

Assessment of the impact of implementing a personalized learning path for student athletes in the sport of skiing

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PhD, Associate Professor **T.V. Bryukhovskikh**^{1,2}

PhD, Associate Professor **D.A. Shubin**^{2,3}

¹Siberian Federal University, Krasnoyarsk

²Krasnoyarsk State Agrarian University, Krasnoyarsk

³Prof. V.F. Voino-Yasenetsky Krasnoyarsk State Medical University, Krasnoyarsk

Corresponding author: tanybr@mail.ru

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Abstract

Objective of the study was to evaluation of the success of the personalized educational path for student-athletes in the field of skiing.

Methods and structure of the study. The educational research encompassed a group of 15 students-athletes pursuing their studies in the second year of the program 49.03.01 «Physical Education» at the university.

For these students, an individualized learning path in the subject of Skiing was created in the form of an online course, which included essential theoretical content, including instructional videos, as well as specially designed tasks to assess their proficiency in the subject.

The academic performance of the students during their study of the subject «Skiing» in the 2023-2024 academic year was analyzed as part of their individualized learning path. Additionally, upon completion of the subject, they were requested to fill out a survey in the form of a questionnaire to evaluate their satisfaction with the organization of their training.

Results and conclusions. The findings of the research indicate that over 60% of student athletes have successfully completed the course in skiing and are content with the organization and content of the training program, which suggests the successful implementation of the individual educational path for students involved in sports.

Keywords: *personalized learning path, student-athletes, Skiing specialty, contentment.*

Introduction. Student-athletes, for whom sports activities are the main type of activity, find it difficult to demonstrate academic success, since they are constantly at training camps or competitions. Absences from classes entail debts in disciplines, which can lead to academic leave or expulsion [2]. One of the ways to solve the problem of academic performance of student-athletes is to create an individual educational trajectory for them, which includes methodological support for educational and independent activities, specially developed assessment tools, as well as a personal schedule of training and passing midterm assessment. A distinctive feature of the individual educational trajectory is its implementation in a digital environment, which allows student-athletes to master disciplines regardless of their location [1].

Objective of the study was to evaluation of the success of the personalized educational path for student-athletes in the field of skiing.

Methods and structure of the study. The study involved 15 second-year student-athletes studying in the 49.03.01 Physical Education program. Their academic performance in the Skiing course in the 2023-2024 academic year was analyzed as part of an individual educational trajectory. Also, upon completion of the course, they were asked to complete a survey in the form of a questionnaire to assess their satisfaction with the organization of training. An individual educational trajectory for the Skiing course was developed for student-athletes. The Skiing course lasts two semesters, and a grade (exam) is given upon completion of the course. Students were trained in the form of an e-course, which was filled with the necessary theoretical material, including educational videos, as well as specially designed assignments to assess their mastery of the course. An individual track for completing the course was organized for each student-athlete, regulating the time for com-

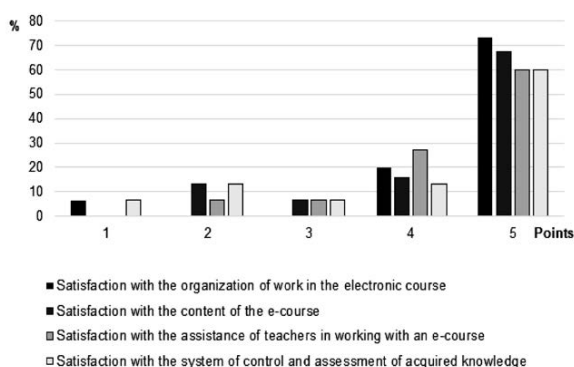


pleting assignments, as well as a personal version of assignments.

In total, students were offered 8 complex tasks (one task for each topic), which were cases on designing a lesson, training session, competition using graphic techniques (mind map, denotational graph) and digital tools (video, etc.).

Results of the study and discussion. The analysis of the academic performance of student-athletes (at the beginning of the midterm assessment) in the discipline «Skiing» within the framework of training on an individual educational trajectory showed that nine of them completely completed the electronic course and successfully completed all the tasks, four students completed more than 50% of the tasks, but not enough for this result to be credited to them as successful mastery of the discipline. Two students completed the course by less than 25% and one student did not start studying the discipline at all.

Then the students were asked to answer questions of a questionnaire aimed at identifying satisfaction with the conditions of the organization and content of the educational process in the discipline «Skiing». The questionnaire included 8 main questions related to the organization of training within the framework of an individual educational trajectory, the content of theoretical material and tasks in the electronic course, the system of monitoring and assessing the knowledge gained, as well as an assessment of the teacher's assistance in working with the electronic course. A satisfaction assessment scale from 1 to 5 was proposed, where 1 is not at all satisfied, and 5 is completely satisfied. The figure shows the distribution of responses to some questions in the questionnaire.



Distribution of responses of student-athletes on satisfaction with the conditions of the organization and content of the educational process in the discipline «Skiing»

As can be seen from the figure, most of the student-athletes were satisfied with the conditions of the organization and content of the educational process in the discipline «Skiing». Also, student-athletes were asked to assess the degree of mastering the material in the discipline "Skiing" on a scale from 1 to 5, where 1 means not mastered at all, 5 means completely mastered. 9 students stated that they completely mastered the discipline (these are the 9 students who completely completed the training in the e-course). Two students each chose the answer well and satisfactorily mastered, and one student each answered that they practically did not master and did not master at all. This indicates that about 60% successfully mastered the discipline «Skiing».

Conclusions. The study revealed that more than 60% of student-athletes were satisfied with the conditions of the organization and content of the educational process within the framework of the individual educational trajectory in the discipline «Skiing». More than half (nine people) of the students who participated in the study successfully completed the training within the e-course, having completed all the tasks. The same nine student-athletes assessed their level of mastering the material in the discipline as «completely mastered», which also indicates the successful implementation of the individual learning trajectory in the educational process of students.

Thus, based on the above data, it can be argued that the use of the individual educational trajectory in the discipline «Skiing» was effective.

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