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TECHNOLOGIES IMPROVING THE SYSTEM OF TRAINING ATHLETES

Abstract. Ignoring the subject of the study of the temporality of experience in the training of athletes is understandable, impoverishes the possibilities of social design. The requirement of the present in the philosophical understanding of the difficult study and application of experience, its use in the social design of sports training. Turning to the analysis of research conducted in recent years, we draw attention to a rather narrow range of publications on the study and application of experience in the tasks of its use in the design of social systems.

It is necessary to determine the role of studying and using the experience of leading specialists, proving that the individual experience of specialists is an important element in developing a modern reform strategy and creating a system of training athletes.

The aim of the article was to analyze the philosophical and sociocultural context of using the experience of training athletes of the highest level of skill in the temporality of experience (transfer it to the future), ie a new, desirable system of sports in developing Ukraine.

In our study, temporality was used in the context of identifying, evaluating and summarizing the individual experience of its bearers when designing a new system of sports of the highest achievements in Ukraine. The action of the construct unfolds in time space.

Research has shown that the essence of psychological – pedagogical competence of a specialist in the field of sports is revealed through the constant replenishment of their knowledge

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and their adaptation to physical culture and sports; knowledge of the construction of physical culture and pedagogical process as an object of design; systematic description and explanation of problems that arise in the field of sports, in terms of science (epistemological function); ability to apply modern psychological and pedagogical research technologies in the physical culture and pedagogical process.

During the transition of an athlete from one stage to the next in his sports career, his responsibility and influence as an active subject to achieve a competitive result are constantly growing. This must be taken into account, first, during the training of sports coaches. And, secondly, to use coaches during the further improvement of the system of training athletes

Keywords: *temporality, experience of specialists, development of sports development strategy, higher achievements of designing of the system of training of athletes*

Introduction. In Ukraine still there is no the strategy of the modern system of sports, the higher achievements, the features of its development and implementation are not obvious. This strategy is needed, because at the Olympics in Rio de Janeiro (2016) 205 Ukrainians won 2 gold medals, and small countries such as: Hungary – 8, Croatia – 5, Uzbekistan – 4, Kazakhstan – 3 gold medals. The National University of Physical Education and Sports has a gallery of photo portraits of famous university students who have become Olympic champions. If you compare how many gold medals were won by them on average at each Summer Olympics over the years of the USSR, and then over the years of Ukraine's independence, the numbers will be impressive: accordingly 6.4 and 1.3 (!) Conditional gold medals. Ukraine won the same (1 gold) at the last Olympic Winter Games in Pyongchang (for comparison: the Netherlands, a country with a population of 17 million, which, like Ukraine, brought 33 athletes to the Olympic Games, won 8 gold medals).

The scientific problem is to substantiate the place of experience in the content of the strategy of the development of Olympic sport, as a step in its development. The strategy should be generalized, taking into account the socio-economic conditions of Ukraine, as an experience of countries similar in scope to Hungary and Croatia, as well as the existing important domestic positive experience that carries leading experts in the field of sport. But the practice of attracting and transferring the experience of specialists in this area has not been studied, and at all, it is not obvious to understand the need for its application.

Analysis of recent research and publication. Analysis of the philosophical and socio-cultural context of the use of the experience of training the athletes of the highest level of skill in the tasks of temporality (its transfer to the future) into the new, desired system of sports in Ukraine, which is being created.

The system, activity and subjective approaches in the context of philosophical and socio-cultural comprehension of the transfer and use of the experience of experts from among the leading trainers of Ukraine in the content of work on the design and further implementation of the new, modern strategy of development of Olympic sports are used in the work.

F.V. J. Schelling successfully described the situation of resistance to the new way: "If a system that completely changes or even overthrows the dominant views not only in everyday life, but also in most sciences, it meets, despite the fact that in it fulfilled the most rigorous proof of its principles, the constant resistance, even those who are able to follow the course of evidence and understand their obviousness, all this can be explained only by one – the inability to distract from the dominance of partial problems that our imagination ... readily extracts from the wealth of all slidnyh data and thus causing us embarrassment and excitement. It is impossible to argue the convincing evidence, there is also nothing credible and obvious that could be opposed to the proposed principles, but the fear of incredible consequences that inevitably seem to be inevitable, leads to despair and forces us to retreat from the same mind with all the difficulties that will necessarily entail the application of these principles" (Shelling,1987, p. 227). And further important: "... The best test of any system is not only that it easily solves problems that

previously seemed unsolvable, but also (it's scary-auth.). That it is putting forward entirely new, previously nobody was posed a problem, and, generating everything that was considered true, creates the truth of a new generation" (Shelling, 1987).

Attempts to put an end to reforms in the conservative part of the government actually exist. But there is also the need for a philosophical understanding of the difficult study and application of experience, its use during the social design of the system of sports training.

The term temporality is used as a synonym for time. The specificity of the category of temporality lies in the fact that it linguistically interprets the fundamental ontological and ideological category of time. The ontological time represents the dynamics of the world, all of its components undergoing permanent irreversible changes. This fundamental feature reflects the language. The vertex grammatical semantics of the linguistic sign, through which the system of language is implemented, is predicate, has in the structure a single ontological content component – temporality (Barchuk, 2011). It is established, that the flow of time is divided by man into separate, indirectly perceived segments associated with the concepts of beginning and end, duration and short duration, speed and slowness, etc. (Barchuk, 2011, p. 68).

In our study, temporality was used in the context of identifying, evaluating and generalizing the individual experiences of its carriers in designing a new system of sport for higher achievements in Ukraine. Here the designer's action unfolds in the temporal space, and the duration of the action is the moment of its beginning (A), duration (B) and completion (C). The moment of the beginning, duration, and termination of action expresses the interval of time (Barchuk 2011, p. 68). At the same time, the philosophical category of time expresses the time sequence of events that occur in the objective reality or are thought to be such as may occur (Barchuk 2011, p. 72).

To philosophical texts, in our opinion, temporality is relevant precisely because the temporality category is universal, generally grammatical, inter-level. And its denotate – ontological time – appears to be the basic, fundamental, ontological component in the construction and functioning of grammatical and general-language systems. Consequently, temporality is a general grammatical inter-level category, which is based on the semantics of efficiency, expressed in the verb, and reflects the internal, external and correlative aspects of the duration of action, grammatically interpreting the ontological time from the past to the future (Barchuk 2011, p. 76).

H.-G. Gadamer asks how are knowledge and action related? And he gives the following answer: "(It is necessary) to learn to think the activity-historical consciousness so that, when realizing the work of action, immediacy and high dignity of the created are not reduced again all to the same reflexive reality – to think, therefore, such a reality in which the omnipotence of reflection has their limits. It was at this point that criticism focused on Hegel, and here the principle of reflexive philosophy really proved its superiority over all its critics. "And further: "The real disadvantage of the previous theory of experience ... lies in the fact that it is entirely oriented to science and therefore releases from (field) attention the internal historicity of experience" (Gadamer, 2018, p. 207, 209). We agree with this thesis and consider it is necessary in the subject of experience to see a particular person.

Experience is the experience of human finiteness (the limits of what a person can). Experienced in the proper sense of the word, one who remembers this finitude, one who knows that time and future are not subject to him. An experienced person knows the limits of all foresight and the unreliability of all our plans. Experience achieves in it its higher truth, the highest value. If each phase of the whole process of obtaining experience was characterized by the fact that the person who acquires experience also found a new openness for a new experience, then this primarily

refers to the idea of a perfect experience. Experience does not pass into the higher form of knowledge (according to Hegel), but right here the experience is for the first time in its entirety and is in fact present (Gadamer, 2018, p. 215).

Turning to the analysis of research carried out in recent years, we pay attention to a rather narrow circle of publications devoted to the problem of studying and applying experience in the tasks of its use in the design of social systems (Ravikumar 2017; Rutherford, 2017).

We take into account that the critical philosophy and the theory of education must be based on the critical theory of society, which conceptually analyzes the peculiarities of the real capitalist societies and their relations of domination and subjection (oppression), contradictions and perspectives for progressive social changes and transformative practices that they themselves create projects of a more complete, free life in a democratic society. The criticality of the theory means the way of seeing and understanding, building the categories that make the connection, reflection and participation in the theory of theory, the emergence of the theory of social practice. Critical theory is interdisciplinary, with the participation of analytical criticism from various academic sciences and trans disciplinary constructions of various branches of knowledge for the production of an objective multi-perspective view of the future society. Critical theory is the boundary of intersection, interaction and mediation, combining various aspects of social life in an integrated project of normative-historical thinking. Its meta-theories thus themselves contain models of a more holistic formation that unites different themes that are a dialectical integrity, but does not divide the material into narrowly disciplined knowledge (Syn'jaev, 2017, p. 50). It is this kind of synthetic strategy for reforming the sport of higher achievements.

Account of experience, the account of "individual characteristics of consumers of collective concepts" and "social contexts of the use of concepts" is absolutely necessary, for example, in the decision-making process (Zynchenko, 2015; Nilgun Vurgun, 2016). It becomes especially apparent if we compare this process with its result – a decision taken on reform, in which the ambiguity and uncertainty should disappear. The decision of its essence is some result of the reasoning, and therefore it is always concluded. It should be clear,precise so as to exclude discrepancies. However, the decision-making process itself allows ambiguity, ambiguity, multiplicity of ways of realization.

Formulation of the main material. Being used in the design of critical thinking is oriented to the analysis of "natural" considerations, not trying to fit them into the structure of formal logic. Procedures of reasoning, as already noted, are analyzed in the "anthropological" context, taking into account the peculiarities of the contemplative and acting subject, which is characterized by a certain will, target settings, educational and professional level, etc.

Convincing technologies are tools for motivating change in behavior using the logic of applying strategies. Socially oriented convincing technologies are based on three common components: competition, social comparison and cooperation. Research has shown that public opinion-based persuasive interventions lead to negative outcomes of demographic behavior, but lack knowledge of how interventions can motivate or motivate behavior.

Turning directly to the specifics of sport, we note that the practice of effective management of a regional educational institution sports profile is possible when integrating the special-professional and regulatory framework of the management of the institution with the system approach and the relevant organizational and pedagogical conditions. One of the important conditions, in his opinion, is the readiness of the head for effective work aimed at: creating a flexible and democratic management structure; maintenance of the logic, content and pace of innovative development of training practice in sport as a multi-profile and differentiated system; development of interpersonal, professional and sports interactions on the

basis of subject-subject relations. Ensuring effective management in an institution requires the formation of a team of professionals, able to prepare a sports reserve for national teams, to ensure the growth of sports and professional skills of athletes. Solving this problem requires the creation in the sports organization of its own program of action and its implementation (Sharunenko, 2010).

It is obvious that the development and implementation of the project of the desired system of training athletes of a higher level of skill, from the region to the general state level, requires a high level of competence of specialist designers. The pedagogical competence of specialists in the sphere of physical culture and sports is an integral part of his professional competence, which manifests itself in readiness and ability to perform pedagogical activities in the conditions of a single sports-educational process, which requires the availability of certain professional-personal qualities, knowledge, skills, and competences in pedagogical and sporting spheres.

The essence of the pedagogical competence of the specialist in the sphere of sport, which is required in the development of a strategy of reforms, is revealed through the following tasks facing him:

– constant replenishment of their psychological and pedagogical knowledge and their adaptation to physical culture and sports, knowledge of the construction of the sports and educational process as an object of design, knowledge and skills to apply in the sports and educational process of modern psychological and pedagogical technologies; research, systematic description and explanation of the problems arising in the field of sports, from the standpoint of science (epistemological function);

– planning and construction of the sports and educational process in accordance with modern requirements, selection and composition of educational material, planning of their actions and actions of pupils of all ages and level of athletic skill, designing of sports and educational process in the conditions of modernization of educational and sports-sports spheres (constructive function);

– inclusion of pupils in different types of sports activities, creation, if necessary, teams and organization of its joint activity, establishment of pedagogically appropriate relations with pupils, colleagues, the public (fans, sports clubs), as well as mass media (organizational and communicative function);

– application in the pedagogical activity of modern scientific approaches, critical thinking, skills of heuristic search and methods of scientific and pedagogical research, including analysis of own experience and experience of their colleagues (research function);

– comprehension of the fundamentals of its activity, during which the assessment and revaluation of abilities, errors and opportunities of pupils and oneself, the development of reflection in the course, and the construction of the «I–concept» in subjects of the sports process (reflexive function) are carried out.

The article (Zynchenko, 2015) provides an example of the identification and synthesis of individual experiences in the interests of improving medical practice, from which it is evident that the authors were satisfied in this case with a survey of only 10 people that we took into account as a conditional limit.

The purpose of the article is to analyze the philosophical and sociocultural context of using the experience of training athletes of the highest level of skill in the temporality of experience (transfer it to the future), in a new, desirable system of sports in developing Ukraine.

Formulation of the main material. In the first study aimed at updating and describing the experience of leading experts in sports, a survey was conducted by 18 Honored Coaches of Ukraine on various sports that work in the Pridneprovsk State Academy of Physical Culture and Sports and the Kharkiv State Academy of Physical Culture. The survey was conducted according to the author's questionnaire, which includes a number of open and closed questions.

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Answers to the closed questions of questionnaire no. 1, obtained by interviewing experts, are summarized in Table. 1.

Table 1

Responses of the Honored Coaches of Ukraine to the part of the closed ones questionnaire questions (n = 18)

no.	Questionnaire question	Agree	Difficult to answer	Disagree
1.	Do you agree with the statement that reform of sport in Ukraine is needed to create a truly effective sports training system?	18 (100 %)	-	-
2.	Do you agree with the statement that as the transition from the initial training to the stage of maximum realization of individual opportunities increases as personal responsibility, as well as the ability of the athlete to influence the competitive?	18 (100 %)	-	-
3.	Do you agree with the statement that sports activity, which manifests itself in personal responsibility, the ability to improvise, in making the right decisions during the competition, largely determines the final sporting result?	18 (100 %)	-	-
4.	Do you agree that one of the main results of an effective system of sports training should be the formation of a responsible and independent person of the athlete, which can be said that it has formed a sporting activity?	10 (55,6 %)	6 (33,3 %)	2 (11,1 %)

As can be seen from Table 1, the first three questions were answered 100 % “Agree”. In this way, the Honored Coaches of Ukraine, selected as experts, have expressed their agreement that the reform of sport in Ukraine should create an effective system of training athletes. In addition, they unanimously agreed that the sports activity formed, which manifests itself in the individual responsibility of the athlete, his ability to improvise and make the right decisions during the competition undeniably affects and largely determines the final sporting result in the competitions.

As for the last question, the answers to it were distributed as follows: Agrees – 55.6 %, Difficult to answer – 33.3 % and Disagree – 11.1 %. We will interpret the answers received in this way. For trainers who are accustomed to the fact that the result of the system of training athletes is an exclusively competitive result, which is judged by their professional activity, the very formulation of this question was unusual. Although only 55.6 % agreed, previous answers to questions 1-3 indicate that most of them understand the important role of an athlete directly in achieving a high sporting result.

Table 2

Responses of the Honored Coaches of Ukraine to the part of the closed ones questionnaire questions (n = 9)

№	Questionnaire question	Agree	Difficult to answer	Disagree
1.	Do you agree that besides the coach, the athlete himself is responsible for the competitive result?	9 (100 %)	-	-
2.	Do you agree that it is incorrect to consider an athlete in the preparation for higher achievements and at subsequent stages only as the object of management?	9 (100 %)	-	-
3.	Do you agree that from the stage of initial training to the stages of maximum realization of individual capabilities and the preservation of higher sportsmanship, the role of the athlete in achieving a high competitive outcome is constantly increasing?	9 (100 %)	-	-
4.	Do you agree that in many ways, for example, in sports games and martial arts, an athlete who has learned to make the right decisions in the light of the situation is decisive?	7 (77,8 %)	1 (11,1 %)	1 (11,1 %)
5.	Do you agree that the professional position and actions of the coach largely determine the peculiarities of becoming an athlete as a subject of sports activities?	8 (88,9 %)	-	1 (11,1 %)
6.	Do you agree that, having seen the desire to express an opinion on the preparation, perhaps already at the stage of specialized basic training and on the following, the trainer should support the athlete, thereby contributing to his becoming a subject of sports activities?	7 (77,8 %)	1 (11,1 %)	1 (11,1 %)
7.	Do you agree that one of the main effects of sports training should be the formation of a responsible and independent person, which can be said that it has formed a phenomenon of sports activities?	7 (77,8 %)	1 (11,1 %)	1 (11,1 %)
8.	Do you agree that coaches should be prepared to be able to contribute to the formation of an athlete as a sports subject and to successfully interact with him?	9 (100 %)	-	-

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In the next survey, a survey of 9 Honored Coaches of Ukraine, working in the Pridneprovsk State Academy of Physical Culture and Sports. It was conducted on the author's questionnaire with the help of questions, which, apart from the actual content, described the respondents according to the type of sport and work experience. The second part of the answers to the closed questions of questionnaire number 2, which were obtained through a survey of experts, summarized in the Table 2.

As can be seen, for the first three questions, and also for the eighth question, 100 % of the answers were «Agreed». In this way, the Honored Coaches of Ukraine, selected as experts, expressed their agreement that the system of training should create conditions for the formation of the subject of sports activities. And coaches should be trained to be able to contribute to the formation of an athlete, as a sports subject, and to successfully interact with him. That is, do not control «force», but understand and take into account that as the athlete's skill grows, he must play an increasingly important role in the competitions, in achieving a high sporting result.

Even those questions of the questionnaire, namely no. 4-7, which did not cause unanimity in the responses, confirmed the legality of their statement to the experts and the obvious importance for improving the training system of athletes. After all, and obviously, support by expert agreement in the range of from 77.8 % to 88.9 % clearly indicates the importance of these posed issues.

The questions of the questionnaire were extremely important: «Given the role of the trainer and the athlete as the subjects of sports activities, estimate the contribution of the coach and the athlete to the received sports result at the various stages of preparation». Given its weight, we put the content of the responses in a separate table (respondents' answers are given in Table 3).

In the general philosophical part, for the first time in the design of the system of sports, analyzed and generalized work on the essence of the phenomenon of experience and the difficulties of its transfer (from the bearers of experience to practice, which objectively needs to be reformed).

Table 3

Assessment by the Honored Coaches of Ukraine of the contribution of the trainer and an athlete in a sports result at different stages of training (n = 9)

Stage of preparation	The subject	%	The subject	%
Specialized basic	coach	75.6	sportsman	24.4
Preparations for higher achievements	coach	63.9	sportsman	36.1
Maximum realization of individual possibilities	coach	53.3	sportsman	46.7
Preservation of the highest sporting skills	coach	47.8	sportsman	52.2

In the experimental part the data is shown in Table 3, as well as those included in Tables 1 and 2, have an indisputable scientific novelty. For the first time, with a high objectivity, the role (in %) of each of the participants in the process of sports training in achieving a competitive outcome at different stages of training is established. It is shown that at the stage of specialized basic training the role of the trainer is estimated at an average arithmetic of 75.6 %, and the role of the athlete is 24.4 %. At the stage of preparation for the highest achievements, the role of the coach is estimated at 63.9 %, and the role of the athlete has increased significantly and estimated – 36.1 %. At the stage of maximum realization of individual opportunities, the role of the coach is estimated at 53.3 %, and the role of the athlete has increased even to 46.7 %. Finally, at the stage of maintaining the highest sporting skill, it is estimated as follows: the coach is 47.8 %, and the athlete

is more than the coach, namely 52.2 %.

Conclusions. 1. The reform of the sphere of sport of higher achievements is impossible without the development of a concept, strategy and calendar plan of reform. Meanwhile, as experience of reforms in Ukraine shows, first of all, it is necessary to deeply study and use the professional opinion of leading trainers. Secondly, it is important for the authors of the reform to realize the objective difficulties with their implementation, which follows from the peculiarities of the perception of the management of the difficulties associated with them.

2. The development and implementation of the project of a new system of preparation of athletes of a higher level of skill, from the level of the region to the general state level, requires high competence of designers. The pedagogical competence of specialists in the sphere of physical culture and sports is a component of their professional competence, which manifests itself in readiness and ability to carry out pedagogical activities in the conditions of a complex sports-educational process, which requires certain professional-personal qualities, as well as, in addition to knowledge, skills, skills , as well as competence in pedagogical and sporting spheres.

3. The responses of experts involved in closed questions, the generalized results of which are presented in Table 1-3.

Became very important in the study. The achievement of the study should be considered the first quantitative objectification of the phenomenon, which expresses the existing tendency to increase the role of the athlete as a subject, as his skill grows, in achieving the obtained competitive result. If at the stage of specialized basic training the contribution of the trainer and athlete in the obtained result is estimated at 75.6 % and 24.4 %, then at the stage of maintaining the highest sporting skill already 47.8 % and 52.2 %. That is, the athlete's role in the competitive result is even higher by 4.4 % than the coach.

4. Regarding the important social aspect of designing, it should be noted that the research carried out proved that it is incorrect to consider an athlete as an object of influence in the process of sports training. As the athlete moves to the next stage, his responsibility and influence, as an active subject, for gaining the competitive result is constantly increasing. This should be taken into account, firstly, in the professional training of sports coaches. And, secondly, used by trainers in the course of further improvement of the system of training of athletes.

Conflict of Interest and other Ethics Statements

The authors declare no conflict of interest.

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ТЕХНОЛОГІЇ ВДОСКОНАЛЕННЯ СИСТЕМИ ПІДГОТОВКИ СПОРТСМЕНІВ

Анотація. Ігнорування предмета дослідження досвіду в підготовці спортсменів збіднює можливості соціального проектування. Вимога сьогодення полягає у філософському осмисленні складного вивчення і застосування досвіду, його використання в соціальному проектуванні спортивної підготовки. Звертаючись до аналізу досліджень, проведених за останні роки, автори стверджують, що існує досить вузьке коло публікацій щодо вивчення та застосування досвіду при проектуванні соціальних систем.

Автори зауважують, що необхідно визначити роль вивчення та використання досвіду провідних спеціалістів, доводячи, що індивідуальний досвід спеціалістів є важливим елементом у розробці сучасної стратегії реформування та створенні системи підготовки спортсменів.

Метою статті був проаналіз філософсько-соціокультурного контексту використання досвіду підготовки спортсменів найвищого рівня майстерності та розробка рекомендацій щодо можливості створення нової, бажаної системи спорту в Україні, яка б забезпечувала високі результати підготовки спортсменів на міжнародному рівні.

В цьому дослідженні темпоральність використовувалася авторами в контексті виявлення, оцінки та узагальнення індивідуального досвіду її носіїв при проектуванні нової системи різних видів спорту України для отримання високих спортивних показників. Дія досліджуваної конструкції розгортається в часовому просторі.

Дослідження показали, що сутність психолого-педагогічної компетентності спеціаліста у галузі спорту розкривається через постійне поповнення своїх знань та адаптацію до фізичної культури та спорту; знання побудови фізкультурно-педагогічного процесу як об'єкта проектування; систематичний опис і пояснення проблем, що виникають у сфері спорту, з точки зору науки (гносеологічна функція); уміння застосовувати сучасні психолого-педагогічні технології у фізкультурно-педагогічному процесі.

Під час переходу спортсмена від одного етапу до іншого у спортивній кар'єрі постійно зростає його відповідальність і вплив як активного суб'єкта на досягнення змагального результату. Це необхідно враховувати, по-перше, під час підготовки спортивних тренерів. А, по-друге, використовувати досвід тренерів під час подальшого вдосконалення системи підготовки спортсменів.

Ключові слова: *темпоральність, досвід тренерів, розробка стратегії розвитку спорту, проектування системи підготовки спортсменів, досягнення майстерності у спорті.*

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