



SWOT ANALYSIS IN THE STRUCTURE OF INFORMATION TECHNOLOGIES OF PHYSICAL EDUCATION

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Annotation

SWOT analysis should become an indispensable component of didactic information technologies, which are based on permanent information processes. Without multivariate analysis, it is impossible to fully correct the didactic process and make pedagogical decisions.

Keywords: SWOT analysis, physical education, technologies, teacher.

INTRODUCTION

At present, no one doubts the possibility and necessity of extrapolation of quality management technologies (for example, focused on ISO 9000 standards) from industry and business into pedagogical activities, including physical education of students. At the same time, it is obvious that such an extrapolation is possible not only at the level of university management, but also at the management of the didactic process at the level of teaching specific academic disciplines, including the management of students' physical education.

With regard to pedagogical technologies, SWOT analysis (SWOT - English strength - weakness - opportunities - threats) will consist in identifying the strengths and weaknesses of the didactic process, opportunities for its improvement and environmental factors that can negatively affect its effectiveness. At the same time, the following directions of SWOT analysis should be distinguished: SWOT analysis of the activity of a specific student, SWOT analysis of the teacher's activities and SWOT analysis of the didactic process as a whole (analysis of the teacher's activities is the direction of further research by the authors).

Example. Physical culture teacher revealed: student P-ov fulfills the standard "flexion and extension of the arms in the lying position" as "excellent" (the strong side of the physical readiness of student P-VA is sufficient development of strength endurance), but the standard "run on 3000 m" - on "Satisfactory" (the weak side of readiness -





insufficient development of endurance). This is an example of a SWOT analysis of motor activity (and its results) for a particular student.

Example. The physical education teacher revealed that 90% of the students in the group pass the “good” or “excellent” standard for “bending and extending the arms while hanging” (the strong point of the didactic process), but 60% of the students fulfill the “100 m run” "Satisfactory" or "Unsatisfactory" (weak side). This is an example of the analysis of the didactic process as a whole.

SWOT analysis should become an indispensable component of didactic information technologies, which are based on permanent information processes. Without multivariate analysis, it is impossible to fully correct the didactic process and make pedagogical decisions. From the point of view of the authors, the priority didactic task should not be to increase statistical indicators, but to bring students to a higher level of qualitative state (especially when it comes to an abnormal state). The teacher should strive to ensure that the proportion of students (and the parameters of the didactic process) who are in an abnormal state is minimal and the share is maximal in a normal state.

The results of quantitative and qualitative analysis are the basis for the formation of a matrix reflecting the strengths and weaknesses of the didactic process, as well as the possibilities for its improvement and factors that can negatively affect its effectiveness (this is true for the educational activities of individual students and the didactic process as a whole). Such a matrix provides the teacher with an information field in which he can navigate and make decisions.

Example. The university teacher of physical culture made an analysis of the didactic process, as a result of which he received a matrix of strengths and weaknesses, opportunities and threats (table 1). Based on the results of the SWOT analysis, the teacher can make the following decisions: to involve students in classes in sports sections in accordance with their interests and capabilities; strengthening the sportization of physical education by teaching student’s aerobics, etc. The example is now complete.



Table 1. An example of a SWOT analysis in physical education of university students

Strengths	Learning Opportunities
1. 70% of male students have a high and sufficient basic level of strength and endurance development	1. The presence of a gym with modern equipment (simulators) creates excellent opportunities for valeologization and sportization of physical education.
2. 85% of female students have a high and sufficient level of flexibility development.	2. The presence of 12 sports sections at the Department of Physical Education opens up wide opportunities for students and teachers of non-physical culture to practice their chosen sport, to strengthen their health, develop physical qualities, as well as motivational and behavioral components of physical culture of a person.
3. 80% of students have a high and sufficient level of physical health and functional performance.	3. The possibility of teaching students aerobics, kick-boxing and other non-traditional types of motor actions opens up wide prospects for strengthening the sports and health-improving orientation of physical education.

Obviously, SWOT analysis does not exist in isolation. On the one hand, it is, in addition to monitoring and diagnostics, decision-making and correction of the didactic process, an innovative component of pedagogical management. On the other hand, the results of monitoring and diagnostics are the input information for the SWOT analysis, and its results, in turn, are the input information for making pedagogical decisions.

From our point of view, SWOT analysis should be an obligatory component of innovative technologies of physical education, because it allows for a closer integration of the components of pedagogical management (pedagogical control and diagnostics, planning, decision-making and correction) than in the traditional system of physical education. Indeed, the results of monitoring and diagnostics are input information for a SWOT analysis. Indeed, the identification of the strengths and weaknesses of the educational-training process is possible only on the basis of a quantitative assessment and qualitative diagnosis (qualitative analysis) of the educational-training activity of students. The information field is formed on the basis of decision rules. Let S be the set of parameters obtained as a result of control and diagnostics, R be the set of decision rules. Then and are, respectively, a set of pieces of information that should be referred to the “Strengths” and “Weaknesses” fields. The output of the SWOT analysis is the input for making pedagogical decisions (models of the decision-making process were presented earlier). From our point of view, the information field of SWOT analysis should be expanded to an information object that aggregates the results of diagnostics, SWOT analysis and decision making (Tables 2, 3).



Table 2. Sample Integrated Information Object

Indicators of educational and training activities	
...	
Strengths	Learning Opportunities
...	...
Weak sides	Negative external factors
...	...
Decision	
...	

Table 3. An example of an integrated information object for a specific student

Indicators of educational and training activities	
Strength: in the danger zone Fast: in the warning zone Endurance: in the warning zone	
Flexibility: within the normal range Dexterity: in the warning zone The level of knowledge in the field of physical culture: in the normal zone Motivation for physical culture and sports activity: in the warning zone Health and functional performance: in the warning zone	
Strengths	Learning Opportunities
1. Adequate level of dexterity development. 2. Sufficient level of knowledge in the field of physical culture.	1. The presence of a gym with modern equipment (simulators) creates excellent opportunities for valeologization and sportization of physical education. 2. The presence of 12 sports sections at the Department of Physical Education opens up wide opportunities for students and teachers of non-physical culture to practice their chosen sport, to strengthen their health, develop physical qualities, as well as motivational and behavioral components of physical culture of a person. 3. The possibility of teaching students aerobics, kick-boxing and other non-traditional types of motor actions opens up wide prospects for strengthening the sports and health-improving orientation of physical education. 4. The presence of information systems for the analysis of motor activity will allow students to familiarize themselves with information technologies, contribute to the formation of their information culture of the personality and overcome the gap between physical education (motor activity) and education (mental activity).
Weak sides	Negative external factors
1. Low level of strength development. 2. Insufficient level of development of speed. 3. Insufficient level of endurance development 4. Insufficient level of dexterity development 5. Insufficient level of motivation for physical culture and sports activity 6. Insufficient level of health and functional performance.	Lack of time allocated for training sessions
Decision	
1. Offer the possibility of choosing sports sections at the department. 2. When giving out individual tasks, priority No. 1 is exercises for the development of strength, health and functional performance, No. 2 - for the development of speed, endurance and dexterity. 3. Offer the student to track the dynamics of their own physical development. 4. Offer the student to analyze his own motor activity with the help of information systems.	



SWOT analysis, integrated with control, diagnosis and decision making, is inextricably linked to clustering. Let K be a set of clusters, then, i.e. there is a one-to-one correspondence between a specific cluster of students and an integrated information field for it.

Thus, SWOT analysis will allow to obtain integrated information products that combine information obtained as a result of monitoring, diagnostics and decision-making. Obviously, obtaining such information products is unthinkable without modern information technologies.

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