



## **PROBLEMS OF SPORTS SELECTION AND ORIENTEERING AND WAYS TO SOLVE THEM**

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### **Annotation**

This article deals with the topical issues of sports selection and orientation in sport. The terms "Sport Selection" "Sport Orientation" are fully disclosed.

**Keywords:** sports selection, sports orientation, many years of training, high performance sport.

### **Introduction**

In today's society, the effective use of the potential of human abilities is increasingly on the agenda. Modern sport is characterized by a dramatic increase in the level of athletic achievement, which far exceeds the boundaries that until recently were considered inaccessible. Targeted long-term training and education of high-performance athletes is a complex process, the quality of which is determined by a number of factors. One such factor is the selection of gifted children and adolescents and their sports orientation.

Athletic selection begins at an early age on the basis of testing and examination during specially conducted training camps, as well as on the basis of a study of training and competitive activities in children and youth sports teams.

Selection for sports is a complex of measures that help to determine a high degree of predisposition (giftedness) of a child to a particular kind of sports activity. At all stages of multi-year training of an athlete a comprehensive method of assessing his personality, involving the use of various research methods must be provided.

### **Purpose, Objectives of Work, Material and Methods**

The aim of the work was to substantiate the concept of formation of the system of training, selection and orientation of athletes in the process of long-term improvement.





## **Methods and Organization of Research**

The following methods were used in the work: analysis of scientific and methodical literature, normative documents, generalization, systematization.

## **Research Results**

Based on the position that the formation of holistic knowledge is a complex process, the comprehension of which should be carried out from different positions, to form a system of knowledge about the long-term selection and orientation of athletes' training, we have chosen as a theoretical and methodological basis of the developed provisions systemic, integrative and activity-based and personality-oriented approaches. The systemic approach, the subject of development of logic and methodology of which is considered to be the study of general principles of organization of system research, provides the correctness of the scientific problem statement in the substantive and formal aspects. The need to identify on the basis of cumulative scientific experience practical aspects of the solution of the posed problem, including the development of technological support for the process of forming holistic knowledge of the system of selection and orientation of athletes' training in the multi-year process, led to the choice of personality-oriented tactics of research. This allows us to consider the process of interaction between the subjects of the training process of holistic knowledge formation (coach, athlete, functionary, researcher, sports doctor, psychologist) in the aspect of cooperation, co-management and personal orientation as necessary components in the process of multi-year improvement of athletes' training and selection.

In order to implement systemic ideas in relation to our study, it is necessary, first of all, to specify the features of the system of formation of holistic knowledge of the system of training and selection of athletes in the process of long-term training, namely: substantiality of elements that make up this system; structurality, characterized by the presence of interrelations and relations between the elements of the system; functionality, which determines the functioning of the system as an indivisible whole. The system approach is considered as a general scientific basis for the study of the problem of the formation of holistic knowledge. From the perspective of this approach, this process involves identifying its constituent elements, establishing system-forming factors and relationships between components, determining the functions of the system as a whole. The rationale for the integrative-activity approach in the study was that it allows you to implement a set of different approaches, a set of methods and principles of integration of related disciplines and, through this, the formation of the integrity of the formed knowledge. In addition,





integrative-activity approach in the formation of holistic knowledge considers this process as a complex system, the integrity of which is achieved through the integration of their constituent elements, which are in relationship and interaction.

Personality-oriented approach acts as a theoretical and methodological strategy and tactics of forming holistic knowledge about the system of multi-year selection of athletes and orientation of their training in the multi-year process. It is the basic value orientation of the system in general and the athlete in particular, determining the positions in interaction with the subjects of the process of formation of holistic knowledge. Within the framework of the developed provisions, the personality-oriented approach acts as a fundamental element of this system, the construction of which provides for problematics, complex influence on the personality, using knowledge of individual, age and personal characteristics of subjects, and is based on the principles of nature-appropriateness, humanity, development, self-determination, individual creative self-realization. Personality-oriented approach is considered as a tactic that involves the identification of practical aspects of problem solving on the basis of the totality of scientific experience. In terms of methodology, the person-oriented approach allows you to identify the specifics of building the activities of participants in the process on the basis of respect for and trust in the individual, define the role and place of subjects in the training process and ensure the disclosure and maximum use of subjective experience. The general provisions of the concept include: the concept concept, its purpose, information, legal and methodological support, the place in the theory of athletes' training. The concept "concept" is not unambiguous in modern theory and practice. The concept is defined and as a certain way of understanding, interpretation of any phenomena, the fundamental, guiding idea for their coverage; the leading idea, constructive principle of various types of activity, and as a sudden birth of the idea, the main idea, artistic or other motive, and as a system of views on processes and phenomena in nature and society. Analysis of the concept "concept" showed that it is interpreted in two main directions: as the basic idea of research and as a form of presentation of the results of research work. The most accurate, from the point of view, is the understanding of the concept as a set of scientific knowledge about the object, presented and formalized in a special way. The concept is a set of key provisions, sufficiently fully and comprehensively reveal the essence, content, features of the phenomenon under study, its existence in reality or practical human activities. The concept of formation of holistic knowledge about the system of selection of athletes and their orientation in the process of long-term improvement is a complex, purposeful, dynamic system of theoretical-methodological and methodological-technological knowledge about





holistic pedagogical knowledge based on systemic, integrative-activity and personality-oriented approaches. The criterion of the complexity of theoretical knowledge implies dialectical unity of the main provisions that make up various concepts and theories. The complexity of the system of knowledge also means the diversity of its component composition and connections within the system. Each section of the concept has its own functional purpose, ensuring its integrity and completeness.

Hierarchical structure of the concept as a system of knowledge provides the presence of levels of subordination, determining the logic of deployment of its overall content. Purposefulness implies the definition, achievement and verification of the goal as "an antycypical representation of the result of an action". The main requirement for the goal is its concreteness, measurability, reality, controllability. Purposefulness of the knowledge system meets not only the conditions of the moment, but also the general direction of development of the process or phenomenon under study. The purposefulness of the knowledge system, constituting the concept of formation of holistic knowledge about the system of long-term selection of athletes and orientation of their training for the Olympic Games, consists in a comprehensive presentation of the deployment of this process and the full characteristic of its result as a sports and pedagogical phenomenon.

Dynamism implies the relative stability of the system of knowledge about the object. The concept we develop and present is not completely finished and unchangeable, it remains partially open for further research. However, the criterion of dynamism does not mean unreliability of the system of knowledge that makes up the concept, but implies the establishment of interdisciplinary connections, the implementation of the process of scientific integration, the expansion of the sphere of use of its main content. To substantiate the main provisions, it is determined that in the conditions of increasing competition in the sports arena, constantly increasing volumes and intensity of training and competitive loads, significantly exceeding the resources of adaptive capabilities of the human body, have come to the fore. The need for long-term preparation to achieve high sports results requires special attention to the sports reserve, which consists of children and adolescents, purposefully and methodically preparing for major competitions in Olympic sport.

This suggests that the modern system of sports training is characterized by serious flaws, primarily of methodological, organizational and ethical nature. Their origin is well known to specialists in the field of high-performance sports, scientists who created the scientific and technological basis of modern theory and adequate





technologies of sports training, heads of sports and the Olympic movement, coaches and athletes [1].

Nowadays, for example, it is increasingly difficult for an athlete to cope with large volumes and intensities of training work without additional means of stimulating athletic performance. The following fundamental laws of human systems development are taken into account:

1. Heterochronic character of the development of different links and systems of the organism that ensure the realization of motor activity.
2. Syphase of the periods of intensive growth of the elements of movement systems and their inconsistency with the periods of accelerated development of the structures.
3. multilevel rhythmic development of motor systems, their elements and structures.
4. High degree of individuality of motor manifestations. Based on these regularities, let us consider the main principles of the theory of long-term athletic training.

The principle of determination means the necessity to take into account conservative and labile components of human morphofunctional organization in the process of sports training.

Conservative features of morphofunctional complex of motor skills must be the main objects of attention during sports orientation and selection, during development of long-term programs of physical improvement of an athlete. The labile traits must be evaluated from the point of view of possibilities of achieving optimal values of their development, necessity and sufficiency of the level of development of physical potential under the given parameters of its development, ability of an individual to assimilate reliably the teaching (training) information.

The principle of determination dictates the need to develop individual morphofunctional and motivational models of athletes as the basis for building stage models of their physical, functional and psychological preparedness. It also determines the usefulness of developing a typology of motor manifestations as the basis for a reasonable choice of optimal boundaries of biomechanical parameters and motor qualities realized in physical exercises. This, in its turn, opens up new possibilities for detailing training programs on the basis of effective consideration of individual characteristics of each athlete and specification of optimal characteristics of his functional conditions.

The efficiency of sports training both in the long-term plan and in shorter time intervals, up to a weekly cycle and a separate session, will be higher if the accents of training influences coincide in character with the natural accelerations in development of individual elements and structures of motor skills and the current state of its systems. Therefore, the principle of adequacy means the necessity of such





organization of training influences, which would take into account readiness of systems of a human organism to perception of the training information of a certain type. Both genotypic and phenotypic sensitivities, which determine the specificity of this readiness, must be taken into account. Finally, taking into account the regular phase and cyclic nature of motor skills development [14], we can consider the principle of phase emphasis. Based on this principle, it is possible to reasonably distribute training loads of different orientation by time. The principle of phase emphasis determines the expediency of observing a strict sequence in stimulating the development of the elemental basis of movement systems first (separate physical qualities, their morphofunctional components, separate biomechanical elements) and then their structural organization. The same principle prompts the coach and the athlete to make a decision on timely change in the direction, content, volume and intensity of the training load. The study of the system of modern multiyear sports training has shown that their improvement is possible on the basis of the above principles and their technological implementation. The notion that the system of long-term training, selection and orientation at its various stages should be presented as a holistic system is reflected in the proposed concept of forming the system of selection of athletes and their orientation in the process of long-term improvement.

## Conclusions

The results of the research allowed to formulate the main basic provisions of the system of preparation, selection and orientation of athletes in the process of long-term improvement; to form a system of scientific knowledge based on the integration of training, selection and orientation of athletes at different stages of long-term improvement, allows in practice to improve the effectiveness of management of the training process.

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