Prerequisites for the effective implementation of the system of professional applied physical training in military training centers at federal state institutions of higher education

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Abstract. The paper discusses the conditions for the effective implementation of the professional applied physical training (PAPP) system at the university by students who have chosen to study at a military training center (MTC). The authors showed that the current "Physical Education and Sports" program does not imply a military-applied orientation of the educational process, because it does not contain any applied sections of physical training. The results of control tests indicate its low efficiency for improving the special physical fitness of future military specialists. The implementation of the physical education and sports discipline and the section of professional applied physical training for students is possible taking into account the features of PAPP development for military specialists.

Keywords - federal state educational institution of higher professional education, professional applied physical training, military training center

I. INTRODUCTION

The main reason why students choose to study at military training centers (MTC) in federal state educational institutions of higher professional education is the prospect for career in the Armed Forces of the Russian Federation [1]. While getting not only civilian, but also military education, the student enjoys a number of benefits (for example, an additional scholarship of the Ministry of Defense of the Russian Federation, the contract for serving in an officer position with guaranteed employment).

However, the target and conditions for civil and military universities are fundamentally different. The military educational institution is focused on solving the problems associated with the training of a highly qualified specialist for the Armed Forces of the Russian Federation, owning skills in the adoption and implementation of managerial functions during the war. This specificity, as a rule, is not taken into account when studying at a classical university.

The requirements of most disciplines from State Standards, including physical education, for students of civilian universities, are lower compared to military universities, which can lead to deformations in the professional activities of graduates in peacetime and wartime.

Physical education, as an educational discipline, occupies one of the leading places in the formation of professional skills of future military professionals. Its purpose is to prepare an officer who is able to use the means and methods of physical education to improve the physical fitness of military personnel for performing combat missions. Training programs for the Military Training Center are designed for training reserve officers and not for regular military personnel. As a result, conscript officers do not always meet the high requirements for their special physical fitness, are not adapted to adverse environmental factors and to the effects of high mental and physical stress [2, 3].

The current "Physical Education and Sports" program does not imply a military-applied orientation of the educational process, because it does not contain any applied sections of physical training. The results of control tests indicate its low efficiency for improving the special physical fitness of future military professionals [4].

II. MATERIALS AND METHODS

The studies were carried out for three years - from 2013 to 2015. The number of students examined by year is the following: 2013 - n = 60; 2014 - n = 55; 2015 - n = 58.

Professional applied physical training includes exercises aimed at the predominant development of professionally important physical qualities or motor skills. To determine the effectiveness of the developed exercises on the orientation and content of professional applied physical training for students and to increase the level of physical and mental fitness, a pedagogical experiment was conducted in 2013-2015.

An assessment of the physical development, functional status and physical fitness of students of the military faculty was conducted during all stages of training.

This article reveals the features of indicators of physical development, functional status and physical fitness in students entering the faculty of military training.

III. RESULTS AND DISCUSSION

Studies on the development of the "Physical Culture and Sport" discipline for students of military training centers, military training departments and military departments at federal state educational institutions of...
higher professional education are extremely fragmented and unsystematic. As a rule, they describe a particular problem, not suggesting a consistent transformation of the mechanism of physical training. A large number of studies aimed at developing a particular model of special physical training at the military faculties of civilian universities have bypassed the problem of using professional applied physical training [5]. The largest number of studies was conducted with the support of military structures [2, 6].

The relevance of the search for new tools aimed at improving PAPP increases as a result of the analysis of indicators characterizing the physical development, functional status and physical fitness of students.

Analysis of the data obtained indicates that physical development as a whole complies with generally accepted standards and allows organizing classes in physical education with students at a fairly high level. Figure 1 shows that for the period from 2013 to 2015 significant changes in indicators characterizing physical development are not observed among students.

Apart from physical development, the functional status of the human body plays an important role. This category is determined, first of all, by the functional adequacy of the systems of the human body, their resistance to various adverse environmental factors, which largely determines the potential abilities of a person. Figure 2 shows the indicators of the functional status of students.

An analysis of the data presented demonstrates that the indicators of the students' functional status are in the lower limit of the reference values with a downward trend. This is fully consistent with statistics showing that 80% [7] of graduates of secondary schools are not suitable for military service.
Physical fitness of students was assessed by three control exercises in accordance with the standard on physical fitness – IFT 2009 (initial physical training) [7] for candidates for military high schools.

The data presented (Fig. 3) indicate an extremely low level of students' physical fitness over the past few years. The sum for three exercises averages 120 points [7], which, in accordance with the table of standards for assessing physical fitness, is assessed as “unsatisfactory”.

IV. CONCLUSION

Thus, the urgency of the problem of improving the scientific, methodological, and technological components of professional applied physical training of students from military training faculties is due to:
- high requirements for future professional activities (ensuring timely and high-quality repair of military equipment and weapons) and the level of physical fitness of graduates of military training centers, military training departments at federal state educational institutions of higher professional education;
- the lack of topics of a military professional orientation in the “Physical Education and Sport” program, on the one hand, and the extremely low level of physical fitness of students and graduates that impedes the successful completion of military training tasks, on the other hand;
- the high importance of training future tank forces officers for combat tasks, according to their official mission, on the one hand, and insufficient attention to professional applied techniques, which determine the complete absence of military-applied motor skills among graduates, on the other;
- inconsistency in the content and results of educational activities provided by the Federal State Educational Standard of Higher Professional Education with the content of the physical training programs of the Military Training Center;
- the lack of a system of objective monitoring of students when mastering the military profession.
When building a model of effective PAPP, it is very important to determine the role of physical training for future reserve officers. Emphasizing the applied orientation of the program, we note that it is necessary to introduce the disciplines connected with the hand-to-hand combat, overcoming obstacles, and military-applied swimming, which are currently absent in the program.

REFERENCES


