

OLYMPIC RESERVE SCHOOL: YESTERDAY, TODAY, TOMORROW

V. D. Ivanov¹, O. V. Marandykina²

¹ *Chelyabinsk State University, Chelyabinsk, Russia*

² *Moscow State Linguistic University, Moscow, Russia*

This article describes the history of sports schools, their development over the years, and their prospects in the future.

Keywords: *Olympic reserve school, sports, training, sports education.*

In the last decade, there is a tendency to change the vectors of interaction between Physical Education, sports for all and sports of the highest achievements. The conversion of high-tech sports training, their adaptation to the system of Physical Education turned out to be one of the main mechanisms that ensure the effectiveness of the educational process at school.

The concept of “sports reserves” in the broad sense of the word is inextricably linked with socially determined factors, including the totality of society’s achievements in the education of youth, the development of mass physical culture and sports, as well as the demonstration of the highest sports skills, winning leading positions in the international sports arena [1].

The system of national Olympic education includes educational institutions — secondary schools — schools of the Olympic reserve, which are the most important link in the training of professional personnel in the field of physical culture and sports with secondary special education [2].

Sports quickly took a special place in Soviet culture. He was one of the tools for the formation of the so-called new type of man (more physically developed and possessing a special type of consciousness) and so it became an officially approved social practice. Sports turned into a profession, like other working citizens, athletes received rights and obligations under labor legislation.

Even 10 years ago, there was a shortage of sports facilities of various sizes and purposes in our country. The Soviet legacy fell into disrepair and dilapidated, and almost no one was engaged in the construction of new facilities. Now the construction of sports buildings and structures is booming — ice palaces and arenas, sports and recreation complexes with swimming pools, sports schools and training bases, acrobatic and equestrian arenas, sports palaces are appearing all over

the country. Today, in every country there are sports schools of the Olympic reserve, the name of which already speaks of the connection with the Olympic Games, athletes and competitors [3].

The need for the construction of sports schools is still quite high. After all, the main criteria for such premises are not so much the speed of construction as quality, reliability, durability and functionality [4].

The work of sports schools requires fundamental changes of an organizational and methodological nature based on factors limiting the influx of talented youth into the national teams of the country. Without such changes, the training of the sports reserve is unlikely to undergo significant shifts in the direction of the required development, especially in cyclical sports. The analysis of trends in the development of Olympic sports for the period 2008–2012, as well as a questionnaire survey of coaches to find reserves for the growth of more effective work of sports schools revealed a number of not the most favorable trends. So, with the increasing of requirements for the level of sportsmanship in most sports, the contingent for the selection of the sports reserve has decreased [5].

In modern conditions, there is a high necessity for the competent organization of physical culture and recreation activities of children and adolescents, including improving the level of physical fitness of athletes, forming a healthy style of behavior, developing habits for regular sports. The main mechanism that triggers the process of forming a stable internal motivation for maintaining a healthy lifestyle may be a person’s experience of a “success situation” associated with certain achievements in sports, which affects the formation of a positive both life and professional scenario [6].

Despite the huge attention paid by the state to children’s sports, to the health of the younger generation,

there is still an urgent need for state support for children's and youth sports schools. The main directions of this support in the coming years should be: improving the legal protection of children's and youth associations, providing them with financial and material assistance, strengthening cooperation with them by state structures in solving common tasks [7].

A distinctive feature of the sports school is the systematic nature of classes and a great educational potential that can be realized in training classes and sports events of the school. The teacher has the opportunity to independently determine the goals and objectives of his work, the volume and content of educational material for various types of training.

Many scientists have proved that mental and physical health is the capital on which future well — being directly depends, that is, health can be considered as a means to achieve life goals in a wide range — from narrowly material to highly spiritual [8].

The value attitude to the content of Olympic education includes a number of aspects. The first means recognition as valuable, that is, meaningful and meaningful, the content of Olympic education as a significant social and personal phenomenon. The second one belongs to the category of involvement — building relationships between the student's personality and the content of Olympic education, which requires purposeful activity, creative activity of the student in its assimilation and interpretation.

To improve the efficiency of sports school management, it is necessary to develop a development program on the basis of the institution, the purpose of which is to create regulatory, organizational, pedagogical, scientific and methodological conditions that ensure the functioning and development of the institution in the interests of students [9].

Olympic education, accumulating the positions of humanism, the naturalness of body beauty, the praxiological component of sports, contributes to the activation of the student as a subject of cognition, work and communication.

The structure of Olympic education includes the content of national Olympic education and has its own specifics, which is determined by the goals and objectives of secondary schools-schools of the Olympic reserve, namely: the training of specialists in the field of physical culture and sports, the training of high-class athletes and the sports reserve of national teams of the country. Satisfaction of the needs of the individual in intellectual, cultural, moral and physical development.

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Information about the authors

Ivanov Valentin Dmitrievich — Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Physical Education and Sports, Chelyabinsk State University, Chelyabinsk, Russia. **ORCID:** 0000-0002-2952-3222. **Author ID:** 229821. **E-mail:** vdy-55@mail.ru.

Marandykina Oksana Viktorovna — Candidate of Pedagogical Sciences, Associate Professor, Head of the Department of Physical Education, Moscow State Linguistic University, Moscow, Russia. **ORCID:** 0000-0002-9155-5014. **Author ID:** 943524. **E-mail:** o.marandykina@linguanet.ru

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Школа олимпийского резерва: вчера, сегодня, завтра

Иванов В. Д.¹, Марандыкина О. В.²

¹ Челябинский государственный университет, Челябинск, Россия. vdy-55@mail.ru

² Московский государственный лингвистический университет, Москва, Россия. o.marandykina@linguanet.ru

В статье описана история спортивных школ, их развитие в течение долгих лет и их перспективы в будущем. Приведен обзор научных статей по теме, опубликованных на <https://elibrary.ru/>

Ключевые слова: школа олимпийского резерва, спорт, подготовка, спортивное образование.

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Сведения об авторах

Иванов Валентин Дмитриевич — кандидат педагогических наук, доцент, доцент кафедры физического воспитания и спорта, Челябинский государственный университет, Челябинск, Россия. **ORCID:** 0000-0002-2952-3222. **Author ID:** 229821. **E-mail:** vdy-55@mail.ru

Марандыкина Оксана Викторовна — кандидат педагогических наук, доцент, заведующий кафедрой физического воспитания, Московский государственный лингвистический университет, Москва, Россия. **ORCID:** 0000-0002-9155-5014. **Author ID:** 943524. **E-mail:** o.marandykina@linguanet.ru



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