВАНИИ И ПРАКТИКЕ СПОРТА

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В настоящее время, в связи с ускоряющимся научно-техническим прогрессом, экономические, социальные, технологические и естественные (биологические) процессы стали рассматриваться как более тесно связанные между собой. Это в значительной степени касается таких проблем, как «Спорт и окружающая среда».

Накоплен опыт экологизации крупномасштабных международных спортивных соревнований (Олимпийские Игры, Универсиады и другие). При этом исследователи исходят из концепции устойчивого развития человеческого сообщества и природы, принятой на Всемирных форумах ООН в Рио-де-Жанейро в 1992 году, Йоханнесбурге 2002 году (РиО +10), на др. международных встречах и изложенных в эколого-ориентированных документах Международного Олимпийского Комитета. Однако, как показало время, не все об этом догадываются!

Дэвид Сузуки - основатель экологической группы на Олимпиаде в Ванкувере сказал: «характерно, большинство чиновников даже не знают, что защита окружающей среды является одним из трех официальных столпов олимпийского движения».

Тем не менее за последние годы изучен, обобщен и проанализирован передовой современный отечественный и зарубежный опыт решения проблем и комплекса вопросов, связанных с экологизацией Олимпийских игр в Пекине(2008), Ванкувере (Канада, зима 2010 г.), Лондоне (2012) и при подготовке к олимпийским играм в Сочи (2014г.).

Как известно - Олимпийские игры, Универсиады (радостный пик настроения и спортивной формы для молодых людей, для студенчества) зачастую сопровождается в организме спортсмена «иммунологическим провалом», за которым следует воспалительная нозология, развитие аллергических реакций и, в целом, истощение живительных сил, которые обычно дает спорт.

Но если этот пик формы достигается при тренировке или соревновании в экологически неблагоприятных условиях, подобного рода проявления со стороны организма усугубляются по интенсивности и растягиваются по времени. Именно данные обстоятельства являются предметом периодического рассмотрения на заседаниях специальной Комиссии Международного Олимпийского Комитета «Спорт и окружающая среда» и аналогичной Комиссии, созданной недавно в России (Тарпищев Ш.А.)

Современный спорт охватывает все - от пространства человеческой души до огромных природных пространств. И он, как любой «захватчик» может привнести в жизнь человека, общества и природы бриллиант новой культуры с его ослепительным страстным блеском и антропогенный негатив.

Исследователи спорта уделили особое внимание эколого-негативным последствиям развития спорта и спортивной индустрии (при этом необходимо учитывать, что спорт высших достижений без болельщиков – ничто, однако спорт с болельщиками это - потенциальная опасность для общества и природы).

Когда рассматриваются спортивно-природные связи под природой понимается не только биологическая ее составляющая, но и то, что создано человеком в природной среде за многие годы развития человеческих цивилизаций. Пример тому – антропогенный химический автомобильный смог или электромагнитный фон, зачастую невидимый, но существующий в среде проживания и общения спортсменов и болельщиков, в процессе тренировок и соревнований. При этом загрязнения воздуха могут принимать разные формы. Химические загрязнения от мебели, ковров, чистящих средств, от местных и дальних источников, от электростанций, заводских выбросов и прочих источников являются угрозой здоровью спортсмена. Есть и другие примеры.

Организаторы Олимпиады в Ванкувере сделали хорошую работу в таких областях, как строительство энергосберегающих сооружений, но не справились с проблемами компенсации выбросов углекислого газа, связанных с транспортными перевозками. Планы получить звание самой «зеленой» Олимпиады реализованы не были.

Значительный вклад в развитие направления «Спорт и окружающая среда» в научно-педагогической практике

сделали многие ВУЗ(ы) и НИИ России. Из них выделяется Московский государственный строительный университет, который с помощью научных сотрудников Всероссийского НИИ физической культуры и спорта не только активно внедрил экоспортивную тематику в педагогический процесс, но и решил целый ряд практических задач по проблеме «Спорт и окружающая среда».

Оформлены проектные предложения по темам:

- «экоспорт-как новый вид спорта» (для технических и строительных вуз(ов);
- «евротур-янтарное ожерелье европы» (для гуманитарных вуз(ов);
- «экоконтроль-экоспортивный аудит» (для юридических и экономических ВУЗ (ов) и др.

Разработан «Кодекс поведения спортсменов при тренировках и соревнованиях в естественной природной среде» для спортивных команд тех видов спорта, сценарий которых развивается в естественной природной среде.

ПРИМЕНЕНИЕ ВОССТАНАВЛИВАЮЩЕГО МИКРОЦИКЛА В ПОДГОТОВКЕ БАДМИНТОНИСТОВ ПОВОЛЖСКОЙ ГАФКСИТ К УНИВЕРСИАДЕ-2013

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Актуальность: Возможность выступления на Универсиаде-2013 актуализируют вопросы построения тренировочного процесса перед спортсменами, тренерским составом и другими заинтересованными лицами

В теории – микроцикл это серия из 4 - 20 занятий, решающих тренировочную задачу. Семидневные микроциклы являются основной структурной единицей. В основном они хорошо вписываются в календарную неделю. Хотя существует и иное планирование продолжительности микроцикла. Такое построение увязывается с подготовкой к ответственным соревнованиям бадминтонистов. Наиболее важными условиями, изменяющими структуру микроциклов являются следующие факторы:

- 1) количество занятий, общая продолжительность микроцикла и его содержание;
- 2) определенное чередование нагрузок и отдыха;
- 3) тренировочный и общий режим спортсмена;
- 4) место микроцикла в общей системе построения тренировочного процесса. В тренировке бадминтонистов, применяют несколько типов микроциклов: втягивающие, ударные, подводяще-моделирующие, соревновательные и восстановительные.

Наибольший интерес представляет для нас восстановительный микроцикл. Необходимость его применения обусловлена интенсивной предшествующей работой, и планируется он, как правило, после серии ударных микроциклов или напряженных соревнований. Учитывая специфику построения календаря соревнований и большое их количество приходится идти на своеобразные действия, помогающие поддерживать набранную спортивную форму.

Классические тренировочные методики, предусматривают достижение мышечной гипертрофии, посредством последовательного достижения сверхвосстановления мышц и организма в целом к моменту каждой напряженной (пиковой) тренировки. Быстровосстанавливающаяся функция – это обобщенный показатель энергетики мышц. Адаптация мышц в энергетической сфере приводит к снижению разрушительного эффекта тренировки, именно поэтому адаптация мышц к определенному объему работы приводит к тому, что данная нагрузка не оказывает существенного разрушительного воздействия на клеточные структуры мышц и, соответственно, снижается потребность спортсмена в отдыхе после тренировки, что дает возможность поддерживать достигнутый уровень нагрузки без функционального спада.

Для перехода на новый уровень работоспособности мышц увеличивается общий объем нагрузок при сохраняющейся частоте тренировок, что вновь приводит к функциональному спаду, и процесс повторяется. Тренировочный процесс разбивается на двухнедельные микроциклы (24 тренировочных занятий). В начале каждого микроцикла спортсмен работает с меньшим напряжением, Нагрузка увеличивается от тренировки к тренировке таким образом, что работа до «отказа» проводится лишь в последнюю тренировку микроцикла, соответственно, за пиком нагрузки в конце одного микроцикла, следует работа с относительно низкой интенсивностью в начале следующего.

Таким образом, мышцы получают возможность восстанавливаться в течение почти двух недель вплоть до новой ударной нагрузки в конце нового микроцикла. Мышцы адаптируются к работе значительно быстрее, поэтому от микроцикла к микроциклу воздействие ударных тренировок на сократительные структуры мышц должно уменьшаться, но эта проблема решается постоянным повышением средней интенсивности микроциклов. На принципе чередования ударных и восстановительных микроциклов основано большинство тренировочных методик «классической» спортивной школы. Применение функционального спада – состояния снижения функциональных возможностей спортсмена, в которое он неминуемо попадает по причине накопления усталости. При появлении признаков функционального спада (невозможности выполнить запланированный объем работы) производится снижение нагрузки, благодаря чему происходит восстановление и сверхвосстановление тренируемых функций, что в дальнейшем позволяет спортсмену закрепиться на новом объеме тренировочных нагрузок, то есть выдерживать большую нагрузку без функционального спада. Прерывание процесса

восстановление мышц новыми напряженными тренировками не сказывается положительно на результате восстановления и может стать причиной замедления прогресса. Здесь важно увеличение нагрузки, приводящее к состоянию функционального спада, затем снижение нагрузки (восстановительный микроцикл), приводящий к сверхвосстановлению и только после этого-повышение нагрузки в состоянии сверхвосстановления, закрепление на новом уровне нагрузки без функционального спада.

Таким образом создаются предпосылки продления пика спортивной формы бадминтонистов, повышение их рейтинга и успешность выступлений.

В ЗАЩИТУ ОЛИМПИЙСКИХ ИГР

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Олимпийские игры (ОИ) величайшее явление современности. По своей грандиозности, они несравнимы ни с каким, другим явлением социальной жизни современного общества. И, тем не менее, находятся в опасности. Что же им угрожает? Как ни странно, прежде всего, деятельность самих же организаторов этого мероприятия, тот же Международный Олимпийский комитет (МОК). Тогда кто же должен бороться за сохранение Игр? Да те же самые организаторы Игр и прежде всего, МОК.

Опасность представляет бездумное расширение Игр. Постоянное увеличение числа разыгрываемых медалей. Первые ОИ 1896 года – Афины (Греция) разыгрывалось – 44 комплекта наград. Когда Советский Союз впервые выступил на ОИ в 1952 году (Хельсинки), уже разыгрывалось 144 комплекта наград. Через 60 лет в 2012 году Лондоне уже 302 награды. То есть за 60 лет выступления нашей команды число разыгрываемых медалей более чем удвоилось. Если так пойдет дальше, то к концу XXI века их число достигнет 1000.

Следует заметить, это в природе и в обществе проявляется такая закономерность – при чрезмерном развитии какого-либо явления оно превращается в свою противоположность, попросту деградирует. Например, бесконтрольное увеличение числа личных автомобилей в городах, не улучшает транспортное сообщение, а парализует его. Второй пример, большой спорт не улучшает здоровье спортсменов, а скорее ведет к его разрушению. Дело в том, что на этом уровне борьба за первенство ведется на грани человеческих возможностей, а чаще за их пределами.

Расширение масштабов ОИ не только увеличивает расходы на их проведение, но и ведет к качественному изменению самих игр. На наш взгляд, в настоящее время, достигнут разумный предел в числе разыгрываемых комплектов наград (примерно 350).

1. Дальнейшее увеличение пойдет за счет включения в программу Игр новых видов спорта и появление новых номинаций (дисциплин) в уже имеющихся.

Количество новых видов спорта растет взрывообразно. Многие из них получают статус олимпийских видов спорта, то есть признаются МОК. Какие же из них следует включать в Олимпийские игры? На наш взгляд, прежде всего классические виды спорта. Такими следует считать те виды, которые существуют давно, проводились на первых Олимпиадах современности, в том числе и ОИ древности. Вот конкретные виды спорта первых Олимпийских игр: 1896 г. Афины. Греция; борьба классическая (ныне греко-римская), велоспорт, гимнастика, легкая атлетика, плавание, стрельба пулевая, теннис, тяжелая атлетика, фехтование. На вторых играх 1900 г. Париж, к ним добавились водное поло, гребля, парусный спорт, регби, футбол, стрельба из лука и другие виды, которые больше не повторялись.

Обратите внимание на первый вид спорта первой Олимпиады – борьба классическая. Вот именно – классическая. Борьба была одним из основных видов соревнований на играх древней Греции. Изображение борцов украшают амфоры и другие материальные свидетельства древней культуры. Борец Милон Кротонский – герой ОИ древности. И именно борьбу хотят исключить из программы ОИ, начиная с 2020 года под предлогом, что соревнования по борьбе пользуются меньшей популярностью у зрителей. Но по таким же критериям могут пострадать и другие виды спорта, те же легкая и тяжелая атлетика, гимнастика. Делается это все под давлением определенных заинтересованных стран.

Реакция в обществе на такие дискриминационные действия может иметь далеко идущие последствия. Олимпийский чемпион по борьбе из Болгарии в знак протеста объявил об отказе от золотой медали. Его примеру хотят последовать и другие борцы. А вслед за этим некоторые страны могут бойкотировать Игры.

2. Виды спорта, в которых постоянно соревновались олимпийцы первой половины прошлого столетия, должны быть неприкасаемыми. Некоторым из них сотни и даже тысячи лет. Только тогда ОИ останутся классическими соревнованиями, иначе они будут разбавлены, быстрорастущими новыми видами спорта. Здесь на уровне Олимпиады все, как в искусстве, музыке, балете. То, что исключительно хорошо и вечно – это и есть классика. Сравните такие пары видов спорта: английский футбол, которому только официально 150 лет, и пляжный футбол; горнолыжный спорт (слалом, слалом-гигант и скоростной спуск) и многочисленные быстроменяющиеся виды сноуборда, могул; бокс (опять же английский) и бои без правил. Первые в этих парах – это классика, остальное –

это виды спорта «однодневки», «попса», шоу на потеху зрителей.

Последнее время часто говорят о загрязнении среды. Но ведь загрязняется не только экология: земля, вода, воздух, но и вся среда обитания человека. Например, научная среда за счет появления псевдонаучных публикаций и «липовых» диссертаций. Загрязняется музыкальная сфера низкопробной попсой и безголосыми исполнителями. Загрязняется и спорт за счет появления примитивных видов спорта.

Вторая не менее опасная причина расширения числа соревнований на ОИ связана с появлением новых дисциплин (номинаций) в уже имеющихся, в том числе и классических видах спорта. Взять, к примеру, лыжный спорт. Раньше соревнования у мужчин включали такие классические дистанции, как

15км, 30км, 50км, эстафету 4х10км. И все. Теперь появились гонки с преследованием, смешанные эстафеты, лыжный спринт. И так везде.

В плавании до 1964 года пловцы соревновались в брассе, дельфине и на спине только на дистанции 200м. Сейчас во всех способах плавания есть дистанции 50, 100, 200м. Но ведь это в принципе одно и то же, и все эти дистанции может выиграть один и тот же человек.

3. Чаще всего это продвинуто США для улучшения показателей командного первенства страны.

В последнее время появилось много соревнований, соперничающих по своим масштабам с Олимпийскими играми. Взять те же Универсиады.

Так например, Универсиада 2013 года в Казани будет проводиться по 27 видам спорта, на которых будет разыграно 351 комплект наград. Это сравнимо с нынешним объемом Олимпиады, да и состав участников обоих соревнований тот же самый. Ведь студенческий возраст – это возраст большинства участников ОИ. Начали проводиться Игры молодежи по типу Олимпиад. Планируется и уже опробовано проведение детских олимпийских соревнований. Параолимпийские игры инвалидов по числу разыгрываемых медалей превысили ОИ. Есть еще и СИЗМ – соревнования среди военнослужащих стран мира, где так и сказано, что они проводятся по типу олимпийских соревнований.

В свое время МОК указывал нам на недопустимость проведения Спартакиад народов СССР и Спартакиад дружественных армий, как альтернативу ОИ. В настоящее время, если МОК своевременно не примет ограничительных мер, Олимпийские игры просто «утонут» в массе похожих соревнований. Потеряется важный момент исключительности ОИ и звание «Олимпийского чемпиона» – один раз в четыре года. Оно уже и сейчас становится в некоторой степени ущербным.

Определенная опасность для ОИ представляет применение допингов на соревнованиях. Точнее, как МОК организует борьбу с этим злом. Очень часто бывает, когда победители соревнований награждаются в торжественной обстановке, на Родине их встречают, как героев, чествуют руководители страны. А затем они дисквалифицируются за применение допинга.

4. И все попросту остаются в «дураках» из-за нерасторопности системы допинг – контроля и странной позиции МОКа. Широковещательно заявляется, что Олимпийский чемпион может быть дисквалифицирован через много лет, если будут разработаны новые, более эффективные методы повторного допинг – контроля т.е. задним числом. Сегодня спортсмен не виновен, а завтра разработали новый препарат (читай: приняли новый закон) и он станет нарушителем. Это не что иное, как нарушение юридической логики. Наверняка уже в настоящее время все процедуры допинг – контроля можно выполнить заранее, до старта, во всяком случае, до награждения, чтобы не допустить принявшего допинг на соревнование. Иначе на этой почве могут быть крупные международные скандалы.

Выбор городов организаторов Игр – это то же своего рода соревнования за право проведения Олимпиад. Мы не будем ссылаться на Олимпийскую символику – переплетение пяти колец, но заметим, что континенты на Земле все – таки существуют, это Европа, Азия, Австралия, Африка, Америка (Северная и Южная). В принципе ОИ в настоящее время можно провести на любом континенте. Однако в каждом Олимпийском цикле разгорается тяжба, где проводить очередные Игры. Многие страны каждый раз выставляют свои кандидатуры, да еще представляют несколько городов на выбор.

Чтобы упорядочить работу МОК в этом вопросе можно предложить учитывать очередность континентов для проведения Игр. Речь идет о летних ОИ. В таком случае часть стран не будет выставлять кандидатуры своих

городов и проведение конкурса упростится. Если еще установить, что страна не может два раза подряд представлять свой континент, то право каждой страны на повторное проведение ОИ будет отсрочено минимум на 40 лет. Иначе некоторые страны необоснованно часто могут проводить Игры. Взять те же США: 1904 год – Сент Луис, 1932 год – Лос – Анжелес, 1984 год – опять же Лос – Анжелес,

5.1996 год – Атланта. В последнем случае США проводили Игры всего через 12 лет, «укравав» Юбилейную Олимпиаду (в год 100 летия Олимпийских Игр) у Греции. Кстати эту Олимпиаду 1996 года в Атланте считают одной из худших Игр последнего времени.

В принципе континенты, где проводятся ОИ последние 60 лет равномерно чередуются, как мы и предлагаем.

1952 год – Хельсинки, Финляндия (Европа)

1956 год – Мельбурн (Австралия)

1960 год – Рим, Италия (Европа)

1964 год – Токио, Япония (Азия)

1968 год – Мехико, Мексика (Южная Америка)

1972 год – Мюнхен, Германия (Европа)

1976 год – Монреаль, Канада (Северная Америка)

1980 год – Москва, СССР (Европа)

1984 год Лос-Анжелес (США, Северная Америка)

1988 год – Сеул, Корея (Азия)

1992 год – Барселона, Испания (Европа)

1996 год – Атланта, США (Северная Америка)

2000 год – Сидней (Австралия)

2004 год – Афины, Греция (Европа)

2008 год – Пекин, Китай (Азия)

2012 год – Лондон, Великобритания (Европа)

2016 год – Рио-де-Жанейро, Бразилия (Южная Америка)

Если МОК примет решение о равномерном чередовании континентов в проведении летних ОИ, то количество заявок городов резко уменьшится и многие страны получат доступ к организации Игр. Где – то в 2024 году нужно планировать проведение Игр в Африке.

Большую опасность для Олимпийского движения представляет излишняя политизация проведения Игр. Часто говорят, что спорт вне политики. Это далеко не так. Страны, как показано выше, борются за право проведения Игр, победа и завоеванные медали поднимают престиж страны. Опасно, когда это используется в политических целях.

6. Так в 1980 году при проведении XXII летних Игр в Москве, США бойкотировали Олимпиаду под предлогом участия СССР в войне в Афганистане. Олимпиада была на грани срыва. Участвовали команды лишь 81 страны. В 1984 году Олимпийские Игры проводились в США в Лос Анжелесе. Была организована компания против участия в этих Играх нашей страны и стран социалистического содружества. Из США раздавались откровенные угрозы

расправиться с советскими спортсменами. То есть наш бойкот был инспирирован теми же США. А может быть все было гораздо проще? В те годы на Олимпийских Играх 10 команд социалистического содружества завоевывали 60% золотых наград, из них почти половину Советский Союз. В 1980 году в Москве США заняли бы третье место в общекомандном зачете после СССР и ГДР, как это уже произошло на Олимпийских Играх в Монреале в 1976 году. В 1984 году в Лос –Анжелесе США потерпели бы разгромное поражение на своей территории. Вот и вся причина бойкота Олимпийских Игр.

В 2008 году Грузия начала боевые действия в день открытия Пекинской Олимпиады. О том, чтобы наказать эту страну за агрессию и разговоров не было. Такая политика двойных стандартов опасна в Олимпийском движении.

ЧУВСТВО СОЦИАЛЬНОЙ ОТВЕТСТВЕННОСТИ И ИСТОРИЧЕСКОЙ МИССИИ СПОРТИВНОГО ЧЕЛОВЕКА, ОСНОВАННОЕ НА ВЫРАЩИВАНИИ ГУМАНИТАРНЫХ КАЧЕСТВ СПОРТИВНЫХ СТУДЕНТОВ

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В докладе освещается важная роль университета (института) спорта и олимпийского движения для повышения гуманитарных качеств студентов, и тем самым усиления их чувства социальной ответственности и исторической миссии способами теоретического аргумента и эмпирического анализа.

Университет (институт) спорта является колыбелью спортивных людей, олимпийское движение является самой высокой платформой, на которой спортивные люди проявляют себя и оказывают влияние. Недостаточно акцентировать внимание только на развитие профессиональных качеств студентов. Они несут на плечах следующие социальные ответственности и исторические миссии: "усилить национальную конституцию, развивать спортивный дух, изучать научные истины, вести цивилизации к прогрессу". Их гуманитарные качества влияют на чувство социальной ответственности и исторической миссии.

Постановка задачи: спортивные люди несут на своих плечах следующие элементы социальной ответственности и исторические миссии.

- 1) поддерживать национальное самосознание
- 2) развивать спортивный дух общественности
- 3) развивать научную сторону своей деятельности
- 4) принимать участие в научно-техническом прогрессе

Университет (институт) спорта является колыбелью спортивных людей. Олимпийское же движение, в свою очередь, является самой высокой платформой, с которой спортивные люди проявляют себя и оказывают наибольшее влияние на общество. Очевидно, что не достаточно акцентировать внимание только на развитии профессиональных качеств студентов-спортсменов. Как же повысить их чувство социальной ответственности и исторической миссии? Эта актуальная задача стоит, в первую очередь, перед воспитателями.

Цель исследования: определить взаимосвязь между чувством социальной ответственности, чувством исторической миссии и личностными качествами спортивных студентов в Пекине и провинции Синьцзян. Кроме того, необходимо найти пути практического воспитания их чувства социальной ответственности и исторической миссии.

Методы исследования: используются способы изучения литературных материалов, логического анализа и анкетных исследований. Проведен качественный и количественный анализ о личностных качествах спортивных студентов в Китае. В 2011г в исследовании участвовали 1173 спортивных студента Пекинского университета спорта и 1087 спортивных студентов Синьцзянской провинции. Статистический анализ производился способами сочетания стратифицированной выборки (по курсу) и кластерной выборки (по группе). Обследовались личностные качества студентов с 8 сторон:

- 1) литературной,
- 2) исторической,
- 3) философской,
- 4) моральной,
- 5) юридической,
- 6) научной,
- 7) эстетической,
- 8) забота об окружающей среде

В состав каждой стороны входят 3 плоскости: плоскость личностных знаний, силы воли и плоскость поведения. Все полученные в исследовании данные являются количественными.

Результаты исследования:

- 1) Уровень развития личностных качеств спортивных студентов влияет на их чувство социальной ответственности и исторической миссии. Развитие личностных качеств обычно происходит в 3 этапа: накопление личностных знаний, развитие и принятие личностных качеств (интернализация), воспитание верного поведения в обществе (экстернализация).
- 2) Моральная ценностная ориентация у студентов позитивная, но отзывы об их реальных моральных качествах в обществе негативные, это значит, что существует моральный упадок.
- 3) Философским качеством является слабость студентов. Одновременно с развитием высокого национального самосознания, большинство респондентов уделяют внимание социальным проблемам, Однако, чувствуется нехватка философских знаний. Среди них высокий процент тех, кто не определился в жизненной позиции (56.4%), патриотическое сознание не очень высоко, только 50.2% студентов думают о добром имени их родины, считая при этом свою страну отстающей. Заметим, что не так велика и ценностная ориентация поклонения деньгам (17.6%).

Заключение: литературное, историческое и философское качество являются основными личностными качествами, а философское качество – самым ключевым качеством. Повышение уровня литературного, исторического, и особенно философского воспитания студента явно способствует улучшению личностных качеств, чувства социальной ответственности спортсменов и осознания исторической миссии. Существует необходимость создания системы количественных показателей по личностным качествам, регулярно производить мониторинг уровня развития студентов, и в то же время, расширять разные каналы образования личностных качеств, совершенствовать три типа классов по образованию гуманитарных качеств.

ИССЛЕДОВАНИЕ ПОКАЗАТЕЛЕЙ ВНЕШНЕГО ДЫХАНИЯ ШКОЛЬНИКОВ 7 – 17 ЛЕТ РЕСПУБЛИКИ САХА (ЯКУТИЯ)

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Введение. Важная роль в адаптивных перестройках организма на Крайнем Севере принадлежит дыхательной системе, которая вместе с сердечно – сосудистой системой и системой крови несут ответственность за кислородный режим организма. Климато – экологические условия Севера повышают потребность организма в кислороде, вызывают более частое усиление деятельности аппарата внешнего дыхания у детей.

Следует особо отметить, что работ, посвященных исследованию кардиореспираторной системы детей, проживающих на Крайнем Севере, недостаточно. Принимая во внимание, что школьный возраст – это период многочисленных морфологических и функциональных перестроек, интенсивного развития органов и систем организма ребенка, мы считаем исключительно важным наблюдение за течением процессов и характером их функционального состояния.

Целью исследования явилась изучение показателей внешнего дыхания школьников Республики Саха (Якутия)

Методы исследования. В исследовании приняли участие 1545 школьников от 7 до 17 лет, проживающих в Чурапчинском улусе Республики Саха (Якутия). Из них 736 мальчиков и 809 девочек. При исследовании нами были использованы следующие методы: спирометрия для определения жизненной емкости легких (ЖЕЛ) в литрах, гипоксические пробы Штанге и Генчи в сек, которые дают представление о способности организма противостоять недостатку кислорода.

Результаты исследования. Сравнительный анализ результатов исследования величины жизненной емкости легких у мальчиков показал однонаправленную динамику возрастных изменений данного параметра, то есть увеличение значений с возрастом (рис.1). У девочек отмечаются увеличение этих параметров в 8 и 13 лет, хотя начиная с младшего школьного возраста, мальчики опережают девочек. При сравнительном анализе с региональным стандартом, жизненная емкость легких у мальчиков, и у девочек во всех возрастных группах наблюдается отставание от стандартных показателей в обеих группах всех возрастов. У мальчиков после 14 лет отмечаются достоверно высокие результаты, чем у девочек.

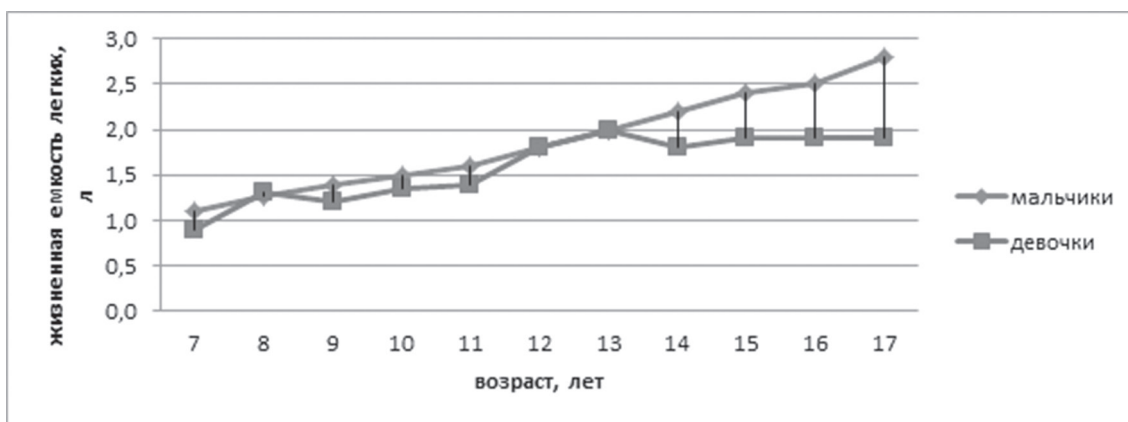


Рис.1. Возрастная динамика жизненной емкости легких школьников

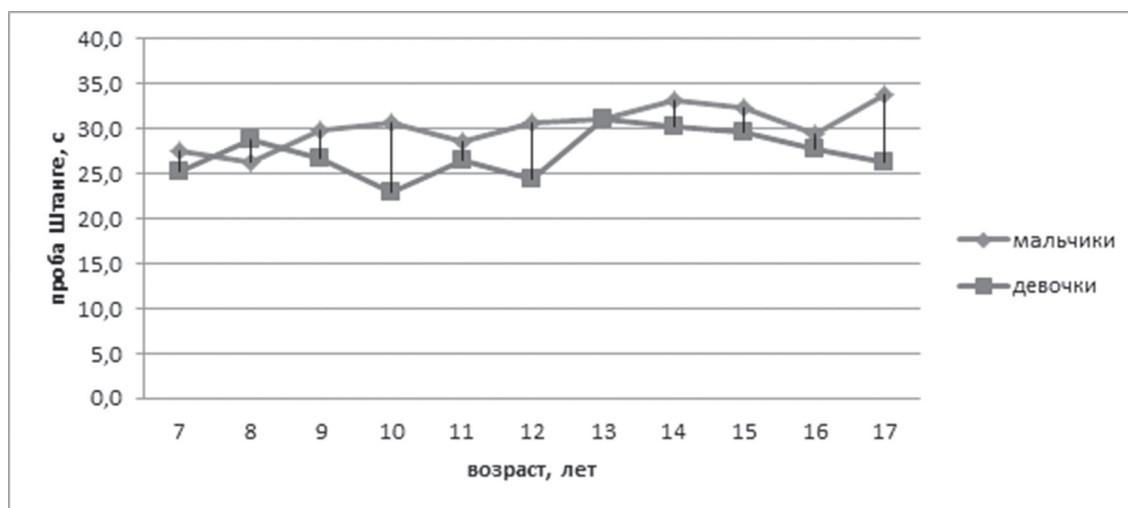


Рис.2. Возрастная динамика пробы Штанге

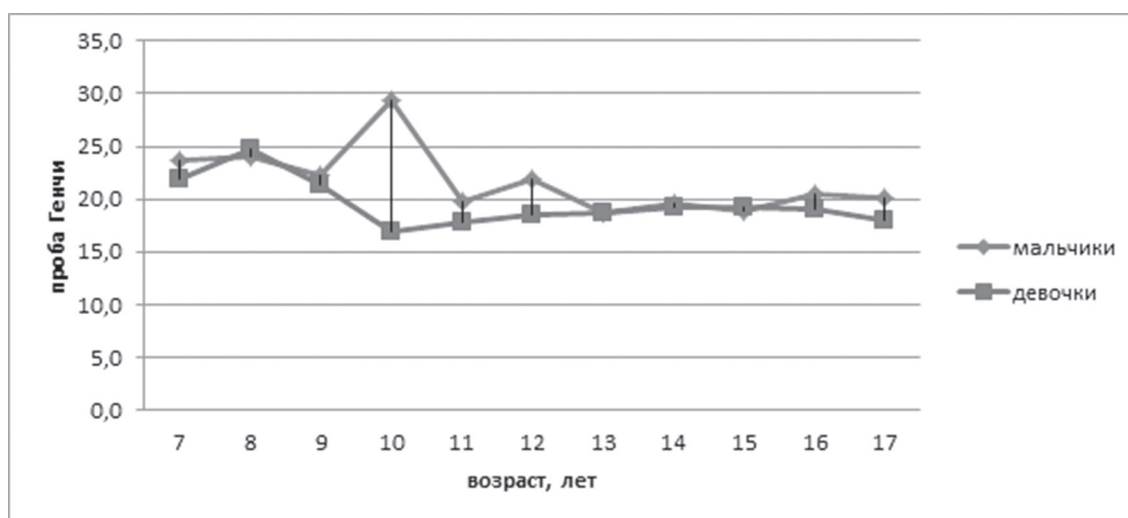


Рис.3. Возрастная динамика пробы Генчи школьников

Результаты исследования показали, что у мальчиков показатели пробы с задержкой дыхания по пробе Штанге с возрастом увеличиваются (рис. 2). Анализ результатов показал, что у девочек в возрастном диапазоне от 10 до 12 лет отмечается снижение этих показателей. Можно предположить, что в пубертатный период у девочек наблюдается снижение способности переносить гипоксические состояния по сравнению со сверстниками. По пробе Генчи наблюдаются низкие показатели, только в возрастной группе мальчиков 10 лет отмечаются достоверно высокие показатели, в других группах результаты пробы между девочками и мальчиками недостоверны.

Заключение

Основные показатели кардиореспираторной системы соответствуют общим биологическим закономерностям развития детей, т.е. с возрастом изучаемые параметры увеличиваются.

Однако, у школьников, проживающих в Республике Саха (Якутия), имеется ряд особенностей в развитии кардиореспираторной системы.

У школьников выявлены сниженные показатели жизненной емкости легких, гипоксической пробы Штанге, Генчи. Это может быть обусловлено меньшими адаптационными способностями органов дыхания в связи с проживанием в суровых климатических условиях.

ИДЕАЛЫ И ЦЕННОСТИ ОЛИМПИЗМА В ОБРАЗОВАНИИ И ВОСПИТАНИИ

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За время своего существования олимпийское движение обрело существенные духовные особенности. К ним относят: накопление смысловых и символических форм; принятие этих форм как общечеловеческих образцов; формирование логики собственного развития; влияние на политику государств; внимание миллиардов людей; непрерывное появление поколений личностей (спортсмены, тренеры и др.) с «олимпийским» мировоззрением (Miller B., 1992; Hodler M. 1994; Родиченко В.С., и др., 1996; Платонов В.Н., Гуськов СИ., 1997). Через мир спорта и олимпийских ценностей человек открывает окружающий предметный мир; открывает себя в этом мире; становится творением олимпийской культуры.

Современные тенденции усиления влияния спорта на развитие социума и формирование личности дают основание рассмотреть спорт как поликонцептуальный социально-культурный феномен. Многочисленные исследования, проведенные в разное время и в разных странах (см., например, Mantel & Vander, 1974; Heinila, 1974; KroU, 1976; Nixon, 1980; AUisson, 1982; Silva, 1983; Regnier, 1984; Mugno & Feltz, 1985; Вишневский, 1987; Goncalves, 1989; Винник, 1991; Гутин, Самусенков, Сегал, Стопникова и др., 1992 г. свидетельствуют о все возрастающей девальвации духовно-нравственных ценностей в спорте. У спортсменов усиливается стремление использовать победы и высокие достижения в спорте, в олимпийских соревнованиях для того, чтобы заработать деньги, приобрести иные материальные блага, славу, поднять свой престиж, продемонстрировать превосходство одной нации, страны над другой. В связи с этим у них все чаще наблюдается ориентация не на гармоничное и разностороннее, а на однобокое, одностороннее развитие, не на красивые и благородные поступки в спортивных поединках, а на победу любой ценой - даже за счет здоровья, нарушения нравственных норм и принципов.

Задача педагогов, тренеров, организаторов спортивного движения не только вовлечь студенческую молодежь в физкультурно-спортивную деятельность, но и сориентировать на освоение гуманистических ценностей спорта, чтобы вырастить не просто спортсмена высокого класса, а прежде всего личность, гражданина, способного защищать спортивную честь, честно бороться, противостоять грубости, алчности, насилию, агрессивности, всему тому, что разрушает и спорт, и личность, и общество.

Одним из путей решения такой задачи является освоение ценностей олимпийской культуры. Олимпийская культура содержит философию олимпизма как идеологическую основу, включая в себя духовные ценности спорта. В ней заложен глубокий исторический, мировоззренческий и аксиологический потенциал.

Ценности олимпийской культуры имеют два уровня развития: социальный (общественный) и личностный. Социальная значимость олимпийской культуры рассматривается нами с позиций гуманизма, где наивысшими ценностями спортивной деятельности признаются человек, его достоинство, гармоничное развитие, в отличие от технократической модели спорта, в которой главенствующее место отводится достижению побед и высокого спортивного результата.

Олимпийская культура составляет совокупность накопленных человечеством знаний, норм, ценностей, смыслов, образцов поведения, соответствующих идеологии Олимпийской хартии, философии олимпизма, на основе которых формируется гуманистический образ жизни социума и стиль жизни личности. Трансляция ценностей олимпийской культуры происходит через систему образования и воспитания. В рамках традиционного физического воспитания, ориентированного на формирование физических качеств и двигательных умений, и навыков, решать задачи олимпийского воспитания и образования юношества чрезвычайно трудно. Необходимо разработать новые теоретические подходы, позволяющие преобразовать технологию прикладного использования средств физической культуры в сторону освоения культурных основ спортивной деятельности, усилить гуманистические начала педагогического процесса.

Содержание педагогического процесса по освоению ценностей олимпийской культуры в нашем вузе включают в себя следующие составные части:

- процесс формирования знаний об Олимпийских играх, истории олимпийского движения, о гуманистических идеалах и ценностях олимпизма;
- процесс формирования интереса к спорту, потребности к спортивным занятиям, стремление к достижению

спортивного результата, победы в соревнованиях;

- процесс активного включения студенческой молодежи в физкультурно-спортивную деятельность различной направленности: оздоровительной, спортивной, досуговой.

По данным исследования, проведенного нами среди студентов нашего вуза, ведущими становятся мотивы, связанные со стремлением воспитать волевые качества (средний балл 3,46), с развитием необходимых физических качеств (3,53), ориентацией на достижение высокого спортивного результата (3,67), а также с азартом спортивной борьбы (3,35).

Во внеучебной деятельности вуза реализуется подход на основе разработанной В.И. Столяровым «спартианской» программы реализации в современных условиях кубертеновского идеала. Программа называется «спартианской», ибо является составной частью проекта под названием «СпАрт» («SpArt»), которое производно от трех английских слов: «Spirituality» - духовность, «Sport» - спорт и «Art» – искусство.

При этом используется целый комплекс средств и методов, включающий в себя:

- 1) организация олимпийского образования, разъяснение и пропаганда гуманистических идеалов и ценностей олимпизма;
- 2) использование такой модели организации и проведения соревнований, подготовки к ним, которые ориентируют спортсменов на благородное, рыцарское поведение, самосовершенствование, разностороннее и гармоничное развитие, а не на победу любой ценой над противником и одностороннее развитие;
- 3) всемерное поощрение (в том числе на основе специальной системы наград) тех участников олимпийского движения, которые демонстрируют поведение в духе принципов «Фэйр плей», а также успехи в своем духовном и физическом совершенствовании, разностороннем и гармоничном развитии;

В институте создан студенческий спортивный клуб «Уллэр», который проводит различные спортивные соревнования по видам спорта. В течение учебного года в рамках спартианского движения традиционно проводятся между учебными группами спортивные состязания, фестиваль творчества, интеллектуальная игра «Эрудит», конкурс ораторов, вокальный конкурс «Зимняя серенада», конкурс «Сам себе режиссер», туристический слет. Игры традиционно открывает студенческий фестиваль творчества, а завершает студенческий национальный праздник встречи лета - ысыах. Победители игр ежегодно награждаются путевками для участия в слете лучших студентов физкультурных вузов Российской Федерации. Студенты института принимают активное участие в молодежном движении, в работе студенческих строительных отрядов Республики Саха (Якутия). Традиционно проводятся благотворительные акции «Молодежь ветеранам», КВН и др. Танцевальный коллектив «Чыпчаал» стал лауреатом первой степени в номинации «Народный танец» на республиканском фестивале «Студенческая весна-2012». Для отличников учебы и лучших спортсменов института учреждены именные стипендии.

Таким образом, олимпийское воспитание, построенное на гуманистических идеалах, дает в руки тренеров и педагогов эффективные средства воздействия на социально-психологические качества спортсменов, нравственные и ценностные ориентации, установки, мотивы спортивной деятельности

ОПТИМИЗАЦИЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В РЕСПУБЛИКЕ САХА (ЯКУТИЯ) КАК ОСНОВА ВОСПИТАНИЯ СПОРТИВНОЙ КУЛЬТУРЫ НАРОДА САХА

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В последнее время для характеристики целей и задач спортивного воспитания, и новой учебной дисциплины используется понятие «спортивная культура». Авторы статьи В.И.Столяров, С.Ю. Баринов дают убедительную характеристику основных форм этой культуры. Они пишут: «Спортивная культура – позитивное ценностное отношение социального субъекта (индивида, социальной группы или общества в целом) к спорту, стороны, функции, компоненты и т.д., которые данным субъектом рассматриваются как наиболее важные, значимые, т.е. как ценности».

В нашей стране вопросы развития физической культуры и спорта должны стать одним из ключевых направлений социальной политики.

Спорт представляет собой универсальный способ достижения мечты каждого человека о самосовершенствовании – возможности быть смелым, быстрым, ловким, интеллектуально и духовно развитым. И в этом заключается воспитательный, познавательный, нравственный аспект занятий спорта.

В настоящее время в Российской Федерации и в Республике Саха (Якутия) назрела ситуация, когда необходимо принимать радикальные меры по качественному улучшению состояния здоровья населения, формированию новых ценностных ориентиров молодежи, высокого уровня гражданственности и патриотизма.

Для народа саха, стойко противостоящего всем трудностям и невзгодам, живя и творя в суровых северных условиях олицетворением силы и твердости духа людей являются национальные виды спорта.

Игры и национальные виды спорта коренных народов Якутии являются частью общей культуры народа и имеют многовековую историю. Они являются средством физического воспитания, оздоровления, отдыха и развлечения. В них нашли отражение общественные взаимоотношения людей, особенности нравов и быта.

Авторская концепция предложенная А.В. Кыласовым направлена в уточнении особого культурного значения спорта. В этих целях он приводит классификацию терминов: «Традиционный образ жизни – система общественного устройства у коренных народов, в которой вопросы семейных и межэтнических отношений, способы хозяйствования и природопользования, соотносятся с природно-климатическими особенностями среды обитания и регулируются сложившимися морально-нравственными устоями и традиционным (обыденным) правом».

Суровые климатические условия, зимой мороз до 65-ти градусов, а летом жара до 42-х градусов, среда обитания, характер производственной деятельности способствовали возникновению своеобразных физических упражнений, игр и состязаний у народов, населяющих обширную территорию Якутии.

Выработанные на протяжении веков физические упражнения, игры и состязания постепенно перешли в самобытную стройную систему физического воспитания подрастающего поколения. Под их воздействием дети и молодежь приобретали, развивали разносторонние физические и психические качества, а также двигательные навыки, которые использовались, прежде всего, для трудовых и военных целей.

В центральной части Якутии, где в основном живет народ саха, наибольшей популярностью пользуются национальная борьба «хапсагай», якутские прыжки, перетягивание палки, конные скачки, а у народностей Крайнего Севера (эвены, долганы, юкагиры, чукчи), юга Якутии (эвенки) культивируется гонки на оленьих упряжках и верхом на оленях, метание аркана в цель и в ловле оленей, гонки на собачьих упряжках, прыжки через нарты, ходьба на охотничьих лыжах и т.д. Игры коренных народов Якутии в наибольшей степени имеют прикладной характер и отражают особенности их трудовой и бытовой деятельности.

Со временем игры и состязания постепенно стали массовыми и более содержательными. По Н.К. Шамаеву, так имелись игры для общего физического развития, развивающие скорость, выносливость, силу, гибкость, координацию, меткость, точность, сообразительность и т.д. Игры в конечной фазе своего развития принимают состязательный характер, проходя в виде различных соревнований для определения лучших и сильных.

В нашей республике по инициативе Министерства спорта (Госкомспорта) на площадях города Якутска ежегодно проводятся массовые утренние зарядки. Спортивные комплексы, залы наполнены детьми, молодежью, пожилыми людьми, занимающимися спортом и физкультурой. Систематически проводятся спортивные соревнования улусного, республиканского, всероссийского и международного уровня. Во всех улусах республики проводятся соревнования по массовым видам спорта. Активисты, общественники, любители спорта помогают специалистам физической культуры провести спортивные мероприятия. Так, в комплексе «Самородок» по инициативе любителей спорта проводятся занятия для инвалидов, во Дворце спорта «50 лет Победы» для всех желающих заниматься спортом.

Таким образом, есть основание полагать, что оптимизация физической культуры и спорта порождает и воспитывает спортивную культуру у населения республики. Растет численность людей, понимающих смысл и значение физической культуры и спорта. Они стали неразрывной частью повседневной жизни людей. Укрепляется и улучшается здоровье, повышается работоспособность организма и устойчивость к различным морально-психологическим изменениям.

СОВЕРШЕНСТВОВАНИЕ СИСТЕМЫ ПОДГОТОВКИ СПОРТИВНОГО РЕЗЕРВА В УСЛОВИЯХ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Профессиональное физкультурное образование в современных условиях является ведущим и определяющим фактором в социально-экономическом развитии и конкурентоспособности страны. Физическая культура и спорт как самостоятельная отрасль с его составляющей – системой профессионального физкультурного образования выходит на новый качественный виток своего развития.

Государственной политикой в области физической культуры и спорта определены задачи создания условий для разработки инновационных методов подготовки спортивного резерва сборных команд по видам спорта на базе профильных вузов, воспитания нового поколения спортсменов в современных новых социально-экономических условиях, достижения высоких спортивных результатов.

В свете последних нормативно-правовых актов в области физической культуры и спорта необходимо рассмотреть вопросы совершенствования системы непрерывной подготовки спортивного резерва (ДЮСШОР-УОР-ШВСМ-ЦСП) на уровне регионов.

Процесс модернизации профильного физкультурного образования должен коснуться и вузовской образовательной политики в области физической культуры и спорта, в части реализации и расширения направлений подготовки специалистов новой формации (квалифицированных тренеров, менеджеров, кадров научного сопровождения), внедрения инновационных программ и методик спортивной тренировки, развития сети студенческих спортивных клубов, ассоциаций, разработки механизмов поощрения лучших студентов, тренеров за высокие спортивные результаты.

Министром спорта России В.Л. Мутко поставлены приоритетные цели и задачи в области студенческого спорта «Студенческий спорт в России должен стать базой, основой для спорта высших достижений и профессионального спорта страны».

В контексте предстоящей Всемирной Универсиады в Казани, Зимних Олимпийских игр в Сочи, вопрос обеспечения подготовки национальных и студенческих сборных команд страны является актуальным и требующим своего решения на местах.

Несомненно, важны целевые ориентиры в развитии студенческого спорта, озвученные Президентом России Владимиром Путиным на заседании Совета при Президенте по развитию физической культуры и спорта в г.Казани «Развитие студенческого спорта...одно из важнейших направлений социальной политики, целью которой является устойчивое духовное и физическое развитие молодежи через интеграцию образования, спорта и культуры. И, безусловно, мы должны сделать все, чтобы наши планы в сфере студенческого спорта в ближайшие годы и на перспективу были реализованы».

Республика Саха (Якутия) является одним из передовых субъектов России, реализующий непрерывную систему профильной подготовки кадров в сфере физической культуры и спорта, подготовки спортивного резерва.

Региональный опыт подготовки спортсменов высокого класса требует качественной и глубокой всесторонней оценки. Указом Президента Республики Саха (Якутия) Егором Борисовым утверждена Концепция развития вольной борьбы в РС (Я) до 2018 года, как спорта номер один в регионе, где существенная роль отводится системе повышения квалификации, переподготовки профессиональных кадров. В рамках Комплексной программы повышения квалификации тренерских кадров Республики на 2013 – 2016 гг. планируется открытие «Высшей школы тренеров», необходимо создание системы государственного заказа по повышению квалификации и профессионального уровня тренеров сборных команд, и специалистов, работающих с ними.

Вузы физической культуры и спорта должны явиться центрами повышения квалификации и переподготовки кадров в соответствии с концепцией компетентного подхода, реализацией дополнительных профессиональных программ для практических специалистов отрасли.

Вместе с тем, на данном этапе, работа на уровне региона, должна вестись в направлении, создания комплексных

научных групп; открытия современных научных инновационных центров для научно-методического и психологического обеспечения сборных команд; внедрения новых критериев в систему управления, планирования и проектирования тренировочного процесса; активизации разработок грантовых исследований для дополнительного финансирования научного обеспечения спорта

Методическое обеспечение системы подготовки спортсменов высшего мастерства должно осуществляться на постоянном мониторинге тренировочного процесса, системы педагогического контроля и прогнозирования спортивных результатов, повышения квалификации работающих специалистов, создания и внедрения инновационных технологий образовательной, научной и спортивной деятельности.

С целью интеграции науки и образования в планах реализации проекта «Научно-образовательный кластер «ЧГИФКиС – спорт», который будет представлять собой современную интегративную модель партнерства с бизнес-сообществами, органами исполнительной власти и государственных структур по поддержке инновационных проектов в области спорта высших достижений, подготовки спортивного резерва, научно-методического сопровождения тренировочного процесса с целью обеспечения высокого качества физкультурного образования и конкурентоспособности будущего специалиста.

ОСОБЕННОСТИ ОРГАНИЗАЦИИ МЕЖДУНАРОДНЫХ СПОРТИВНЫХ ИГР «ДЕТИ АЗИИ»

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Идея проведения Международных спортивных игр «Дети Азии» принадлежит первому Президенту Республики Саха (Якутия) Михаилу Ефимовичу Николаеву. I международные спортивные игры «Дети Азии» проводились в честь 100-летия Олимпийских игр современности с 9 по 16 августа 1996 года в г. Якутске. Свое приветствие участникам спортивного праздника прислал президент Международного Олимпийского комитета Хуан Антонио Самаранч. Международные спортивные игры «Дети Азии» - это неразделимый сплав спорта-творчества, образования, взаимного общения, реальное воплощение олимпизма – прекрасное сочетание достоинства тела, воли и разума.

Основная цель проведения Игр – пропаганда идей олимпийского движения среди детей Российской Федерации, стран Азии и Сотрудничества независимых государств.

Задачи Игр «Дети Азии» - укрепление дружбы между детьми, установление международного спортивного сотрудничества, воспитание подрастающего поколения на основе физического и духовного самосовершенствования и развития.

С тех пор пятый раз проводились совместно с Олимпийским комитетом России, Министерством спорта, Министерством иностранных дел, Министерством образования и науки Российской Федерации. Международные спортивные игры «Дети Азии» стали одним из первых крупномасштабных спортивных мероприятий для детей. И не случайно специальным решением сессии Международного олимпийского комитета, Играм был присвоен олимпийский статус, что еще раз подчеркнуло их межнациональную значимость. Игры получили патронат Международного олимпийского комитета и руководства страны.

Экстремальные условия жизни на Севере воспитывают трудолюбие, выдержку, силу и выносливость, тягу к спорту и здоровому образу жизни. Мудрость народа Саха гласит: «Там, где улыбки и смех детей - там будущее!». Международные спортивные игры «Дети Азии» объединяют детей разных стран независимо от национальности и вероисповедания. Они несут идею о том, что юные спортсмены Азии должны иметь свои собственные спортивные игры, такие как проводятся на других континентах. Игры дают возможность юным спортсменам Азии встречаться друг с другом на спортивных площадках, познать дух международной дружбы, уважение и терпимость к соперникам. Игры «Дети Азии» основаны на Олимпийских принципах, которые призывают создать лучший мир посредством воспитания молодых людей в духе дружбы, солидарности и честной игры.

Идея зажжения Олимпийского огня принадлежит великому Пьер де Кубертену. На любых крупных соревнованиях зажжения Огня имеет огромное значение и происходят в очень торжественной и красивой обстановке. Как один из самых вероятных вариантов предлагали зажжения огня в Оймяконе, на «Полюсе Холода». Ведь Якутия ассоциируется снежными просторами и лютыми морозами. Поэтому символично, что зажжение огня произошло в поселке Оймякон, где была зафиксирована самая низкая температура на заселенной части планеты минус 72 градуса по Цельсию. Международные спортивные игры «Дети Азии» начинаются из самой холодной точки мира – из Оймякона.

Патронат Международного Олимпийского Комитета, предоставленный МСИ «Дети Азии», и использование при их проведении олимпийской символики и традиций расширило возможности повышения статуса Игр, значительного увеличения состава стран –участниц, активизации интереса детей и молодежи нашей республики, Российской Федерации и стран Азиатско-Тихоокеанского региона к занятиям физической культурой и спортом. Следование олимпийским принципам, правилам, опыту и традициям позволило обеспечить высокий уровень организации и проведения Международных спортивных Игр «Дети Азии».

Первым документом «Дети Азии» являлась Декларация о создании Международного спортивного комитета «Дети Азии», в которой сформулированы общие принципы и цели, преследуемые нами путем создания комитета. Путем подписания Декларации полномочные представители национальных олимпийских комитетов стран Азии, принимающие участие в Форуме, создали Международный комитет. Декларация является заявлением международному сообществу о создании новой организации и открыта для присоединения всех желающих.

Хартия Международного спортивного комитета является уставным документом, регулирующим общие вопросы деятельности и внутренние процедуры создаваемой организации. Документ разработан по образцу Олимпийской хартии, являющейся основным документом Международного Олимпийского комитета и международного спортивного движения.

Игры «Дети Азии» стали неотъемлемой частью культурной и духовной жизни народов всей России, и Азиатского континента. В рамках Игр были проведены Первый международный фестиваль «Встреча шедевров ЮНЕСКО на земле Олонхо», состоялись международный фестиваль «Культура мира на земле Олонхо», цирковой фестиваль «Мамонтенок» и телевизионный детский фестиваль «Полярная звезда». Гостей Игр якутяне встретили традиционным национальным праздником Ысыах в долине великой реки Лена-Туймаада.

Несмотря на короткую историю соревнований, Игры «Дети Азии» доказали свое право на достойное место в мировом олимпийском движении. Игры «Дети Азии» открыли новые имена будущих покорителей вершин Олимпа. Ведь победители международных спортивных игр «Дети Азии» разных лет стали чемпионами и призерами чемпионатов Азии, Европы, Мира и Олимпийских игр.

Игры «Дети Азии» внесли существенный вклад в развитие международного Олимпийского движения на Азиатском континенте. В настоящее время нами изучаются вопросы о возможной организации в Якутии зимних Игр «Дети Азии» и учреждения международного комитета Игр «Дети Азии».

Международные спортивные игры «Дети Азии» стали успешным совместным проектом Международного Олимпийского Комитета, Российской Федерации и Республики Саха (Якутия). Полюбившийся детям талисман Игр мамонтенок Рома, названный именем первого Олимпийского чемпиона из народа Саха, стал настоящим символом дружбы и мира между детьми народов стран Азии.

В заключение можно сделать вывод, что Международные спортивные игры «Дети Азии» стали залогом развития спорта, воспитания и образования подрастающего поколения, предоставили прекрасную возможность для спортивного и культурного обмена представителей разных стран, послужили укреплению взаимоотношений между Россией и странами Азии. Можно сказать, что Международные спортивные игры «Дети Азии» внесли существенный вклад в развитие мирового детского и юношеского спорта.

ОРГАНИЗАЦИЯ ФИЗКУЛЬТУРНО-ОЗДОРОВИТЕЛЬНОЙ РАБОТЫ С КОЛЛЕКТИВОМ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ В УСЛОВИЯХ СЕВЕРНОГО РЕГИОНА РОССИИ (НА ПРИМЕРЕ РЕСПУБЛИКИ САХА ЯКУТИЯ)

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Корнем многим серьезных заболеваний, ограничивающих жизнедеятельность человека, является недостаточная физическая активность. Научно обоснована норма двигательной активности современного человека - более 10 тыс. шагов в день. До такой нормы, даже до половины ее не дотягивает большинство людей, проживающих в условиях Севера, что приводит к гиподинамии. Таким образом, важной социальной задачей является обеспечение оптимального уровня двигательной активности различных групп северного населения, форм и средств ее организации. Проблема, связанная с дефицитом двигательной активности наиболее остро проявляется среди взрослого контингента.

Нами осуществлена диагностика физического состояния работников различных звеньев образовательных учреждений. В мониторинге участвовали сотрудники физкультурного института, средней спортивной общеобразовательной школы, дошкольного образовательного учреждения в возрасте 23 до 65 лет. Данные обследования позволили выявить:

- 12,2 % испытуемых имеют избыточный вес;
- у 73,5 % обследуемых ЖЕЛ ниже нормы;
- у 8,1% испытуемых пульс выше адекватных показателей;
- повышенное артериальное давление наблюдается у 11,2%;
- сила правой кисти рук выше нормы у 21,4 %, ниже нормы у 20,4 %; сила левой кисти рук выше нормы у 29,5 %, ниже нормы у 13,3 %;
- скоростно-силовые качества выше нормы у 31,6 % испытуемых, ниже нормы у 18,3 %;
- быстрота двигательной реакции выше нормы у 39,7%, ниже нормы у 41,8%;
- скоростные способности (бег на 30 метров) - "хорошо" - 11,2 %; "выше среднего" - 14,2 %; "средний" - 38,7%; "ниже среднего" - 21,4%; "низкий" - 16,3%;
- аэробная (общая) выносливость - "отлично" - 7,1 %, "хорошо" - 25,4%, "удовлетворительно" - 39,5% и 28 % соответственно "неудовлетворительно".
- гибкость у 86% испытуемых оказалась выше нормы;
- силовые способности (отжимание мужчины, поднимание туловища женщины) - выше нормы - 26,5%; ниже нормы - 18,3%;

Расчет функционального состояния, который производился по формуле: $УФС = (700 - 3ЧСС - 2,5[ДД + 0,33(СД - ДД)] - 2,7W + 0,28P) / (350 - 2,6W + 0,21L)$, показал, что высокий уровень ФС имеет всего 1,02% испытуемых; УФС выше среднего имеет 22,4%; средний уровень - у 31,6%; УФС ниже среднего наблюдается у 28,5% и низкий УФС имеет 19,3% обследованных.

Расчет адаптационного потенциала организма производился по формуле: $АП = 0,011ЧСС + 0,014СД + 0,008ДД + 0,0014W + 0,009P - 0,009L - 0,27$

Из числа обследованных работников 60,9% имеет нормальную адаптацию; у 39,7% наблюдается напряжение адаптационных возможностей; 2,04% имеют неблагоприятный адаптационный потенциал.

Проведение подобных комплексных диагностик дает возможность объективно оценивать уровень физического состояния, отслеживать их динамику, создает возможность разрабатывать методики оздоровительных тренировок, с учетом особенностей среды проживания, уровня подготовленности и состояния здоровья населения, предлагать индивидуальные программы оздоровления.

Опираясь на результаты научных изысканий, проведенных в различные годы другими авторами, а также анализ

собственных наблюдений свидетельствует о существующей проблеме, связанной с оптимизацией физического состояния разновозрастного населения в специфических климатогеографических условиях Республики Саха (Якутия).

Исходя из вышесказанного, в Чурапчинском районе, в с. Чурапча, где функционируют данные образовательные учреждения, создан физкультурно-оздоровительный клуб, объединяющий людей различного возраста, желающих оптимизировать свое физическое состояние, укрепить и сохранить здоровье посредством занятий скандинавской ходьбой. Занятия проводятся круглогодично, под руководством сертифицированных инструкторов, независимо от погодных условий. С учетом возраста и уровня физического состояния разрабатываются индивидуальные программы тренировок. Члены клуба проходят этапный контроль физического состояния, заполняют дневники самоконтроля.

Собственный практический опыт и экспериментальные наблюдения позволили установить ряд методических особенностей при таких занятиях. На базовом (начальном) этапе оздоровительных тренировок рекомендуется начинать ходьбу по ровной местности, начиная с маршрута протяженностью 1000 м. Начальная продолжительность ходьбы 30-45 мин в медленном темпе 2-3 раза в неделю, можно постепенно наращивать развивающие тренирующие воздействия и продолжительность ходьбы до 60 мин, а периодичность занятий до 4-5 раз в неделю. Занятия в основном протекают в первой физиологической зоне мощности - аэробная восстановительная.

После 20 лет удельный вес физических упражнений, направленных на общую выносливость должно равняться 40%, после 40 лет - 58%, после 60 лет - 65% (О.К. Грачев, 2005).

Использование датчиков POLAR FA20™ 3 и FORERUNNER 310XT (фирма GARMIN) позволяют измерять физическую активность. Наличие GPS навигатора обеспечивает связь со спутником, что позволяет контролировать скорость, расстояние прохождения дистанции с высокой точностью, следить за маршрутом. Часы-пульсометры дают объективную информацию о ЧСС на протяжении всей тренировки, а также до и после нее, позволяют получить информацию о физиологических зонах мощности и ккал, "сжигаемых" при различных нагрузках. Собственные наблюдения с использованием данных технологий позволяют констатировать, что при занятиях скандинавской ходьбой можно "сжигать" столько же ккал, сколько при занятиях оздоровительным бегом. Так, например, проходя дистанцию 3800 метров со скоростью 5,2-5,4 км/ч на пульсе 135-136 уд/мин энергозатраты могут равняться 210-230 ккал, при ходьбе со скоростью 5,5 -5,8 км/ч в течение 45 мин. со средним пульсом 140 уд/мин, можно израсходовать до 250 ккал. Преодолевая то же расстояние со скоростью 6-6,2 км/ч в течение 43-42 мин. со средним пульсом 145 уд/мин. можно израсходовать до 280 ккал и более.

При занятиях скандинавской ходьбой за счет активных движений рук в работе задействованы 90-95 % групп мышц и этим объясняется его комплексное воздействие и высокий уровень энергозатрат. Уже после 1,5-2 месяцев ходьбы наблюдается положительная динамика в деятельности сердечнососудистой и дыхательной систем, тонус в мышцах и улучшение осанки, наблюдается коррекция массы тела. Проведение круглогодичных тренировок на свежем воздухе (даже при температуре ниже -50 градусов) позволяет получить высокий оздоровительный эффект за счет специфических свойств свежего, холодного воздуха. При соблюдении гигиенических требований к одежде можно без опаски выходить на улицу в любую погоду.

Разработан и применяется в практике оздоровительных физкультурных занятий дневник самоконтроля, который помогает занимающимся контролировать некоторые параметры своего физического и психоэмоционального состояния. Применение дневника самоконтроля дает возможность разобраться в причинах колебания физической работоспособности, следить за функциональным состоянием. Занимающиеся ежедневно делают в нем краткие записи о показателях состояния организма до и после тренировки, о самочувствии. Предлагается по пятибалльной системе субъективно оценить состояние: самочувствие, настроение, сон (накануне), аппетит. Объективными являются измерения частоты сердечных сокращений (пульс) в покое (утром лежа, сидя), после тренировочных нагрузок. В дни тренировок записывается частота пульса до занятий, сразу же после их прекращения, а затем через 3 и 5 минут. Ежедневно утром в покое и после физической нагрузки фиксируется артериальное давление (АД) и масса тела. Занимающиеся в дневнике самоконтроля отмечают объем проделанной работы (продолжительность занятий и преодоленную дистанцию), заполняют "дневник" в электронном варианте, что позволяет автоматически выводить суммарные показатели двигательной активности в недельном цикле и т.п. При наличии портативных датчиков контроля нагрузки - следят за показателями энергозатрат (в ккал.).

Таким образом, подобный опыт организации физкультурно-оздоровительной работы с учетом специфических региональных особенностей, индивидуальных морфофункциональных характеристик и возраста создает реальные возможности для укрепления здоровья, является стимулом к здоровому образу жизни и становится предпосылкой к формированию мотивации к систематическим занятиям физическими упражнениями.

КАЧЕСТВО ПОДГОТОВКИ БУДУЩИХ КАДРОВ В ВУЗЕ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА

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В эпоху реформирования российского профессионального образования в рамках Болонского процесса качество высшего физкультурного образования актуализируется потребностью общества в профессиональной подготовке будущих специалистов, которые обладают критическим мышлением, способных среди множества решений выбрать наиболее оптимальное, аргументированно опровергать ложные, готовых к самообразованию, самоопределению, саморазвитию.

Поэтому новая парадигма физкультурного образования, обусловленная современной государственной образовательной политикой предопределяет активное и системное осмысление состояния профессиональной подготовки выпускников физкультурных вузов и требует выработки научно обоснованных путей дальнейшего роста её качества.

Исследования показали, что выпускники физкультурных вузов, обладая нормативным объёмом и качеством знаний, умений и навыков, не всегда способны успешно реализовать их на практике из-за недостатков в личностных результатах подготовки. В результате они испытывают затруднения при решении многоплановых задач профессиональной деятельности в соответствии со своим предназначением, а в итоге – при адаптации в профессиональной сфере. Это положение обостряет несоответствие между критериями оценки качества подготовки выпускников в образовательных учреждениях физической культуры и спорта, где основным из них остаётся уровень сформированных знаний, умений и навыков, и в сфере физической культуры и спорта, где определяющим критерием считается готовность к решению задач профессиональной деятельности.

Создание и развитие системы управления качеством подготовки будущих кадров в сфере физической культуры и спорта является важнейшей задачей деятельности Чурапчинского государственного института физической культуры и спорта. Данная система отражает опыт ЧГИФКиС и других вузов по созданию подобных систем и основывается на международных стандартах ИСО серии 9000:2000.

Система качества ЧГИФКиС базируется на следующих принципах:

- осознание всеми сотрудниками вуза того, что качество – задача всех;
- принятие научно обоснованных решений на основе анализа полной и объективной информации;
- отказ от авторитарного стиля руководства и переход к лидерству;
- более глубокое и полное делегирование полномочий на всех уровнях, сопровождаемое соответствующей ответственностью;
- постоянное обучение всех, везде и всегда;
- работа организации по принципу «мы все вместе делаем одно дело»;
- признание стопроцентной ответственности руководителей за работу системы;
- признание заслуг.

Главная цель деятельности института – подготовка высококвалифицированных специалистов, обладающих творческим подходом к решению профессиональных задач.

Существующая система обеспечения качества подготовки выпускников в Чурапчинском государственном институте физической культуры и спорта включает себя следующие компоненты:

- внешняя экспертиза качества образования: лицензирование; государственная аккредитация; привлечение работодателей, общественность к оценке качества подготовки выпускников ЧГИФКиС;

- внутренняя экспертиза качества образования: разработка и внедрение системы менеджмента качества (СМК) в соответствии со стандартами ИСО серии 9000 и оценка ее результативности; дальнейшее совершенствование СМК с использованием процедуры самооценки деятельности института.

В институте разработаны и внедряются в действие основополагающие документы СМК, проводятся внутренние аудиты основных процессов СМК по всем направлениям деятельности института, формируется система оценки требований и удовлетворенности студентов и работодателей качеством образовательных услуг, а также сотрудников работой в ЧГИФКиС. Институт сотрудничает с Центром Национального исследовательского Томского политехнического университета в области разработки документов СМК, проведения курсов повышения по обучению сотрудников института и подготовки внутренних аудиторов СМК. Институт принял участие на конкурсе Рособнадзора «Системы качества подготовки выпускников образовательных учреждений профессионального образования».

Подготовка специалистов ведется по трем направлениям бакалавриата и специальности, более 4 программам дополнительного профессионального образования.

Контингент поступающих в основном составляют выпускники сельских школ республики, а также из Монгольской народной республики, Республики Азербайджан, Республики Тыва, Красноярского края, Долгано-ненецкого автономного округа – их будущий педагогический кадр.

Постоянно проводится внутренний мониторинг качества образования в институте, включающий текущий контроль успеваемости студентов и качества преподавания; промежуточный контроль уровня знаний студентов; итоговую государственную аттестацию выпускников; рейтинг кафедр и профессорско-преподавательского состава.

Особое внимание уделяется практической подготовке студентов. Проводятся месячники подготовки к прохождению государственных практик: педагогической и профессионально-ориентированной. Студенты младших курсов проходят непрерывную педагогическую практику в составе педпятерки на базе Чурапчинской республиканской средней спортивной общеобразовательной школы-интернат им. Д.П. Коркина. Перед итоговой государственной аттестацией проводится большая подготовительная работа, включающая смотры знаний по блокам, предварительные защиты выпускных квалификационных работ, конкурс «Лучший выпускник года».

Центром менеджмента качества проводятся опросы студентов всех направлений и специальности с целью изучения мнения об уровне обеспечения качества учебного процесса и совершенствования его содержания, организации внеучебной работы по проблемам адаптации к условиям обучения в вузе (анкеты «Эффективность организации учебной и внеучебной работы», «Качество и содержание учебного процесса в ЧГИФКиС», «Психологические аспекты адаптации к обучению в институте»).

Проведено анкетирование по изучению мотивов выбора профессии по направлению подготовки 034300 «Физическая культура». Анализ результата опроса показал, что мотивы выбора профессии у каждого студента оказались разными, так например: на утверждение «Дает возможность для роста профессионального мастерства» большинство респондентов (84,2%) дали положительный ответ. 68,4% отметили, что позволяет реализовывать способности к руководящей работе. На 61,4% студентов сильно повлияло утверждение «Позволяет использовать профессиональные умения вне работы», 63,2% выбрали ответ «Соответствует моим способностям», 80,7% ответили, что соответствует умственному и физическому развитию, 89,5% студентов считают, что выбранная ими профессия дает возможность приносит пользу людям и т.д.

Приоритетными задачами дальнейшего совершенствования качества подготовки будущих кадров в институте являются:

1. Внедрение процессного подхода в управление деятельностью института;
2. Продолжение актуализации документации СМК;
3. Внедрение в действие критериев и показателей эффективности, и результативности деятельности структурных подразделений института;
4. Взаимодействие вуза с работодателями по оценке компетенций и удовлетворенности качеством подготовки выпускников;
5. Мониторинговые исследования качества деятельности института;
6. Подготовка и проведение сертификации СМК института.

РОЛЬ ПСИХОЛОГИЧЕСКОГО СОПРОВОЖДЕНИЯ В ФОРМИРОВАНИИ ПСИХИЧЕСКОЙ ГОТОВНОСТИ К СОРЕВНОВАНИЯМ РАЗНОГО УРОВНЯ У БОРЦОВ-ЮНИОРОВ ВОЛЬНОГО СТИЛЯ

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Введение и постановка задачи. Благоприятным психическим состоянием спортсмена на соревновании, способствующее полному проявлению его подготовленности, реализации всех его возможностей является - состояние боевой готовности. Это состояние формируется в процессе психологической подготовки к соревнованиям.

Выше сказанные утверждения сформировали проблему нашего исследования. Поиск путей и средств формирования психической готовности к соревнованиям.

Цель - совершенствование методов и приемов психологического сопровождения при формировании состояния готовности к поединку у единоборцев-юниоров.

Нами была разработана и внедрена программа психологического сопровождения спортивной деятельности борцов вольного стиля охватывающая как общую, специальную, так и непосредственную психологическую подготовку спортсменов к каждому конкретному соревнованию. Программа охватывает следующие проблемные стороны: психологическое сопровождение адаптации студента к физическим нагрузкам избранного вида спорта; анализ особенностей взаимоотношений в системе "тренер-спортсмен", "спортсмен-спортсмен"; изучение психологических особенностей личности спортсмена; систематическая оценка психических состояний в учебно-тренировочном процессе; анализ психической готовности к соревнованиям.

С целью обоснования эффективности функционирования разработанной нами модели психологического сопровождения спортивной деятельности в формировании психической готовности, были сформированы из борцов-юниоров вольного стиля контрольная и экспериментальная группы. Необходимо отметить, что программа психологического сопровождения спортивной деятельности была реализована только в экспериментальной группе.

Нами был проведен сравнительный анализ предсоревновательных состояний перед соревнованием республиканского масштаба и соревнованиями российского и международного масштаба.

В ходе проведения исследования нами применялась методика выявления у спортсмена "Зоны Оптимального Реагирования" на основе взаимозависимости уровня тревоги и мотивации:

1. Шкала реактивной тревоги Ч.Спилбергера. Метод применяется для экспресс-самооценки осознаваемого уровня тревоги в той или иной стрессовой ситуации, как при разовых исследованиях, так и при динамических наблюдениях.

2. Шкала мотивационного состояния В. Сопова. Для измерения уровня этого состояния применяется "Шкала мотивационного состояния - 1" (Сопов В.Ф., 1983 г.). Используется, прежде всего, для изучения динамики мотивационного состояния спортсмена, на заключительном этапе подготовки и как показатель готовности спортсмена к конкретному соревнованию.

Результаты исследования. Анализ результатов "Зоны Оптимального Реагирования" на республиканских соревнованиях, у борцов контрольной группы.

В ходе исследования нас интересовал вопрос, с какими доминирующими психическими состояниями выступали спортсмены контрольной группы на соревнования республиканского масштаба. Данная группа спортсменов поделилась на два противоположных полюса, в точки зрения самооценки тревоги, но едина в чрезмерно выраженном мотивационном состоянии.

В первую половину (42%) вошли спортсмены, находящиеся в состоянии беспечности, что выразилось в низком уровне самооценки тревоги и чрезвычайно выраженном уровне мотивации (содержательный анализ данных состояний позволяет утверждать, что борцы недооценили соревновательную ситуацию или же переоценили

себя; причиной возникновения такого состояния выступает посторонняя мотивация и сверхудовлетворенность).

Во вторую половину (39%) - спортсмены, находящиеся в состоянии жажды деятельности, что выразилось в высоком уровне самооценки тревоги и чрезвычайно выраженном уровне мотивации (характеризуется избытком энергии, высоким тонусом мышц, хаотичными движениями и сильным желанием немедленно изменить ситуации за счет агрессии или же избеганием неудач).

Завышенные мотивационные состояния у борцов контрольной группы можно объяснить неопытностью спортсменов, выражающемся в необъективной оценке соревновательной обстановке и себя в ней.

Анализ результатов "Зоны Оптимального Реагирования" на республиканских соревнованиях, у борцов экспериментальной группы.

По итогам исследования предстартовых состояний на республиканских соревнованиях борцов-юниоров экспериментальной группы, мы установили, что у 33% борцов находились в оптимальном боевом состоянии. Что говорит оптимальные уровни возбуждения и мотивационного состояния. Данное состояние характеризуется уверенностью, контролем за мышечным тонусом, за движениями, быстрым включением в ситуацию и желанием скорее начать соревновательное выступление.

У 31% борцов экспериментальной группы, как и у борцов контрольной группы наблюдались завышенные ожидания, что выражалось в оптимальном уровне возбуждения и чрезвычайно высоким мотивационным состоянием. Данное состояние хоть и является основой для полного проявления всех его возможностей, может проявиться как в мотивации достижения успеха, так и мотивации избегания неудач. Также может проявляться в чрезмерной ориентированности в получении баллов, заикленность на секундах, направленности мышления на возможный конечный результат соревнований.

Анализ результатов "Зоны Оптимального Реагирования" на соревнованиях российского и международного масштаба у борцов контрольной группы.

Выраженность психических состояний борцов контрольной группы на соревнованиях российского и международного масштаба, как и на республиканских соревнованиях поделилась на два противоположных полюса, в точки зрения самооценки тревоги. Что касается мотивационного состояния, то оно с чрезмерно выраженного уровня снизилось до низкого уровня.

В первую половину борцов вошли спортсмены (37%), находящиеся в состоянии страха и ожидания провала, что выражалось в высоком уровне самооценки тревоги и низком уровне мотивационного состояния. Данное предстартовое состояние характеризуется значительным преобладанием возбуждения над торможением, увеличением тонуса мышц, колебанием и снижением интенсивности внимания. В поведении спортсмена наблюдается напряженная мимика, раздражительность, склонность к эффектам, резкость, порывистость движений и частая смена статических поз. Таким образом, спортсмен становится эмоционально неустойчивым.

Во вторую половину контрольной группы вошли спортсмены (34%), находящиеся в состоянии апатии и равнодушии, что выразилось в низких уровнях самооценки тревоги и мотивационного состояния. В отличие от ожидания провала, данное состояние наоборот характеризуется преобладанием торможения над возбуждением, что проявляется в малой интенсивности внимания, снижении мыслительной активности, отчетливости ощущений и восприятий. У спортсменов наблюдается неуверенность в своих силах и нежелание участвовать в соревновании. Одной из основных причин данного состояния у борцов-юниоров выступает перерасход энергии, как следствие острого перенапряжения в предсоревновательной ситуации, что не позволяет спортсмену мобилизоваться и самореализоваться в соревновательной ситуации.

Анализ результатов исследования "Зоны Оптимального Реагирования" на соревнованиях российского и международного масштаба у борцов экспериментальной группы

Как и у спортсменов контрольной группы у борцов-юниоров экспериментальной группы наблюдается высокий уровень тревоги (45%), понижающий работоспособность мышц, ухудшая способность к расслаблению и нарушая координацию движений. Но отличительной особенностью выступает оптимальный уровень мотивационного состояния, которое, несмотря на высокий уровень эмоционального возбуждения, формирует установку на полную реализацию у борцов всех своих возможностей, стрессоустойчивость против сбивающих факторов, тем самым создавая почву для мобилизации своих функциональных возможностей спортсмена для достижения желаемого результата.

У 26% борцов выявили оптимальное психическое состояние, что выражается в оптимальном уровне тревоги и оптимальном уровне мотивационного состояния. Борцы данной группы характеризуются стремлением вести борьбу в полную силу и до победного конца. Данное состояние наиболее благоприятно для соревновательной деятельности, так как именно оно обостряет четкость восприятия, повышает работоспособность. Мышление спортсмена работает четко, он успевает быстро анализировать, обобщать, взвешивать, оценивать и принимать быстрое решение, что так необходимо в жестко лимитированных во времени условиях борцовском поединке.

Заключение

Содержательный анализ психических состояний борцов-юниоров на разных уровнях соревнований позволяет утверждать, что масштаб соревнований вызывает тот или иной психологический эффект не прямо и непосредственно, но через посредство внутренних условий. Важнейшим компонентом этих внутренних условий является психическое состояние спортсмена в соревновательной деятельности, накладывающее отпечаток на протекание всех психических процессов. А поскольку психическое состояние борцов-юниоров влияет на его психические процессы, с помощью которых он выполняет соревновательное действие, то оно (это состояние) в значительной мере обуславливает результативность и самой деятельности. В данном контексте проведенное нами исследование подчеркивает важность психологического сопровождения спортивной деятельности борцов-юниоров в формировании на соревнованиях благоприятных психических состояний.

Таким образом, становится очевидным, что надежность в спортивной деятельности у борцов-юниоров вольного стиля зависит не только от физической, технической и тактической подготовленности спортсмена, не только от уровня его соревновательного опыта и даже не только от его функционального состояния и здоровья, но и от его психологического состояния, которое предшествует его деятельности и сопровождает ее.

НАЦИОНАЛЬНЫЕ ВИДЫ СПОРТА КАК СРЕДСТВО ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СПЕЦИАЛИСТА ФИЗИЧЕСКОЙ КУЛЬТУРЫ

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Национальные виды спорта — виды спорта, исторически сложившиеся в этнических группах населения, имеющие социально-культурную направленность и развивающиеся в пределах одного субъекта Российской Федерации. Многие из них имеют многовековую историю: они сохранились до наших дней со времен глубокой старины, передавались из поколения в поколение, вбирая в себя лучшие национальные традиции.

Сегодня обществу необходимы творческие силы, соответствующие изменившимся условиям жизни, которые будут способствовать его дальнейшему развитию и совершенствованию. Поэтому для будущего специалиста физической культуры и спорта особую важность приобретают: готовность к творческой деятельности; социальная адаптация; способность легко ориентироваться в решении творческих задач; национальное самосознание. Именно эти качества необходимо формировать в процессе подготовки специалистов физической культуры.

Анализ теоретических исследований и практики подготовки специалиста физической культуры к профессиональной деятельности показывает, что далеко не все аспекты этой проблемы в достаточной степени получили свое разрешение. Остается не вполне определенным и потому не в полной мере реализованным потенциал народных средств, национальных видов спорта, способствующий формированию профессиональных качеств будущего специалиста физической культуры.

Значимость самобытных национальных систем физического воспитания показана в ряде работ (В. Кочнев, 1975; К.С. Абишев, 1994; Н.К. Шамаев, 2003 и др.). Авторы отмечают, что в современных условиях функционирования общества рационализация социального развития личности школьника возможна, когда традиции национальной физической культуры и национальные виды спорта обогащают содержание, способы, технологию физического воспитания, которое является неотъемлемой частью подготовки молодого человека к жизни, труду в этнопедагогических традициях народов Севера.

В настоящее время в Республике Саха (Якутия) появились позитивные тенденции возрождения и сохранения народных традиций, популяризации и дальнейшего развития национальных видов спорта. Именно в них сохраняется связь времен, историческая память поколений, народное мировоззрение. На формировании самобытных видов спорта большое внимание оказали также природные, климатогеографические, производственные и другие особенности, в том числе и этнические. У каждой народности свои особенности национальных видов спорта, продиктованы не только традиционным трудом и бытом, но и темпераментом народа, природными и историческими особенностями. Суровые климатические условия, зимой мороз до 65-ти градусов, а летом жара до 42-х градусов, среда обитания, характер производственной деятельности способствовали возникновению своеобразных физических упражнений, игр и состязаний у народов, населяющих обширную территорию Якутии. Выработанные на протяжении веков физические упражнения, игры и состязания постепенно перешли в самобытную стройную систему физического воспитания подрастающего поколения.

Национальные виды спорта в республике Саха (Якутия) становятся действенным средством пропаганды и привлечения молодежи к активным занятиям физической культурой и спортом, ведению здорового образа жизни. А с 2003 года якутские национальные виды спорта – якутские прыжки, мас-рестлинг, борьба хапсагай и северное многоборье признаны в Российской Федерации и введены во Всероссийский реестр видов спорта.

На сегодняшний день, начиная с 2002 года, каждый год проводятся чемпионаты РФ по мас-рестлингу, проведены этапы Кубка мира, Абсолютный Чемпионат и Всероссийский турнир по мас-рестлингу в г. Москва, стало традиционным проведение различных чемпионатов и турниров по мас-рестлингу в Санкт-Петербурге; якутские прыжки постоянно включаются в программу Всероссийских студенческих спартакиад и на международном турнире в Азербайджане успешно были проведены состязания по якутским прыжкам. На данный момент национальные виды борьба хапсагай и мас-рестлинг вошли в состав видов спорта, признанных ФИЛА (международная федерация борьбы), и в этом году проведены чемпионат Европы, чемпионат Азии по этим видам. Все это указывает на то, что национальные виды спорта Республики Саха (Якутия) имеют перспективу дальнейшего развития.

Чурапчинский государственный институт физической культуры и спорта, учитывая специфику региона и перспективы развития института большое внимание уделяет национальным видам спорта, их развитию и дальнейшей популяризации. В институте работают четыре отделения по национальным видам спорта: мас-рестлинг, северное многоборье, якутские прыжки и борьба хапсагай. Тренеры-преподаватели работают над проблемой изучения методики избранных видов спорта и интенсивной тренированности спортсменов занимающихся национальными видами спорта. Целью спортивного совершенствования и физического воспитания студентов является формирование физической культуры личности, наличие которой обеспечивает готовность к социально-профессиональной деятельности и включение здорового образа жизни в систематическое физическое совершенствование.

В целях оптимизации управления подготовкой спортсменов высокого класса в Чурапчинском государственном институте физической культуры и спорта разработана и внедряется программа, которая определяет стратегическую направленность в развитии национальных видов спорта. Стратегическими целями этой программы являются:

- совершенствование системы подготовки специалистов с высшим физкультурным образованием с сохранением национальных культурных традиций народов и народностей, населяющих северные регионы;
- обеспечение системы непрерывной качественной подготовки конкурентоспособных квалифицированных специалистов в области физической культуры и спорта на основе сочетания передовых инновационных технологий обучения;
- подготовка спортсменов высокого класса по национальным и народным видам спорта.

Разработана методика преподавания дисциплин по теории и методике избранных видов спорта – по мас-рестлингу, северному многоборью, якутским прыжкам. Разработанные методические рекомендации для преподавателей включают в себя методику организации и проведения спортивных национальных игр, состязаний, соревнований и северного многоборья. В учебно-воспитательном процессе они одновременно выполняют функции организационных форм и методов обучения.

Таким образом, что для дальнейшей пропаганды и популяризации национальных видов спорта Республики Саха (Якутия) в других регионах, наш институт работает над разработками и изданиями методических рекомендаций по подготовке спортсменов по мас-рестлингу, якутским прыжкам, хапсагаю, которые будут основываться на результатах передовых исследований спортивной науки, с использованием инновационных технических средств контроля над показателями физического состояния спортсменов, биомеханического анализа техники двигательных действий, отражающего специфику и методику подготовки в данных видах спорта

ИСПОЛЬЗОВАНИЕ БИОПРЕПАРАТОВ ИЗ ПРИРОДНОГО СЕВЕРНОГО СЫРЬЯ ДЛЯ КОРРЕКЦИИ ФУНКЦИОНАЛЬНОГО СОСТОЯНИЯ СПОРТСМЕНОВ ПО ПУЛЕВОЙ СТРЕЛЬБЕ

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Актуальность. Экстремальные природные факторы, характерные для климата Крайнего Севера, зачастую вызывают у человека большое напряжение функциональных систем организма (Казначеев В.П., 1988; Агаджанян Н.А., 1996; Агаджанян Н.А., Ермакова Н.В., 1997; Агаджанян Н.А., Жвавый Н.Ф., Ананьев В.Н., 1998; Агаджанян Н.А., Полунин И.Н., 1998; Данишевский Г.М., 1955; Теддер Ю.Р., с соавт., 1996; Федоров В.И., 1997). К таким экстремальным природным факторам, влияющим на организм человека в условиях Крайнего Севера, относятся в основном холод, перепады давления, специфическим фотопериодизм, геомагнитные возмущения, солнечная активность, сильные ветра и другие (Агаджанян Н.А., Полунин И.Н., 1998; Витинский Ю.И., с соавт., 1976; Чашин В.И., Деденко И.И., 1990).

Организм спортсменов, занимающихся спортом в условиях Крайнего Севера, испытывает двойное экстремальное воздействие. С одной стороны, на организм значительно влияют климатические условия, с другой, учебно-тренировочные нагрузки. Спорт высших достижений с его экстремальными физическими и мощными психоэмоциональными нагрузками, постоянными нарушениями хронобиологических ритмов, нерегулярным питанием, хроническими переутомлениями и травмами требует от организма человека новых приспособительных уровней, достижение которых становится крайне тяжелым без вмешательств извне (фармакологической поддержки).

Целью исследования является правильный подбор комплекса БАД из природного северного сырья для коррекции функционального состояния спортсменов.

Методы исследования: Испытания проводятся в процессе учебно-тренировочных сборов в естественных климатических условиях и обычных тренировочных сборах. В работе приняли участие 32 спортсмена (по 16 мужчин и женщин), занимающихся пулевой стрельбой. Испытуемые по каждому виду спорта были разделены на две группы (экспериментальная и контрольная). Каждая группа состояла из спортсменов, не отличавшихся по возрасту, квалификации, результатам исходного тестирования и оценкам тренеров.

В настоящее время всем работающим в области подготовки спортсменов очевидно, что невозможно только интенсификацией физических упражнений достигнуть новых достижений и ярких побед. Необходима психологическая подготовка спортсменов, необходимо проводить восстановление резервных ресурсов организма с помощью БАД естественного происхождения.

Нами проведено исследование влияния комплекса БАД из природного северного сырья на организм спортсменов в предсоревновательный период с целью повышения адаптивного потенциала организма, восстановления энергетических ресурсов и восстановления психоэмоциональной стабильности.

Спортсмены были разделены на 2 группы:

1. контрольная группа. Спортсмены готовились стандартно отработанными методами.
2. экспериментальная - с использованием комплекса БАД из природного северного сырья.

В эксперименте были задействованы на добровольной основе в соответствии с биоэтическими требованиями спортсмены двух видов спорта: пулевая стрельба.

Результаты исследования: Полученные результаты использования комплекса БАД из природного северного сырья свидетельствуют о наличии положительной динамики в отношении следующих параметров: снижение ЧСС на 6,57 уд/мин, что свидетельствует о более рациональном (с позиций энергетических) и щадящем режиме работы сердца; снижение систолического и диастолического артериального давления на 4мм.Нг и 3мм.Нг, соответственно. Пульсовое давление при этом, наоборот, повысилось на 0,42мм.Нг. Среднее кровяное давление также снизилось на 0,49мм.Нг (табл. 1,2).

Таблица 1

Динамика функционального состояния спортсменов
(пулевая стрельба)

	Уровень адаптации к физическим нагрузкам (АФН)	Уровень тренированности (Т)	Уровень энергетического обеспечения (ЭО)	Уровень психоэмоционального состояния (ПЭС)	Показатели спортивной формы (СФ)
НПК* до	27,5	29,3	31,8	33	30,3
НПК после	26,1	31,1	29	29,2	28,7
НПЭ** до	25,2	25,4	24,4	28,3	26
НПЭ после	36	41,5	34,7	35,7	37
ВПК*** до	65,5	80	55	57,5	64,5
ВПК после	63	59	34,5	55	51
ВПЭ**** до	72	81	70	67	74
ВПЭ после	55	53	61	55	56

Таблица 2

Динамика функционального состояния спортсменов
(пулевая стрельба) в процентах (%)

	Уровень адаптации к физическим нагрузкам	Уровень тренированности	Уровень энергетического обеспечения	Уровень психоэмоционального состояния	Показатели спортивной формы
НПК	-6	6	-9	-11,5	-5,3
НПЭ	42,9	63	42	26	42
ВПК	-3,4	-26,3	-37,6	-4	-6,5
ВПЭ	-24	-35	-13	-18	-24

*НПК - Контрольная группа с низкими первичными показателями до и после проведения эксперимента

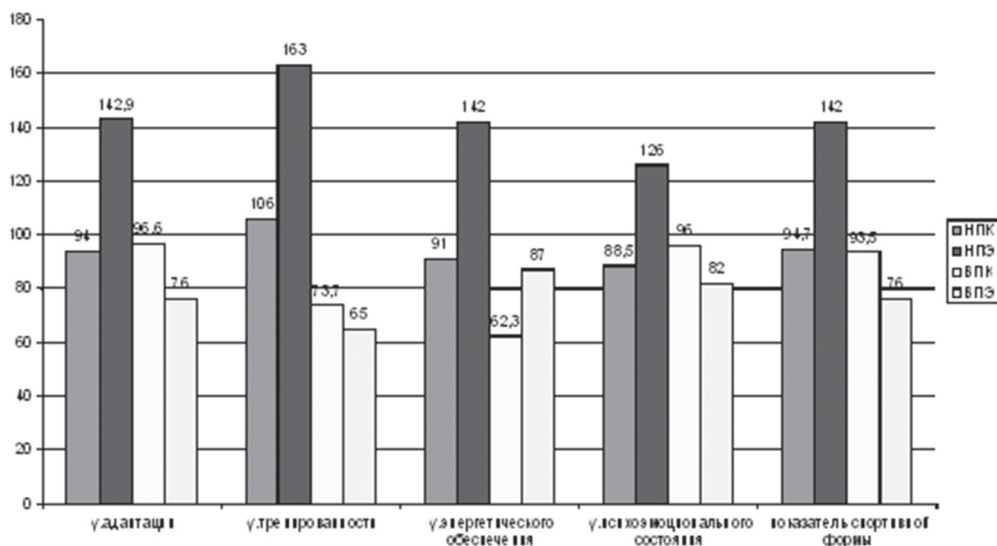
**НПЭ - Экспериментальная группа с низкими первичными показателями до и после проведения эксперимента

***ВПК - Контрольная группа с высокими первичными показателями до и после проведения эксперимента

****ВПЭ - Экспериментальная группа с высокими первичными показателями до и после проведения эксперимента

В результате использования стандартных доз комплекса БАД из природного северного сырья наибольший эффект достигается в группах спортсменов, занимающихся пулевой стрельбой, имеющих первоначально показатели ниже нормы (НПЭ).

Динамика параметров ФУС спортсменов (пулевая стрельба) в процентах (%)



Выводы

1. Полученные данные свидетельствуют о необходимости учета возраста, состояния параметра ВИКердо и первоначальной величины исследуемых показателей. Нельзя при наличии высоких исследуемых параметров и превалировании воздействия на ССС симпатического отдела ВНС использовать стандартные дозы комплекса БАД из природного северного сырья. Это может привести к чрезмерной активации катаболических процессов и неадекватно ускоренному расходованию имеющихся резервов организма.
2. Использование комплекса БАД из природного северного сырья в возрастной группе старше 50 лет приводит к некоторому повышению энергетических запасов, но, в целом, не столь результативно. Объяснено это может быть отсутствием дополнительных ресурсов организма, которые могут быть задействованы для работы системы мобилизации обменных процессов.
3. Наиболее оптимально использование в возрастных группах – от 20 до 50 лет с наличием превалирующего влияния на основные компенсаторно-приспособительные функциональные системы организма спортсмена парасимпатического отдела ВНС (отрицательные величины ВИКердо).

LATVIAN UNIVERSITY STUDENTS' SPORTING HABITS

Agita Abele

Latvian University Sports Federation, Latvian Academy of Sport Education

Nowadays the studying process in Latvia is characterized by a fairly broad range of information and intensification of intellectual activity. Although students give healthy lifestyle a fairly high importance in their individual value system, the prescribed amount of daily movement activities is often not achieved. Studying youth's involvement in sports classes is mainly to do with individual activity, because only a few of Latvian higher educational establishments include sports classes in their programs.

The aim of this research is to evaluate the most significant factors affecting Latvian university students' sporting habits and activities from students' point of view. During this research a sociological data collection and interpretation on 1st and 2nd year students' sports and movement activity habits of Latvian university students was conducted. Evaluated factors included frequency of student participation in sports activities, choice of sports, prior sports motivation, availability and condition of sports infrastructure at university, proposals by the university for encouraging active student lifestyle, and investment of students' personal resources towards sports activity needs.

Research materials are based on literature analysis and sociological surveying of 1036 students from 10 Latvian Universities.

SPORT AND HUMANISM ORGANIZATIONAL MODELS AND FORMS OF UNIVERSITY SPORT – IN CROATIA AND SLOVENIA

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SLO = Sport Education (Complementary activities);

CRO = Physical and health culture =PE (university competition)

In June 1999, higher education ministers from twenty-nine European countries, including Slovenia, gathered in Bologna to sign the Bologna Declaration outlining the course of development in the European higher education system until 2010. Tuning Educational Structures in Europe started in 2000. This is to link the political objectives of the Bologna Process, and at a later stage, the Lisbon Strategy to the higher education. This movement has developed into a constant process to re-designing, re-develop, re-implement, re-evaluate and enhance higher quality degree programmes. The Bologna Process is a political decision to converge the different national systems in Europe. For higher education institutions, these reforms create the platform for discussion of the comparability of curricula in terms of structures, programmes, and delivery. The main aim of the Bologna Process is to allow more opportunities for students and staff in European and international higher education institutions to cooperate and exchange. The Bologna process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on 19 June 1999 by 29 European ministers in charge of higher education. Today, there are 47 countries altogether in the European Cultural Convention and committed to the goals of the European Higher Education. As part of the Tuning Project, a methodology has been designed to understand curricular and make it comparable. First, reference points for generic and subject specific competences are created. In addition, a European Credit Transfer System (ECTS) has been developed as an accumulation system by linking credits to learning outcomes.

This paper focuses on the subject of Sport and Physical Education in the University Curriculum. The Bologna Process gives a new opportunity to enrich Physical Education and Sport with the theoretical contents ranged from basic humanistic, sociological to natural sciences. At the Faculty of Arts, University of Ljubljana, we designed a curriculum model for a subject called Sport and Humanism, which contains theoretical frameworks from Philosophy, Sociology, Medicine and Prevention and History with a wide selection of sports and is unique in European higher Education space. To form those subjects took three years of research work, collaboration with different experts, discussions and coordination.

At the same time The Faculty of Humanities and Social Sciences, University of Zagreb found its own original solution which is presented in this paper.

ПРАВОВЫЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ СИМВОЛИКИ МЕЖДУНАРОДНЫХ СПОРТИВНЫХ СОРЕВНОВАНИЙ И ЗАЩИТЫ ПРАВ ПАРТНЕРОВ (СПОНСОРОВ) ОТ «ПАРАЗИТИЧЕСКОГО МАРКЕТИНГА» НА ПРИМЕРЕ XXVII ВСЕМИРНОЙ УНИВЕРСИАДЫ 2013 ГОДА В КАЗАНИ

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Проведение любого крупного спортивного мероприятия требует решения колоссального количества вопросов правового характера. Одним из наиболее значимых является вопрос защиты официальной символики спортивного мероприятия от несанкционированного копирования, размещения, изменения и иного использования третьими лицами.

Создать бренд спортивного мероприятия, который в сознании людей прочно закрепился бы за определенным спортивным событием и играл бы на его положительный имидж, а также на имидж страны и города-организатора, — одна из важных и в то же время сложных задач. Сложность данной задачи обусловлена, кроме непосредственно дизайнерской и маркетинговой составляющих, также необходимостью решения ряда вопросов, лежащих в правовой плоскости. Мало создать узнаваемый, интересный и привлекательный для спонсоров бренд, необходимо обеспечить надлежащий уровень его правовой защиты.

Значимость данного вопроса постоянно повышается в связи с достаточно широким распространением нарушений исключительных прав организаторов соревнований на бренд и символику в целях извлечения прибыли коммерческими организациями.

В настоящее время мы можем говорить о том, что довольно высокий уровень правовой защиты обеспечен лишь в отношении олимпийской символики. Это обеспечивается целым рядом нормативных актов: Олимпийская хартия, содержащая раздел 8, посвященный олимпийскому символу, Найробский Договор об охране олимпийского символа (Найроби, 26 сентября 1981 г.), а также нормативные акты Российской Федерации, в частности, Федеральный закон от 01.12.2007 N 310-ФЗ (ред. от 29.12.2012) "Об организации и проведении XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в городе Сочи, развитии города Сочи как горноклиматического курорта и внесении изменений в отдельные законодательные акты Российской Федерации" и Федеральный закон от 4 декабря 2007 г. №329-ФЗ "О физической культуре и спорте в Российской Федерации", в п.6 статьи 11 которого указывается, что Олимпийский комитет России осуществляет меры по защите принадлежащих Международному Олимпийскому комитету прав на использование олимпийских символов.

Вместе с тем считаем, что необходимый уровень защиты символики иных спортивных мероприятий, в том числе крупных и международных, не нашел достаточного отражения в действующем законодательстве. Оргкомитеты соревнований действуют в рамках общего правового регулирования вопросов интеллектуальной собственности, а также локальных нормативных актов и заключаемых договоров. Учитывая специфику и масштаб проведения международного спортивного соревнования, обширное и повсеместное использование символики и логотипов, активное участие в этом партнеров и лицензиатов, выпускающих официальную продукцию, видится необходимым повысить уровень правовой защиты символики всех международных спортивных мероприятий.

В отношении символики XXVII Всемирной летней универсиады, которая пройдет с 6 по 17 июля 2013 года в г.Казани, Исполнительной дирекцией «Казань 2013» проводится комплексная работа по защите бренда Универсиады. Была разработана и внедрена Политика защиты бренда (официальной символики Игр). С уверенностью можем утверждать, что это первая Универсиада со столь внимательным подходом к данному вопросу, активной работой над брендом и широкомасштабным привлечением крупных маркетинговых партнеров.

Прежде всего необходимо отметить эффективность регистрации всех значимых элементов символики в качестве товарных знаков. Созданные для XXVII Всемирной летней универсиады неповторимые обозначения, включая котенка крылатого снежного барса Юни, обладают высокой различительной способностью, что позволило зарегистрировать их в качестве товарных знаков в максимально возможном количестве классов Международной классификации товаров и услуг.

Использование товарных знаков осуществляется в соответствии с разработанным Брендбуком, определяющим правила воспроизведения и размещения товарных знаков. В Брендбуке АНО «Исполнительная дирекция

«Казань 2013» определены точные пропорции, цвета, шрифты, использованные в товарных знаках, что позволяет лицам, осуществляющим использование товарных знаков, полагаться на эталон. В Брендбуке также отражены особенности, которые необходимо учитывать при размещении товарных знаков в средствах массовой информации, на территории спортивных сооружений и иных объектов, при нанесении на товарах в зависимости от их формы, цвета и материалов, из которых они изготовлены, а также в иных случаях. Условие об использовании товарных знаков в точном соответствии с Брендбуком вносится во все договоры, в которых фигурируют товарные знаки, заключаемые от имени Исполнительной дирекции «Казань 2013». Таким образом, несоответствие размещенного товарного знака по одному из параметров установленным требованиям является основанием для проверки продукции на ее подлинность.

Предоставление права использования товарных знаков АНО «Исполнительная дирекция «Казань 2013» осуществляется путем заключения лицензионных договоров на условиях предоставления простой (неисключительной) лицензии. Потенциальные сферы использования товарных знаков определены в качестве категорий. Данные категории выделены в производстве и реализации товаров, выполнении работ, оказании услуг. Как правило, лишь одно юридическое лицо получает право использовать товарный знак в одной категории. Данное обстоятельство упрощает контроль за использованием товарных знаков, так как наличие на рынке лишь одного лицензиата в одной категории, подразумевает, что все оставшиеся организации, осуществляющие производство и реализацию товаров, выполнение работ или оказание услуг с использованием товарных знаков Дирекции, действуют нелегально.

Проведение мониторинга фактов незаконного использования товарных знаков является одной из ключевых составляющих защиты товарных знаков так как все состоявшиеся действия по регистрации товарных знаков и предоставлению права их использования не имеют смысла без возможности выявить и пресечь нарушения исключительных прав.

Выявление фактов незаконного использования товарных знаков, осуществляется как силами сотрудников Дирекции и ее контрагентами, так и правоохранительными и иными государственными органами. Тесная работа с органами Министерства внутренних дел, Прокуратуры, Федеральной антимонопольной службы, Федеральной таможенной службы, предоставление оперативной информации о статусе товарных знаков и количестве лицензиатов способствует повышению уровня защиты товарных знаков Дирекции. В настоящее время Дирекцией заключен ряд соглашений о взаимодействии со всеми ключевыми надзорными органами, выявляющими и пресекающими нарушения в данной сфере. Так, соглашение с Федеральной таможенной службой России помогает нам оперативно взаимодействовать в случаях выявления при осуществлении таможенной очистки товара с нанесенной на него символикой Универсиады, и на самой ранней стадии выявлять контрафакт, еще до того как будет начата его реализация в торговых точках.

Порядок взаимодействия с государственными органами, контрагентами, а также порядок формирования и предоставления лицензий содержится в разработанном и локальном нормативном акте Дирекции - Положении о порядке предоставления права использования и защите товарных знаков Дирекции.

Необходимо отметить, что в рамках проведения международных спортивных мероприятий, значительная часть лицензиатов является официальными Партнерами (спонсорами) Оргкомитетов, что повышает значимость должной правовой защиты бренда и прав маркетинговых партнеров.

Считается, что спортивному маркетингу в современном его понимании немногим более 30 лет. Он начинался со спонсорства детских соревнований по теннису. Затем положительное влияние участия в спонсорстве спорта на имидж компании оценили многие крупные компании. В настоящее время практически ни одно спортивное мероприятие, будь то мировые соревнования или региональный турнир, не обходится без масштабной партнерской и спонсорской программы. Универсиада 2013 также не стала исключением.

Партнеры предоставляют как денежные взносы, так и взносы в натуральной форме, в том числе спортивную форму и инвентарь, обеспечивают перевозку и питание спортсменов, оказывают услуги связи и страхования, осуществляют информационное партнерство, а также оказывают содействие в иных формах. В числе партнеров Дирекции такие компании, как ООО «Кока-Кола ЭйчбиСи Евразия», ООО «Макдоналдс», ОАО «МегаФон», ООО «Хендэ Мотор СНГ», ОАО «СОГАЗ», ЗАО «Лаборатория Касперского», ОАО «АК БАРС» БАНК, НОУ ОЦ «ИФ Инглиш Фест СНГ», ООО «Юнилевер Русь», ООО «Фитнес-Альянс», ООО ТД «Форвард», ОАО «Аэрофлот», ООО «РОСТЭК-ТрансЛогистика», Частная компания с ограниченной ответственностью «ПрайсвотерхаусКуперс Раша» и другие.

Партнерские взносы позволяют не только уменьшить расходы страны-организатора на проведение спортивного

мероприятия, но и провести соревнования на ином, более высоком организационном уровне, повысить их зрелищность и тем самым привлекательность спорта и здорового образа жизни для широких масс населения.

Партнеры, внесшие существенный вклад в организацию и проведение Универсиады, вправе рассчитывать на определенные привилегии, в частности, получение статуса официального партнера в соответствующей категории, размещение своих товарных знаков в материалах рекламных и маркетинговых кампаний, направленных на продвижение Универсиады, право ассоциировать свою компанию, свой бренд и производимый товар с данным спортивным событием. При этом Партнеры заинтересованы в том, чтобы на территории спортивных сооружений и в местах проведения мероприятий, входящих в программу проведения Универсиады, продавались их товары и оказывались их услуги, а также отсутствовали прямые конкуренты.

Вопрос предоставления эксклюзивных прав партнерам и спонсорам спортивных соревнований является острым как в маркетинговом, так и в правовом поле и, на наш взгляд, требует более четкого законодательного урегулирования. Как уже упоминалось выше, партнеры, спонсируя то или иное спортивное мероприятие, кроме собственно рекламной и маркетинговой выгоды для своего бизнеса, вносят существенный вклад в социально-значимые проекты государства.

Заслуживает внимания подход к предоставлению эксклюзивных прав партнерам и спонсорам, отраженный в Федеральном законе от 01.12.2007 N 310-ФЗ (ред. от 29.12.2012) "Об организации и о проведении XXII Олимпийских зимних игр и XI Паралимпийских зимних игр 2014 года в городе Сочи, развитии города Сочи как горноклиматического курорта и внесении изменений в отдельные законодательные акты Российской Федерации" (Далее – Федеральный закон № 310)

В указанном Федеральном законе содержатся следующие определения спонсоров, партнеров и лицензиатов. В п. 3. статьи 8 указано: «Для целей настоящей статьи: под спонсорами понимаются иностранные и российские организации, заключившие договоры о спонсорстве с Оргкомитетом "Сочи 2014", Международным олимпийским комитетом или Международным паралимпийским комитетом». Соответственно с этим, партнерами в данной статье названы организации, заключившие соответствующий договор о партнерстве, а лицензиатами – организации, заключившие соответствующие лицензионные договоры.

Пункт 1 данной статьи фактически устанавливает законность предоставления эксклюзивных прав в рамках Олимпиады в Сочи 2014 года заинтересованным организациям путем изъятия действий, осуществляемых партнерами, спонсорами и лицензиатами, в рамках соответствующих договоров, из сферы регулирования антимонопольного законодательства. Данный пункт сформулирован следующим образом:

«Действия Оргкомитета "Сочи 2014", а также спонсоров, партнеров, лицензиатов Оргкомитета "Сочи 2014", Международного олимпийского комитета и Международного паралимпийского комитета, связанные с надлежащим исполнением соглашений, заключенных с Международным олимпийским комитетом, Международным паралимпийским комитетом или Оргкомитетом "Сочи 2014", не признаются недобросовестной конкуренцией и не влекут наступление последствий, предусмотренных антимонопольным законодательством Российской Федерации».

И в противоположность этому, действия, включающие в себя незаконное использование символики, либо проявления паразитического маркетинга, признаны недобросовестной конкуренцией (пункт 1 статьи 8 ФЗ № 310).

Поддержка спонсоров, партнеров и лицензиатов в рамках указанного Федерального закона выражена в нормах, регламентирующих размещение рекламы в период проведения Олимпийских игр и Паралимпийских игр и в нормах, регламентирующих использование официальной символики (статьи 6 и 7 ФЗ № 310).

Практически аналогичные законодательные нормы предполагается распространить и на проведение в Российской Федерации Чемпионата мира по футболу в 2018 году и Кубка конфедераций ФИФА 2017 года. Соответствующие положения содержатся в законопроекте «О подготовке и проведении в Российской Федерации Чемпионата мира по футболу ФИФА 2018 года, Кубка конфедераций ФИФА 2017 года и внесении изменений в отдельные законодательные акты Российской Федерации».

Статьи законопроекта с 17 по 20 регулируют особенности размещения рекламы во время соревнований, использование символики соревнований, имущественные права ФИФА в отношении соревнований, а также обеспечение добросовестной конкуренции в связи с подготовкой и проведением мероприятий. В частности, в ст. 20 предусматривается, что недобросовестной конкуренцией признаются и влекут наступление последствий, предусмотренных антимонопольным законодательством Российской Федерации, создание ложного

представления о причастности производителя товара и (или) рекламодателя к мероприятиям и (или) ФИФА в качестве спонсора, партнера, помощника, соорганизатора, агента, лицензиата, официального поставщика товаров, работ и услуг или в любом ином качестве (п.3. ст. 20 Законопроекта).

Таким образом, существует ситуация, при которой действующее российское законодательство содержит ряд специальных норм, в особом порядке регулирующих спонсорство отдельных соревнований, что, безусловно, оправдано с точки зрения повышения привлекательности официального партнерства. Вместе с тем представляется целесообразным распространить данный подход на все международные спортивные соревнования, проводимые на территории Российской Федерации, путем внесения в законодательство ряда изменений, позволяющих изъять определенный перечень действий партнеров спортивных соревнований из сферы регулирования антимонопольного законодательства.

Острота и необходимость таких законодательных инициатив продиктована активным распространением случаев так называемого «паразитического», «партизанского» или «засадного» маркетинга. В англоязычном информационном поле данное явление именуется *ambush marketing* от английского слова *ambush* – «засада». Какой из терминов использовать – вопрос предпочтений. В рамках подготовки и проведения Универсиады 2013 в Дирекции «Казань 2013» принят термин «паразитический маркетинг», который находит отражение в заключаемых партнерских договорах, в связи с чем далее мы будем использовать именно его.

Итак, паразитический маркетинг в общем смысле – это действия, направленные на ассоциирование с каким-либо значимым (чаще спортивным) событием компаний или брендов, не являющихся официальными спонсорами, то есть без уплаты взносов организатору данного события.

Данный термин в партнерских договорах, заключаемых Дирекцией Универсиады, определяется как «любые преднамеренные и непреднамеренные попытки создания ложной или несанкционированной ассоциации с Дирекцией или Универсиадой; включая любую рекламу, продвижение, продажу, обмен, введение в оборот товаров (работ, услуг), любые мероприятия по коммерческой идентификации или иную осуществляемую лицом или организацией деятельность, если при этом незаконно используется символика Универсиады, а также введение в заблуждение, в том числе создание ложного представления о какой-либо причастности производителя товаров (работ, услуг), рекламодателя к Универсиаде или к каким-либо событиям, организованным Дирекцией».

В целом, паразитический маркетинг при проведении крупных спортивных соревнований получил широкое распространение и проявляется в различных формах. Одной из них является, например, снабжение болельщиков спортивного мероприятия предметами, содержащими символику или рекламу компаний, не имеющих отношения к спортивному мероприятию. Такие случаи имели место на Зимней Олимпиаде 1996 года в Атланте со стороны компании Nike, осуществившей раздачу флажков со своей эмблемой.

Также широко известен случай, когда на пресс-конференцию перед финальным забегом на 100 м британский спринтер Линфорд Кристи пришел в голубых контактных линзах, в центре которых сияли белые логотипы Puma. Фотографии спортсмена облетели первые страницы мировых изданий.

После этих злоключений компания Reebok, являвшаяся официальным спонсором, разорвала контракт с Оргкомитетом Олимпиады и переключилась на спонсорство Национальной футбольной лиги и NBA.

На Чемпионате мира по футболу 2002 года паразитический маркетинг имел место со стороны компании Samsung, осуществившей раздачу бейсбольных кепок с нанесенным брендом.

Еще одной формой паразитического маркетинга является возведение временных конструкций в непосредственной близости от мест проведения спортивных мероприятий. Помимо этого, компании, выступающие спонсорами спортивных делегаций, либо заключающие соглашения с конкретными спортсменами, активно используют их для продвижения своих брендов.

Успешная борьба с паразитическим маркетингом – это, безусловно, целый комплекс действий, эффективность которого зависит как от нормативно-правовой базы страны-организатора соревнований, регулирующей спонсорство спортивных мероприятий, так и от слаженных совместных действий партнеров и организаторов.

В числе мер, предпринимаемых Дирекцией Универсиады против паразитического маркетинга, мы используем следующие:

- 1) включение в договоры безвозмездного пользования и аренды в отношении спортивных и неспортивных объектов Универсиады условий о так называемых «чистых объектах», то есть освобождении объектов от любой рекламы третьих лиц, включая, но не ограничиваясь: вывесок, рекламных конструкций, объявлений, флайеров как внутри, так и снаружи спортивных объектов, а также на всей Прилегающей территории. Как показывает мировой опыт, в том числе опыт Международного олимпийского комитета (МОК), в особенности эффективна мера о запрете размещения любой рекламы, кроме рекламы официальных спонсоров, в зоне видимости телекамер;
- 2) Запрет на размещение рекламы на экипировке спортсменов;
- 3) Запрет приносить на стадионы и другие спортивные площадки и объекты еду и напитки конкурентов официальных спонсоров Игр, разворачивать баннеры, рекламу, распространять любую промо-продукцию на возмездной или безвозмездной основе. Необходимо отметить, что в этом направлении в 2012 году в Татарстане был принят важный нормативно-правовой акт - Постановление Кабинета Министров Республики Татарстан от 23 июня 2012 г. № 544 «Об утверждении Типовых правил поведения зрителей в спортивных сооружениях Республики Татарстан при проведении массовых спортивных, культурно-зрелищных мероприятий». В рамках исполнения данного Постановления Дирекцией Универсиады разработаны Правила поведения для болельщиков спортивных соревнований Универсиады, где учтены не только вопросы безопасности, но также вопросы защиты бренда и маркетинговых прав Партнеров. В настоящее время готовится к принятию Постановление Правительства России «Об утверждении Правил поведения зрителей при проведении официальных спортивных соревнований»;
- 4) Включение в договоры с кейтеринговыми, клининговыми и другими обслуживающими проведение спортивных мероприятий компаниями условий о запрете использовать в рекламных или пропагандистских материалах или любых других сообщениях в любом формате любой товарный знак, наименование Универсиады или Дирекции, запрете на использование и размещение любых брендов, логотипов, товарных знаков, фирменных наименований или иных изображений в любом месте на объекте Универсиады, в том числе на любых товарах, оборудовании, материалах, посуде или расходных материалах, за исключением наименований и товарных знаков самой Дирекции и Партнеров Универсиады;
- 5) Постоянный мониторинг незаконного использования товарных знаков, правообладателями которых являются Дирекция Универсиады или Международная федерация студенческого спорта (FISU) и активная позиция Дирекции Универсиады в направлении защиты нарушенных прав путем инициирования судебных разбирательств в арбитражных судах, привлечения к административной ответственности и обращения в уполномоченные государственные органы (Федеральная антимонопольная служба, прокуратура), а в случаях выявления контрафактной продукции – в органы внутренних дел. Наш опыт показывает, что при активной позиции оргкомитета соревнований количество случаев распространения контрафактной продукции, а также неправомерной ассоциации компаний со спортивным мероприятием существенно сокращается.

В завершении хотелось бы отметить, что, по оценкам специалистов, в ближайшем будущем конкуренция между компаниями, желающими стать спонсорами спортивных событий, возрастет. Растет популярность здорового образа жизни, повышается спрос на услуги спортивных школ и клубов, растут продажи атрибутики, специализированных продуктов питания. При этом одной из самых значительных является часть доходов от продажи атрибутики, напрямую связанной с символикой соревнований, т.е. товарными знаками, принадлежащими оргкомитетам.

Спорт, являющийся по определению бюджетным, как правило, недофинансирован. Поэтому организаторы спортивных мероприятий всегда заинтересованы в расширении количества источников доходов. Началом изменения отношения к спортивному спонсорству (т. е. переход от процесса безвозвратных вложений к последовательности четко спланированных коммерческих) можно считать 80-е годы прошлого века. Так, во время Олимпийских игр 1984 года в Лос-Анджелесе глава Международного олимпийского комитета Хуан Антонио Самаранч предложил девяти крупным компаниям стать официальными партнерами соревнований. Взамен вложенных \$10 млн. эти компании получили право использовать олимпийскую символику для продвижения своей продукции. Инициатива оказалась настолько интересной, что уже через четыре года как количество спонсоров, так и суммы вложений выросли в несколько раз (до \$100 млн.)

Все это свидетельствует о необходимости и безусловной целесообразности повышения уровня правовой защиты как символики соревнований, так и маркетинговых прав Партнеров. Причем, это необходимо как на уровне государственно-правового регулирования данных направлений деятельности, так и на локальном уровне организационных комитетов соревнований.

КОМПЛЕКСНЫЙ КОНТРОЛЬ В УПРАВЛЕНИИ СПОРТИВНОЙ ТРЕНИРОВКОЙ ВЫСОКОКВАЛИФИЦИРОВАННЫХ СПОРТСМЕНОВ

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Совершенствование системы подготовки спортсменов высокой квалификации и достижение ими высоких результатов невозможно без комплексного контроля, позволяющего получать объективную информацию о различных компонентах подготовленности спортсменов. Реализация системы комплексного контроля на практике способствует снижению негативных воздействий предельных физических нагрузок на организм спортсменов, подведению оптимальной спортивной формы к наиболее значимым спортивным соревнованиям. Комплексный контроль позволяет обеспечить индивидуальный подход в спорте. Без объективной информации о разносторонней подготовленности спортсменов немыслимо рациональное управление тренировочным процессом.

Важнейшей составной частью системы спортивной подготовки, мероприятий по отбору и формированию сборных команд является разработка и использование модельных характеристик, составляющих основу комплексного контроля в спорте. Это позволяет объективно оценивать состояние спортсмена и вносить необходимые коррективы в тренировочный процесс.

Комплексные исследования спортсменов различных специализаций предполагают использование большого числа тестовых процедур, позволяющих определять различные компоненты их подготовленности, причем нередко встречаются ситуации, когда даже в родственных видах спорта используется различный набор тестов. Отсутствие комплексной оценки состояния различных функций организма спортсменов, единой программы тестирующих нагрузок, фрагментарность обследований не способствует правильной оценке их подготовленности. Это препятствует выявлению особенностей физического состояния спортсменов разной квалификации и специализации на разных этапах подготовки при различном уровне тренированности.

В настоящее время большое значение для достижения высоких спортивных результатов имеет разработка и внедрение в тренировочный процесс новых технологий, основанных на использовании объективных показателей подготовленности спортсменов и современных научных знаниях о закономерностях формирования и развития спортивной формы.

В связи актуальностью обозначенной выше научной тематики нами было проведено исследование, в котором решались следующие задачи:

- провести комплексное исследование морфофункционального развития, аэробной и анаэробной работоспособности, состояния кардиореспираторной системы, физических качеств и соревновательной деятельности спортсменов, занимающихся спортивными играми;
- разработать модельные характеристики и нормативы оценки различных компонентов физического и психофизиологического состояния баскетболистов и ватерполистов;
- разработать информационно-аналитическую систему оценки и мониторинга различных сторон подготовленности спортсменов высокой квалификации.

Для решения вышеперечисленных задач в работе использовались следующие методы исследования: антропометрия, биоимпедансометрия, велоэргометрия, газометрия, определение показателей аэробной и анаэробной работоспособности (определение максимального потребления кислорода, порога анаэробного обмена, максимальной анаэробной мощности и др.), методика анализа variability сердечного ритма, методы исследования скоростно-силовых способностей, психологические и психофизиологические методы исследования, тестирование результатов соревновательной деятельности, методы математико-статистической обработки данных и компьютерное программирование.

В исследовании принимали участие 35 спортсменов высокого класса, имеющие спортивные звания от мастера спорта до мастера спорта международного класса, занимающиеся баскетболом и водным поло.

Проведенное исследование позволило разработать нормативы оценки и модельные характеристики

морфофункционального статуса спортсменов, функционального состояния сердечно-сосудистой системы и систем регуляции сердечного ритма, аэробной и анаэробной работоспособности, скоростно-силовой подготовленности и психофизиологического состояния спортсменов с учетом их игрового амплуа.

Наряду с этим нами была разработана информационно-аналитическая система оценки и мониторинга подготовленности спортсменов высокой квалификации (ИАСОПС), которая предполагает наличие следующих основных разделов:

- раздел ввода информации предусматривает ввод данных о морфофункциональном статусе, физической подготовленности, работоспособности, состоянии кардиореспираторной системы и ряда других показателей;
- раздел индивидуальных и групповых рейтингов позволяет представить отдельных обследуемых и группы спортсменов в определенной последовательности в зависимости от средней величины качественной оценки данных морфологического статуса, двигательной подготовленности, работоспособности, состояния сердечно-сосудистой системы и других показателей, полученных в ходе обследований;
- раздел математико-статистической обработки предусматривает выполнение статистической обработки данных с определением отдельных статистических параметров, необходимых для научных выкладок;
- раздел корректировки нормативов оценки подготовленности, позволяет корректировать нормативы изучаемых показателей с учетом спортивных специализаций и квалификаций;
- раздел мониторинга суммирует данные о динамике различных компонентов физического состояния спортсменов в процессе их тренировочной и соревновательной деятельности и наглядно представляет их в виде таблиц и диаграмм.
- раздел отчетов и рекомендаций позволит систематизировать исследуемых спортсменов в зависимости от возраста, пола, квалификации, специализации и ряда других показателей и осуществлять отчеты о результатах обследований по вышеуказанным критериям по уровням физической работоспособности, двигательной подготовленности морфофункционального развития, психологического и психофизиологического состояния. Для каждого обследуемого спортсмена предполагаются индивидуальные рекомендации по организации режима тренировочной деятельности с учетом уровня его подготовленности.

Таким образом, проведенное комплексное тестирование спортсменов позволило разработать модельные характеристики и нормативы оценки различных компонентов физического состояния высококвалифицированных спортсменов-игровиков, которые легли в основу системы оценки ИАСОПС, позволяющей осуществлять мониторинг изменений, происходящих в различных компонентах физического состояния спортсменов в их специфической деятельности; формировать индивидуальные и групповые рейтинги спортсменов по результатам различных видов их подготовленности; разрабатывать рекомендации по оптимизации их физического состояния; производить статистическую обработку полученных данных; создавать электронную базу данных исследований.

EFFET DU TYPE ET DURÉE DE LA RÉCUPÉRATION SUITE A DES SPRINTS RÉPÉTÉS SUR LA PERFORMANCE CHEZ LES FOOTBALLEURS

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Introduction: Lors d'un match le footballeur exécute des efforts successifs plus au moins intenses entrecoupés d'intervalles de récupération. Par ailleurs la nature et la durée de récupération peuvent influencer la performance subséquente (Thevenet D et al.-2007, Dorado C et al. -2004). La plupart de ces recherches se focalisent sur l'effet de différents types et durée de récupération sur la performance des qualités physiques. Néanmoins, la précision représente l'un des astuces déterminantes de la performance footballistique. Ainsi, le but de cette étude est de comparer l'effet de la durée et du type de récupération sur la performance des sprints répétés, la précision de tirs et sur la fatigue chez les footballeurs.

Methodes: Dix footballeurs (taille: 176±11 cm, poids: 67±5 kg, âge: 23±2 ans et VMA: 17±0.9 km/h) ont réalisé un test de précision avant et après l'exécution de 10 sprints de 30m entrecoupés par des périodes de récupération. La récupération varie d'une série à l'autre de point de vue durée (30s et 15s) et type (RA: active à une intensité de 5 km/h et RP: passive).

Pour déterminer les indices de la précision des tirs directs vers la cible située à 16.5m, nous avons utilisé la méthode de Smirnov G. (1979) qui consiste à évaluer la précision des tirs directs d'une manière linéaire. Ce qui nous a permis de calculer les indices de précision (σX , σY). L'indice de fatigue est calculé selon la méthodologie proposée par Glaister et al. (2004).

Indice de Fatigue (IF) =

Une analyse de variance (ANOVA intra-groupe) est utilisé pour comparer les variables mesurées dans les différentes conditions de récupération.

Resultats: D'après les données illustrées dans le tableau 1 et les figures no 1, 2, nous pouvons constaté certains résultats. La récupération active (RA30s) favorise une meilleure performance des sprints, une meilleure précision et un indice de fatigue plus faible comparativement à ceux de RA15s et RP30s et RP15s.

Tableau 1: comparaison de l'indice de précision entre différents types et durées de récupération.

		σX (m)	σY (m)
Récup. Active 30s	Avant	0.6±0.09*	0.49±0.12*
	Après	0.68±0.09&@	0.58±0.11&@
Récup. Passive 30s	Avant	0.62±0.1*	0.51±0.11*
	Après	0.79±0.09#§	0.66±0.14
Récup. Active 15s	Avant	0.62±0.09*	0.55±0.1*
	Après	0.93±0.18	0.73±0.11
Récup. Passive 15s	Avant	0.72±0.16*	0.55±0.16*
	Après	0.91±0.15¥	0.7±0.28¥

P<0.05 : différence significative entre: * avant et après les sprints, &: entre RA30s et RP30s

¥: entre RP15s et RA30s, # : entre RP30s et RA15s, §: entre RP30s et RP15s

@ : P<0.001: différence significative entre RA30s et RA15s

La précisions des tirs, les temps de sprints et l'indice de fatigue suite à des sprints répétés entrecoupés des récupérations 30 s sont significativement meilleures à celles de 15 s indépendamment de type de récupération (RA15s et RP15s).

Il n'y a aucune différence significative dans les performances réalisées, entre les deux types de récupération suite à des sprints répétés intercalés par 15s de récupération.

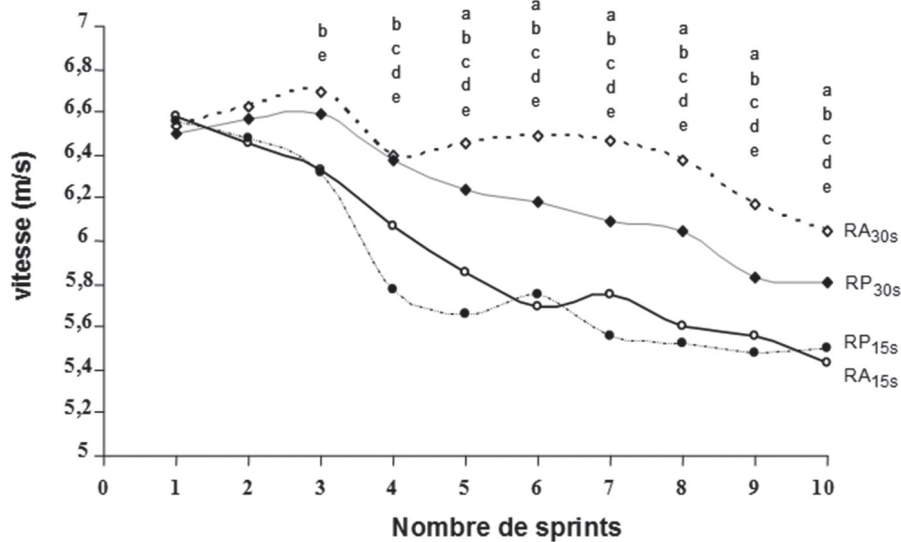


Figure 1: Evo

P<0.05 : différence significative de la vitesse du sprint entre: a- RA30s et RP30s , b- entre RA30s et RA15s, c - RA30s et RP15s, d- entre RP30s et RP15s, e- entre RP30s et RA15s

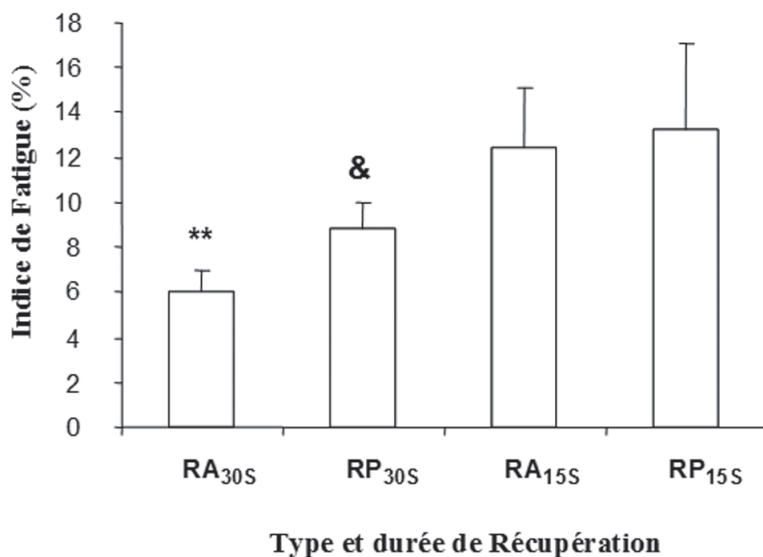


Figure 2: Comp

** P<0.001: différence significative entre la récupération active 30s à celles active 15s, passive 30s et passive 15s.

& : P<0.05: différence significative entre la récupération passive 30s à celles active 15s et passive 15s

АНАЛИЗ СОМНОЛОГИЧЕСКИХ ПОКАЗАТЕЛЕЙ У СТУДЕНТОВ - СПОРТСМЕНОВ СТРОИТЕЛЬНОЙ СПЕЦИАЛЬНОСТИ

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Введение.

В студенческом спорте недостаточно изучена проблема сна, его нарушений и влияния на результат в соревновательной деятельности.

Значение сна студентами во многом остается недооцененным: в подтверждение этому - распорядок дня, 78 % опрошенных студентов засыпают с 00 до 3 утра.

Анализ наблюдений показывает, что в периоды напряженных тренировок структура нормального, т.е. привычного для спортсменов ночного сна, как правило, искажается, сон спортсменов становится более чутким, поверхностным, менее продолжительным и прерывистым, фаза парадоксального (быстрого) сна сокращается. В пике нагрузочного микроцикла спортсмены с трудом засыпают в положенное спортивным режимом время, часто меняют позу, шевелятся, подергиваются во сне, внезапно просыпаются среди ночи, вяло пробуждаются утром.

Следствие этого печально – ослабление иммунитета, формирование невротических состояний, снижение уровней работоспособности и спортивной результативности. При этом мало кто из спортивных специалистов, по наблюдениям, интересовался лично качеством сна спортсменов - руководители команд, тренеры, врачи. Сами же спортсмены, как правило, редко жалуются на качество сна. Именно поэтому начальные признаки расстройств ночного сна юных спортсменов ускользают от внимания спортивных специалистов. Итог такого невнимания к качеству сна спортсменов, проявление состояния перетренированности, неожиданные травмы на тренировках и соревнованиях, обидные неудачи в соревнованиях с менее подготовленными, но хорошо выступившим соперником и пр.

Исследования ученых в сфере спорта с очевидностью подтвердили, что психический дискомфорт от низкого качества сна накануне ответственных соревнований, возникающий даже у высококвалифицированных и именитых спортсменов, может провоцировать неблагоприятные предстартовые состояния, срывы на старте и на дистанции, что снижает уровень спортивных достижений.

Следовательно, именно качество сна накануне соревнований может являться причиной снижения соревновательных результатов.

Одной из главных проблем в спорте высших достижений является проблема нарушений дыхания во время сна – патология, встречающаяся с высокой частотой в общей популяции. Синдром апноэ/гипопноэ сна или синдром остановок дыхания во время сна, а также синдром повышенного сопротивления верхних дыхательных путей могут в значительной степени повлиять на психофизическое состояние человека. Наиболее распространенными и клинически значимыми являются различные виды нарушения дыхания во время сна, прежде всего, обструктивного характера. Основными симптомами данных расстройств является громкий храп, прекращение легочной вентиляции при сохраняющихся дыхательных усилиях, снижение уровня кислорода в крови (десатурация), грубая фрагментация сна и избыточная дневная сонливость, патологическая подвижность во время сна, артериальная гипертензия,

Цель исследования: оценить сомнологический статус студентов строительной профориентации (интактных к спортивным нагрузкам) и студентов-спортсменов различных видов спорта: легкая атлетика – стайеры, баскетбол, самбо.

В работе использованы следующие инструментальные методики:

- проведение мониторинга АД;
- сомнография при помощи ПАК «ApneaLink»;
- методы математической статистики.

Результаты

1. Результаты сомнологического анкетирования показали, что студенты неспортсмены оценивают свой сон как неудовлетворительный 48% и 52% -хороший. В результате фактически половина студентов имеют неполноценный сон, то есть по различным причинам у них возникают не всегда объяснимые пробуждения, в связи с чем 44 % прибегают к дневному сну.
2. В связи с нарушением сна 37 % респондентов ощущают сниженную работоспособность в учебно-спортивной деятельности. Тем не менее необходимо отметить, что в целом инсомния нехарактерна для студентов. У 91 % анкетированных никаких проблем не возникает с достаточно быстрым засыпанием несмотря на то, что 83 % опрошенных студентов засыпают с 00 до 03 часов утра, что свидетельствует о нарушении рекомендуемого соотношения цикла «сон-бодрствование».
3. Большинство из опрошенных студентов-спортсменов считают, что во сне не храпят. Тем не менее при инструментальном контроле в группе самбо достоверно отмечались более высокие показатели эпизодов храпа, что, с одной стороны, может свидетельствовать о морфометрических особенностях данной группы спортсменов, с другой стороны, может отражать характер и структуру питания, особенности метаболизма, предрасполагающие к выполнению статических и силовых нагрузок. У студентов-спортсменов сборных команд по легкой атлетике, баскетбола и самбо присутствует легкая форма СОАГС (от ≥ 5 ИДН <15).
5. За период проведенного кардиореспираторного мониторинга на протяжении ночного сна ($n = 84$) отмечались эпизоды апноэ продолжительностью от 10 до 77 секунд, при этом индекс дыхательных расстройств превысил значение 5 за 1 час сна только у 10.6% обследованных. После проведения сравнительной оценки качества ночного сна студентов анализ результатов обследования спортсменов показывает, что часть из них уже находится в зоне риска по наличию синдрома обструктивного апноэ/гипопноэ сна.
6. Спортсмены - мужчины по сравнению со спортсменами - женщинами имеют достоверно меньшие показатели базальной SpO₂ и средней SpO₂ и большие показатели индекса десатураций, что при отсутствии достоверных различий морфометрических и возрастных показателей свидетельствует о более ранней тенденции к развитию дыхательных нарушений во время сна у мужчин.

EFFECTS OF CONTEXTUAL INTERFERENCE IN IMPLICIT AND EXPLICIT LEARNING IN TRACKING TASK

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The aim of the present study was to determine the effect of contextual interference on tracking task under the conditions of implicit and explicit learning. The subjects were 36 right-handed male students of physical education (from 18 to 26) who had been randomly divided into four experimental groups. The subjects, after getting familiar with tracking task, tried 15 times during the pilot study and exercised 4 blocks of nine-try each day during 4 consecutive days in the formats of random and blocked practice. The two explicit learning groups did just the tracking tasks while the two implicit learning groups did a secondary task as well. The collected data was analyzed by a one-way variance and the results showed that implicit learning practice was as effective as explicit learning practice; the result also confirmed the theory that random practice is more effective than blocked practice.

All in all, it can be said from the finding of this study that although the performance in blocked practice was not better than that in random practice in the learning phase, the random practice group performed far more better than the blocked practice group in the retrieval phase.

RATES OF CHANGE IN ACTIVITY OF ELECTRICAL IN LOBES OF THE BRAIN AS AN OBJECTIVE INDICATOR TO ASSESS AND TRAIN BOTH SKILLS MUSCLE AND MENTAL RELAXATION IN SQUASH

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Neuropsychology is considered one of the new sciences that has been recently declared by the American Psychological Association as a science of psychology that is interested in studying the relation between brain function and behavior.

Neuropsychology gets its information from several sciences, as Anatomy, Biology, Physiology, Pharmacology and Psychology. Therefore, it is considered a practical field that uses Knowledge, theories and principles that are connected with these sciences in The substantive interpretation of behavioral changes (normal and pathological) in the light of public functions and specialized areas and lobes of the brain.

Neuropsychology studies on the relation between brain functions and behavior depends on Using research methods and measurement and diagnostic objectivity and known as Neuropsychological Evaluation.

The research aims to infer the rates of change in the incident waves electrical activity with the brain examinations (Alpha, Beta) as an objective indicator to assess and train both skills muscle relaxation and mental development of squash players, using topography scanning technology as one of the ways evaluating Alnirosekologi in neuropsychology.

The research was applied on one of the Egyptian national team squash players, and the results indicated a change in the topographic scan and nervous profile for both wave forces alpha and beta between pre and post measurements in all the lobes of the brain for the benefit of the dimensional measurement of both skills muscle and mental relaxation.

Which confirms the objectivity of reasoning a topography scan for the brain and the rates of change in the activity of electrical waves in the lobes of the brain, as an indicator to assess and train both skills muscular and mental relaxation before and after the application of mental training program. The researcher recommends the guiding technology of topography scan of the brain and rates of change in the activity of electrical waves in the lobes of the brain as an indicator and function objective when evaluating and training both skills muscle relaxation and mental development of squash players, and as a result significant to know the evolution incident in skills of muscle relaxation and mental development before and after the application of mental training programs for players squash.

ЛЕГКО ЛИ ВЫЖИТЬ СТУДЕНТАМ НАПРАВЛЕНИЯ СПОРТИВНОГО МЕНЕДЖМЕНТА В РЕАЛЬНОЙ ПРОФЕССИОНАЛЬНОЙ ЖИЗНИ?

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В настоящее время физическая культура и спорт рассматривается как системный объект управления, которому свойственны особая характеристика и классификация управленческих отношений, присущи динамизм менеджмента и маркетинга, специфичность в деятельности спортивного менеджера.

Менеджмент в спортивной индустрии является важной отраслью, экономической категорией. Те люди, которые стараются решать проблемы спортивного менеджмента, решают задачи формирования новой инфраструктуры, характеристики которой обязательно должны соответствовать мировым стандартам.

Как достаточно самостоятельная профессиональная деятельность, спортивный менеджмент направлен на достижения главных целей физкультурно-спортивной организации. Делает он это через рациональное использование информационных, трудовых и материальных ресурсов.

На сегодня спортивный менеджмент является одной из образовательных программ. Она ориентирована на подготовку молодых специалистов для управления спортивными клубами и федерациями. Так появляются спортивные агенты, маркетологи и специалисты по продажам, руководители спортивных сооружений, рекламисты, работающие в спортивной сфере, профессионалы смежных отраслей бизнеса.

Необходимость формирования ключевых компетентностей спортивного менеджера при обучении в вузе определяется тем, что эти компетентности проявляются в любых условиях и уровнях профессиональной деятельности, связаны с успехом личности в быстроменяющемся мире, а также характеризуют профессиональную мобильность специалиста.

Но чем занимаются спортивные менеджеры? Основные функции деятельности менеджеров в спорте можно представить так:

- Спортивные менеджеры успешно работают в государственных органах управления спортом на федеральном, муниципальном, районном уровнях.
- Спортивные менеджеры занимаются планированием, организацией и управлением соревнований: чемпионатов района, города, области, республики, мира и Европы, Олимпийских игр.
- Спортивные менеджеры создают и управляют собственными спортивными бизнес-проектами, коммерческими турнирами, спортивными фестивалями, массовыми соревнованиями.
- Спортивные менеджеры представляют интересы спортсмена в качестве агента или представителя для подготовки и подписания профессиональных и рекламных контрактов.

Рынку свойственна неопределенность ситуации и предпринимательский риск. Они требуют от менеджеров самостоятельности и ответственности за принимаемые решения. Профессионализм спортивного менеджера проявляется в знании технологии управления организацией и законов рынка, в умении организовать слаженную работу коллектива и прогнозировать развитие организации.

Традиционная технология управленческой подготовки студентов в вузах физической культуры, по мнению специалистов в этой области, не способствует формированию самостоятельности и инициативности – важных качеств современного спортивного менеджера. Так как такие знания, умения и навыки приобретаются только во время практической деятельности. Именно по этой самой причине многие студенты-выпускники не могут влиться в профессиональную среду и работать по своей профессии. Еще одним не маловажным фактором является тот факт, что современные «спортивные менеджеры» не желают брать на работу молодого специалиста. Полагая на его некомпетентность в будущих делах. Получается замкнутый круг.

По нашему мнению, становление спортивного менеджера нового типа в современной России будет осуществляться лишь путем продолжительной практики на желаемом рабочем месте. Если студент хочет быть управляющим стадиона, значит, его необходимо прикрепить к уже работающему директору стадиона и на месте обучаться у него. Если студент хочет быть спортивным агентом, значит, его необходимо прикрепить к селекционеру спортивной команды.

В пример возьмем Швейцарский университет Glion. На магистерских курсах один год из двух предназначен для практической деятельности. Магистрант САМ выбирает себе место работы в любой стране ЕС, университет договаривается с работодателем о прохождении рабочей практики, которая может оплачиваться. В это время работодатель присматривается к студенту и если его работа устраивает, то в конце обучения официально принимает его на работу. Конечно же, работа мечты доставляет, как и удовольствие, так и показывает наивысшую производительность труда.

Сегодня высококвалифицированные спортивные менеджеры выступают одним из ключевых факторов в деле реформирования физкультурно-спортивного движения в России. К сожалению, подготовка таких специалистов осуществляется с явным отставанием от запросов практики, ее совершенствование во многом зависит от разработки новых образовательных курсов, современных информационных технологий и методик обучения [4].

Очевидно, есть понимание необходимости в анализе содержания и структуре обучения спортивных менеджеров в России и за рубежом (на примере университетов Великобритании, Германии, Швейцарии, США). Сравнительная характеристика подходов к образованию в сфере спортивного менеджмента прояснит сильные и слабые стороны, направление развития в нашей стране.

AUTHOR INDEX / СПИСОК АВТОРОВ

- AbbasiBakhtiari.Reza / P. 265, 268, 273
 Abolfaz Bejani / P.260
 Abolfazl Farahani / P.259
 Abtahinia A. / P.263
 Afzalpour, M.E / P. 256
 Ahmad Khamsan / P.253
 AliAbadi M. / P.249
 Arefiniya. M. / P.212
 Azadi Y. / P.266
 Ban Xiuping / P.134
 Barieva Lilia / P. 136
 Behzad Behzadnia / P.195, 196, 204, 264
 Boroumand / P.175
 Bryan H. Chen / P.216
 Camille Ricaud / P.209
 Chamsoutdinova A. / P. 274
 Changhao Jiang / P.84
 Chao Lei / P.82
 Chen Xiao-ping / P.155
 Chen Xingsheng / P. 184
 Chen Yongling / P.74,75
 Chenxiaohong Zhenglu / P.142
 Chen-yazhong / P.110
 Chia-Chang Chang / P.190
 Cho Young Hee / P.213
 Choi Mun Cheoung / P.213
 Chu Yun-fang / P.155
 Dabidi Roshan V. / P.211
 Dagmara Kornobis-Romanowska / P.194
 Dai Xin / P.78,81
 David Cabello / P.187,188
 Di Feng / P.220, 222
 Dimitra Papadimitrou / P.221
 Dong Jinxia / P.159
 Douglas Michele Turco / P.221
 Du Shuang / P.71
 Ebrahimi M / P.256
 Eizadi Mojtaba / P.257
 Elahi A. / P.249
 Eva Yulianti Pramudyawardhani / P. 271
 Fahimeh Negintaji / P. 228.
 Fan Mengjiao / P. 170
 Fan Zhang / P.73
 Feng Aiyun / P.120
 Feng-Xuehan / P.169
 Filipe Santos / P.183
 Forghani M.B / P.176, 177, 178, 179, 180, 181, 182
 Foroghipoor Hamid / P. 268, 273
 Fusheng Zhang / P.145
 Gang Wang / P.99
 Gao Wenqian / P.74,75
 Gao X / P.83
 Ghanavati A.H. / P.211
 Ghasemi B. / P.212
 Gholampour / P.175, 211
 Gholamreza Shabanibahar / P.198
 Guifeng Han / P.126
 Guo ZB / P.83
 Gurdeep Singh / P.269
 Habib Honari / P.267
 Hamid Ghasemi / P.259, 265
 Hamid Reza / P. 196, 205
 Han Hae Won / P.213
 Hao Cheng / P.157
 Hao Guangan / P.160
 Hao WU / P. 162, 163, 166, 167, 168
 Hao Xiaocen / P.103, 129
 He Lijuan / P.118
 He zhonghui / P.160
 He-fei You / P.225
 Heidari Z. / P.264
 Hong Yang Ja / P.213
 Hoseini S.M. / P.182
 Huang Xing / P.131
 Ian Wright / P.188
 Ilbeigi S1. / P.256
 Ilhaam Groenewald / P.226
 Ilvis Abelkals / P. 206
 Ilyazov R.G. / P. 276
 Jatou A. Baba / P.185
 Jatou A. Baba / P.210
 Ji Xiao-nan / P.155
 Jiang-mei Yang / P. 73, 80, 130
 Jiashu Lai / P.231
 Jie Dong / P.147, 148
 Jin An / P.117, 141
 Jing WANG / P.97
 Judith Siziba / P.191
 Jun Qiu / P.73
 Keshtidar M. / P. 196, 211, 253, 263
 Khilko A.I. / P.276
 Khodayari Abbas / P.225
 Kim Hye Young / P.213
 Kim Ok Ja / P.213
 Kun Liu / P.82
 Lasun Emiola / P.197
 Lei Li / P.158
 Li Jianbing / P.95, 107, 125, 239
 Li Ti / P.164, 166
 Liang Jinhui / P.123
 Liang lei / P.149
 Liang Tongfu / P.73, 74,75
 Liao Qianwen / P. 165, 170, 171, 172
 Lila Sabbaghian Rad / P.251
 Lin Qiao / P.88
 Liu Wei / P.86, 87, 118
 Liu Wenjie / P.217,218
 Liu Xiaoxue / P. 72
 Liu Yaping / P.217, 218
 Liupei Wangqingwei Liuwei / P.109, 241
 Liupei Liuwei Huoxiaomin / P.77
 Lu Di / P.96
 Lu Zheng / P.88
 Lysias Tapiwanashe Charumbira / P.191,192

- Maghsoudi Eiman A. / P.204, 205
 Maghsoudi Eiman H. R. / P.204, 196
 Mahdi Shariati Feizabadi / P. 254
 Mahmood Gudarzi / P.199,202,204, 223, 224
 Manafi. Ferydon / P.205
 Manoj K.P. / P.227
 Masroor Razieh / P.257
 Mehdi Moradi / P.228
 Mehran Mizani / P.223,224
 Mehrzad Hamidi / P.254
 Mei-Hua Chen / P.189
 Mengjiao FAN / P.162, 163, 166, 167, 168
 Mengjiao Fan / P.173
 Meysam Rahimizadeh / P.223, 224
 Michiel Bruin /P/ 270
 Ming Ye / P.88, 150
 Mirkazemi S.A. / P.261,262,263,264
 Mohammad Esmaeil Afzalpour / P.253
 Mohammad Khabiri / P. 254
 Mohammad Pourranjbar / P.260
 Mohammad Rahimi / P.254
 Mohammadrasoul Khodadadi / P.259, 260
 Mohsen Kazemi / P.232
 Mulyana Saripudin / P. 271
 Namvar M. / P.266
 Ning Wu / P.150
 Nishii Ju Ri / P.213
 Omid Jamshidi / P.199
 Pei-Ni Tai / P.189,190, 216
 Qian Wen / P.79
 Qiu Jun / P.104
 Ran Wagn / P. 162, 163, 166, 167, 168
 Ranjbarzadeh A. / P.266
 Rasoul Khaleghi / P.195
 Renata Kopczyk / P.193
 Reza Sabbonchi / P. 268. 273
 Rezvani M.H. / P.212
 Rong Xiangjiang / P.78,81
 Roudsarabi T. / P.264
 Roy John V. / P. 227
 Saatchian V. / P.249
 Saeed Sanei / P.233
 Saffari Leila / P.255
 Sajad Moemeni Piri / P.198
 Samar Kr. Ghosh / P.279
 Samuel Abeiku Hammond / P.185, 210
 Serkan Berber / P.221
 Seyed Abdolhamid Ahmadi / P.228
 Seyed Abdollah Hashemvarzi / P.232
 Seyed Mohsen Hoseini / P.176
 Seyed Nasrollah Sajadi / P.223,224
 Seyedeh Azra Mirkazemi / P.
 Seyranov S. / P. 277
 Shakirov F.Kh. / P.276
 Shangbin Li / P.222, 225
 Shen-Xiyuan / P.169
 Shi Jing / P.125
 Shou-sheng Xu / P.130
 Shu Dong Yang / P.127
 Siu Kuen Robert NG / P.215
 Song Ju Mi / P.213
 Su Rufeng / P.76
 Sudarsan Biswas / P. 279
 Tahereh Roud Sarabi / P.
 Talebpour M. / P.211
 Tao Jiang / P.225
 Tarighi / P.175
 Tojari Farshad / P.255
 Tu Mingliang / P.165, 171, 172
 Uttam Kendre / P.230, 258
 Vildanova G.V. / P.276
 Volchkova V. I. / C.236
 Wan-Chun Hsiung / P.190
 Wang Gang / P.111
 Wang Hong / P.111
 Wang Qingwei / P.76
 Wang Xiaoyi / P.218
 Wang Yunhong / P.149
 Wang Zipu / P.94
 Wang-Qingwei / P.100
 Wanxiang Cheng / P.213
 Wei LIU / P. 162, 163, 166, 167, 168
 Weidong Li / P.186
 Wensheng Wang / P.132
 Wu Hao / P.95, 125, 131, 173
 Wu Ye / P.159
 Wu Yuhong / P.74,75
 Xiangqin Song / P.92
 Xiangru Li / P.85, 143
 Xiao-hong Chen / P.88
 Xiao-nan Ji / P.156
 Xiao-ping Chen / P.156
 Xiaoxue Liu / P.80, 124, 130
 Xie Jun / P.101, 102
 Xing Xiaoyan / P.129
 Xinsai Nie / P.115
 Xiuli Zhang / P.99, 115
 Xue Shaoduo / P.151. 153.154
 Yaghobi A. / P. 176, 177, 178, 179, 180, 181, 182
 Yan Shi / P.113
 Yan Suping / P.158
 Yang Tieli / P.139
 Yan-Yudong / P.114, 121
 Yao Yuan / P.149
 Yaping Zheng / P.145
 Yin Xiaochuan / P.146
 Yinan Yang / P. 161, 162, 163, 166, 167, 168
 Yingshuang Liu / P.222
 Yongsheng Sun / P.91, 132, 135
 Yong-sheng Wang / P.88
 Yu Zhenfeng / P.117, 141
 Yuan-Yuan Dai / P.225
 Yun-fang Chu / P.156
 Zahra Moradi / P.228
 Zeinab Mondalizade / P.267
 Zhan Bing / P.103, 119
 Zhang Caifei / P.146
 Zhang Jian / P.71
 Zhang Jianhui / P.89
 Zhang Liwei / P.169

- Zhang Rui / P.164, 135, 166, 170, 171, 172
 Zhang XL / P.83
 Zhao Minghua / P.149
 Zhao-Jing / P.114, 121
 Zhe Zhang / P.91
 Zheng Zhong / P.174
 Zhihai Lu / P.92, 93
 Zhiqiang Wang / P.150
 Zhiqiang Zhang / P. 162, 163, 166, 167, 168, 173
 Zhiru Zhang / P.92, 93
 Zhong Bingshu / P.89, 129
 Zhou Jielu / P. 68
 Zhou Se / P. 69, 140
 Zinaida Kuznetsova / C.234
 Zou Jiahui / P.133, 135
 Абдалиев С. П. / C.495
 Азизова И.Н. / C.384
 Айгулов Н. М. / C.301
 Аикин В. А. / C.355
 Акишин Б. А. / C.333
 Аксенов М. О. / C.481
 Аксенова А. В. / C.483
 Акулова Т. Н. / C.318
 Архипов Е. Ю. / C.432
 Асеева А. Ю. / C.365
 Ахмедов И. Д. / C.479
 Ахметов С. М. / C.433
 Ахметшина Л. В. / C.392
 Байкеев Р. Ф. / C.463,465
 Барбаев Г. Б. / C.460
 Барков А.Ю. / C.531,533
 Батченко Л.В. / C.389
 Бейсенова Г. К. / C.497
 Белавкина М. В. / C.427
 Билык Д. М. / C.355
 Близневский А.Ю. / C.435
 Бобомурадов Н. Ш. / C.493
 Бобырев Н. Д. / C.425
 Боковец В. С. / C.437
 Болтаев З. Б. / C.502
 Болтовский А. Ю. / C.486
 Бордукова Л.А. / C.307
 Боревиц К. Ю. / C.436
 Булатова Г. А. / C.438
 Бухараева Ч. Р. / C.326
 Валеев Ф. Г. / C.384
 Васенков Н. В. / C.315, 329
 Войтенко С. М. / C. 337
 Галимуллина Н. М. / C.524
 Гарипова А. Н. / C.394
 Герасевич А. Н. / C.437
 Герасимова И. Г. / C.489
 Гилев Г. А. / C.318
 Гимазов Р. М. / C. 438
 Гиниятуллина Е.А. / C.440
 Глухов М.В. / C.462,465
 Глухова Е.В. / C.490
 Гмир Т. А. / C.437
 Головина В. А. / C.318
 Голубев А. И. / C.335
 Голубева Г. Н. / C.335
 Гончарова О. В. / C.495
 Гончарова О. В. / C.500
 Губанова Л. А. / C.293
 Губарева Н. В. / C.357
 Гулгенов Ц. Б. / C.453
 Давис Н. А. / C.492
 Давлетова Н. Х. / C.512
 Данилов С. А. / C.424
 Данилова А.М. / C.303
 Данилова Г. Р. / C. 424
 Дашибальжиров Б.Д. / C.460
 Двоеносов В. Г. / C.380
 Деев В. В. / C.412
 Дилисят Мамат / C.557
 Дмитриев Г. Г. / C.441, 466
 Дмитриев Ф. Б. / C.404
 Долгов И. М. / C.421
 Дорошенко А. Л. / C.301
 Драндров Г. / C.340
 Дусанов У. С. / C.507
 Евстафьев Э. Н. / C.526
 Еримбетов Б. К. / C.493
 Ескалиев М.З. / C.350
 Жамматов Ж. Ш. / C.504
 Журова И.А. / C.299
 Заводовский С.В. / C.389
 Заглевская А. И. / C.289
 Зарипова Ф. А. / C.507
 Заячук Т. В. / C.516
 Зданович О. С. / C. 443
 Зебзеев В.В. / C.443
 Зекрин Ф. Х. / C.443
 Зеленин А. А. / C.311
 Зотова Ф. Р. / C.512
 Зубов Б.В. / C.388
 Зуев В. Н. / C.376
 Иванова Л.А. / C.539
 Исаев А. А. / C.502
 Исламова Ж. И. / C.492
 Кадыров А. Р. / C.520
 Калинин Л.А. / C.545
 Калманович В. Л. / C. 447
 Карандашов В.И. / C.388
 Каримова Д. Д. / C.296
 Керимов Ф. А. / C.492, 506
 Ким В. В. / C.355
 Кипчаков Б. Б. / C.498
 Киреева И. Р. / C.527
 Кистанов В.С. / C.549
 Коваленко Т. Г. / C.354
 Колосов А.Б. / C.337
 Колтошова Т. В. / C.513
 Комарова А. В. / C.453, 460
 Комаровская Е. Л. / C. 346
 Коняшкина С. В. / C.369
 Корнильцева О. А. / C. 373
 Коршунова О. Н. / C. 524
 Кравчук Т. А. / C.456
 Красильников А.Н. / C.303

- Кривошеева О. Р. / С. 361
Кузьмин В. Г. / С.508
Ланда Б. Х. / С.324
Латыпов И. К. / С.404
Левицкий П.М. / С.591
Линде Е.В. / С.391,412,421,422,425
Литманович А. В. / С.363
Лопатин Л.Н. / С.315
Лубышева Л. И. / С. 281
Луконин А.В. / С.332
Любомирова Л. П. / С.391
Мадьяров А. Р. / С. 313
Маланичев В.И. / С. 549
Маркелов В.В. / С. 346
Мартынов А. В. / С.465
Марьясова Д. А. / С.422,423
Махмутова Р.Р. / С.307
Медведева Л. Е. / С. 357
Медведева О. А. / С.373
Мельникова Н. Ю. / С.369
Мингалимова А. Р. / С. 429
Мугаллимова Н. Н. / С.430
Мугаттарова Э. Р. / С.367
Муртазина Г. Х. / С.510
Мухина М. Ю. / С.508
Найданов Б.Н. / С.460
Неуймина Д. В. / С.465
Никитина Л.М. / С.384
Никифорова А.А. / С.535
Никифорова А.Ю. / С.369
Николаев В. В. / С.412
Нурышов Д. Е. / С.493
Обвинцев А. А. / С.441, 466
Орджоникидзе З. Г. / С.388,412,421
Осипова С.О. / С.492
Павицкая З. И. / С.397
Павлов В. И. / С.412,423
Павлов В.И. / С.388
Парфенова Л. А. / С.386
Пархоц Е. Г. / С.437
Пасмуров А. Г. / С.284
Пасмурова Л.Э. / С.284
Петров П. К. / С.343
Пешков А. А. / С.322
Пешкова Н. В. / С.322
Полевщиков М. М. / С.348
Попонина Т.С. / С.388
Правдов М. А. / С.301
Пузынин А.В. / С. 311
Рахимов М. Ф. / С.506
Рекутина Н. В. / С.359
Родинченко М. А. / С.391
Роженцов В. В. / С.348
Романов К. П. / С.465
Рудакова Л.Н. / С.354
Руденко И. В. / С.382
Рузметов Н. К. / С.504
Румянцева Э. Р. / С.307
Сабирова Л. А. / С.462,465
Садовский В.В. / С.391
Садыкова С. В. / С.468
Саидов И. И. / С.504
Саликжанов Р. С. / С.350
Саликжанова Ш.Б. / С.350
Салмова А. И. / С.469
Сафаров Ш. А. / С.293
Сафина Д. Р. / С.518
Селиванов К. С. / С.418
Синицына О.В. / С. 311
Сиразеева А. / С.508
Сосуновский В. С. / С.289
Степанова Т. А. / С.427
Строкин А.А. / С.307
Стукало Л. М. / С.292
Султансуйнов А. С. / С. 495
Сухарькова М. П. / С.471
Сухачев Е. А. / С.419
Суяров Х. Б. / С.506
Сыров В. Н. / С.492
Тагиров А.М. / С.537
Тимошина И. Н. / С.386
Трофимов В.Н. / С.303
Тубальцева В. А. / С.400
Туревский И. М. / С.305
Ульянов Д. А. / С.354
Утегенов Ж. Ж. / С.497
Фазлеев А. Н. / С.329
Фазлеева Е. В. / С.315, 329
Фазлеева С.В. / С. 315
Файзериев Л. Р. / С.432
Филатова Н. П. / С.365
Филимонов В. И. / С.373
Хайдаров Б. Т. / С.507
Халитова Ф. Р. / С.524
Хаснутдинова С. В. / С. 402
Хунся Ли / С.557
Хуррамов Ж. К. / С.498
Хусаинова А. А. / С.474
Хусаинова А. Р. / С.474
Челышев М.Ю. / С.542
Чернышенко Ю. К. / С.433
Читаева Ю. А. / С.286
Шайдуллин Э. А. / С.476
Шакирова Г. Ф. / С.465
Шалавина А. С. / С.371
Шалаев О. С. / С.365
Шамгуллин А. З. / С.547
Шамгуллина Г. Р. / С.547
Шахрай С. М. / С.280
Шахриддинова Л. Н. / С.500
Шитов Л. А. / С.437
Шитова Е. М. / С.437
Щеновский Ю. И. / С.437
Юсупов Р. А. / С.333
Якубов Ю. Д. / С.342
Ярушин С. А. / С.310

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