

ASSESSMENT OF THE EFFECTIVENESS OF AN INNOVATIVE JUDICIAL TRAINING PROGRAM AT THE INITIAL STAGE OF TRAINING

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Abstract

The traditional technology of training arbitrators at the initial stage of training is determined by the principles of contextual learning, through saturation with elements of professional activity. Such a system has a number of disadvantages in contrast to the competence-based approach to teaching. The article substantiates the effectiveness of the developed training program based on a competency-based approach based on the dynamics of theoretical and technical preparedness, as well as the results of sports activities.

Keywords: football referees, initial training, professional activity, competence-based approach.

Introduction

The professional activity of an arbitrator is characterized by a set of human qualities that reflect his psychosomatic characteristics and adaptive potential; general cultural, general professional and professional competencies that form the idea of the subject of activity at different stages of his professional development and implementation.

The refereeing of football competitions has a number of features that are due to the presence of contact between the players, the unpredictability of the plot and dramaturgy of the game, a large number of participants, changing rules and guidelines for their interpretation, increased spectator interest, dynamism, which is significantly complicated by the activities of referees. Therefore, to ensure highly qualified refereeing, the arbiter and his assistants must be ready to conduct the game and have the necessary knowledge and skills, master refereeing techniques, the art of managing the game and communication techniques, know the Rules of the Game, possess a whole range of personal qualities (mindfulness, self-control, objectivity, etc.) and most importantly be in good physical shape.

Football referee training at the initial stage is usually carried out in academies, schools or specialized centers. The traditional technology of training arbitrators is determined by the principles of contextual learning, through saturation with elements of professional activity. This approach has a number of significant drawbacks that reduce the effectiveness of preparation for future professional activities. The training program for arbitrators at the initial stage must be built on a competency-based training approach. In connection with the above, the purpose of our study was to develop an innovative training program for football referees at



the initial stage and evaluate its impact on the indicators of theoretical and practical preparedness, as well as the results of competitive activity.

The training program for football referees at the initial stage was based on a competency-based approach, which consisted in achieving high rates of professional activity by achieving the required level of physical fitness.

The main trend of the developed program was an increase in the number of hours devoted to physical training. So, 78 hours are allocated for theoretical training (35 % of the total time), 46 hours for medical and biological training (21 %), 24 hours for practical training (11 %), 20 hours for psychological training (9 %) and physical training — 52 hours, which is 24 % of the total time.

To evaluate the effectiveness of the training program for football referees at the initial stage, the results of the educational process in the control and experimental groups were compared. Qualitative and quantitative characteristics of the studied indicators of theoretical and preparedness, studied persons from the control and experimental groups were determined at the beginning and at the final stage of the study. So, in the middle of the training, the first test was conducted, the indicators of correct answers for the judges of the control group were slightly higher — 28,6 %, than for the experimental group — 27,1 % (Table 1).

Table 1

Dynamics of indicators of theoretical and technical readiness of arbitrators of the control (CG) and experimental groups (EG)

№	Indicators	Group	Experiment stage		t
			Start ($\bar{X} \pm m$)	End ($\bar{X} \pm m$)	
1.	Theoretical preparedness (%)	CG	28,6	41,6	>0,05
		EG	27,1	83,4	<0,05
2.	Technical readiness (%)	CG	26,4	59,1	>0,05
		EG	23,6	89,2	<0,05

By the end of the pedagogical experiment, the level of theoretical preparedness increased in all groups, but statistically significant only in the EG. So, at the end of the experiment, the level of theoretical preparedness of the arbitrators in the control group was 41,6 % (an increase of 13 %), and in the experimental group — 83,4 % (an increase of 56,3 %).

In the experimental group, there was a statistically significant increase in the indicator of technical readiness by 65,6 % and amounted to 89,2 %. The results obtained indicate a positive effect of the experimental group of increasing technical readiness compared to the control group, which affects the level of football refereeing technique. Assessing the level of competitive activity by the average number of erroneous actions of referees during the matches of the control and experimental groups, it should be noted that at the beginning of the pedagogical experiment, the average number of errors in both groups was approximately at the same level, in the control group per match — 2,37, in the experimental groups — 2,38 (Figure



1). By the end of the pedagogical experiment, the average number of erroneous actions in matches in both groups decreased.

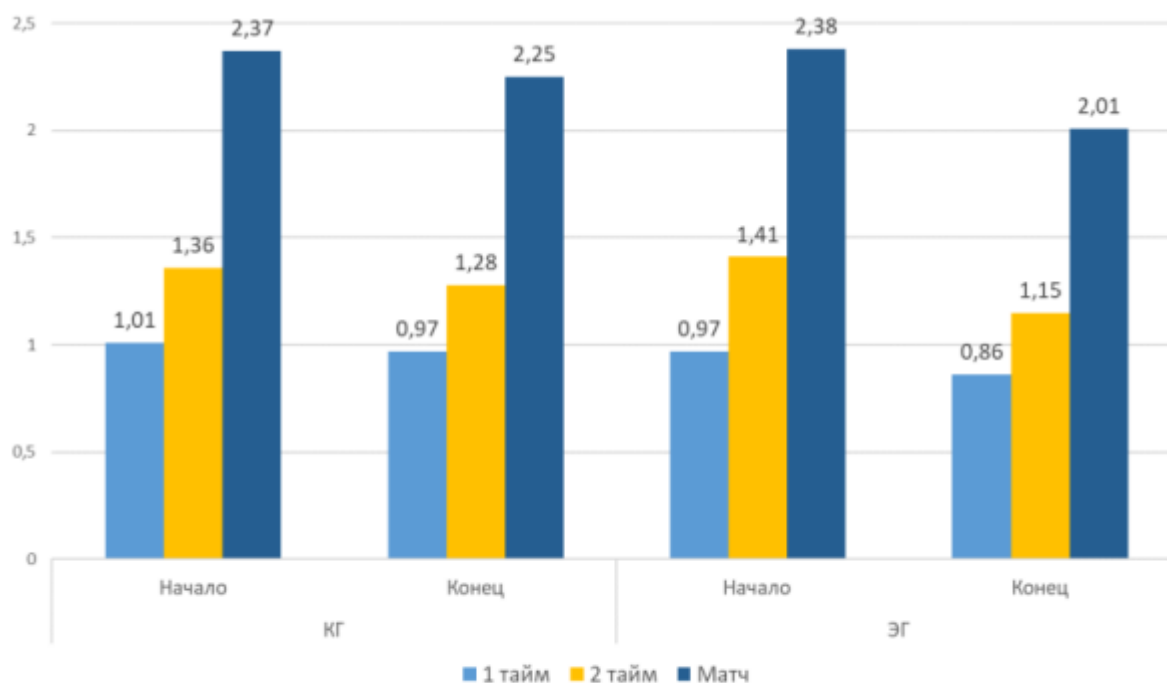


Fig. 1. The average number of erroneous decisions of the arbiters of the control and experimental groups

However, among the arbiters of the experimental group, the decrease in the number of erroneous decisions was more significant and by a statistically significant value, to 2,01 ($p < 0,05$). The number of erroneous actions by the end of the first half of the match decreased from 1,36

At the same time, the number of erroneous actions by the referees of the control group decreased slightly by the end of the match, to 2,25 ($p > 0,05$). The number of erroneous actions by the end of the first half of the match decreased from 1,36 to 1,28.

Summing up, we can say that the analysis of the dynamics of theoretical, technical readiness and the results of sports activities showed that the proposed training program based on a competency-based approach proves its effectiveness.

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