

INTERACTIVE TECHNOLOGIES IN WORKING WITH SPORTS-GIFTED STUDENTS

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Abstract: This study deals with the interactive classes with sports-gifted students as a way of developing cognitive consciousness. Creative comprehension of available literary sources and personal work experience allows us to formulate recommendations on using the capabilities of interactive technologies for sports-gifted children. The work presents the most popular technologies for constructing an interactive lesson on the example of organizing a summer sports camp for students aged 13-16, namely the use of software for creating MENTIMETER presentations and the KAHOOT gaming platform, DEBATE technology, and the teaching techniques for Critical Thinking Development Technology.

Keywords: sports, gifted children, interactive technologies

1 Introduction

The requirements of modern life dictate the education system, including sports, the need to work on the formation and development of a socialized competent person. Modern approaches focused on creativity in students and on an independent search for a solution to a problem require the mastery of interactive technologies by teachers and trainers.

Interactive activity is of paramount importance for the comprehensive development of the personality, allowing you to master the deductive and inductive methods of cognition, when students learn to independently find the necessary information, getting acquainted with the primary research skills. One of the most important tasks of modern education is precisely the development of skills of consistent knowledge of the object of study, instilling a critical attitude to the acquired data.

Training and education of sports-gifted children should contribute to the formation of a person with basic skills in medicine, ecology, a healthy lifestyle, with knowledge of the basics of the functioning of a living organism. Teaching them requires a cognitive motive, creating a problem situation, and incorporating meaningful life tasks into the learning content. The teacher's task is to organize the collective search activity of students, for which interactive technologies are the best suited [Davletova, 2019; Kamahina, 2017].

The objective of the research is to analyze the possibility of using a number of interactive technologies as an innovative basis for improving the work with sports-gifted children.

The use of interactive technologies improves cognitive abilities. The role of analytical thinking is especially significant in achieving sports results in game sports, when it comes to the

development of one of the sides of the intellect of athletes, namely game thinking.

The use of interactive technologies contributes to the formation of positive motivation to possess new knowledge among students and to simplify the preparation of mentors and teachers for the lesson, while improving its quality.

The article presents the most popular technologies for constructing an interactive lesson.

The use of interactive technologies helps to achieve high results by increasing the activity of each student in the process, the need to communicate, which leads to the development of communicative qualities, the ability to collaborate, listen to each other, criticize and accept criticism, which is especially important in team sports.

2 Methods

The "Champion's Way" educational program was developed by FSBEI HE Volga State Academy of Physical Culture, Sports and Tourism in the framework of the Temporary Research Team "Gold Standard for Child Development 2.0" in "Creating educational development modules in gifted areas and competency groups. "Sport" with the financial support of ANO "Kazan Open University of Talents 2.0" [Davletova, 2019].

The program was tested in the "Champion's Way" summer profile shift of the University of Talent in July 2019.

The article considers the possibility of using interactive educational technologies in the summer profile – namely, sports – school.

3 Results and Discussion

The innovation of interactive technologies is the development of students' analytical abilities aimed at self-study. Interactive interaction between students of the University of Talent and their tutors and experts can be considered as a complete methodological basis for the development of thinking: when studying general scientific methods of cognition, individual work is the best to develop the necessary degree of skepticism in the students' minds.

Lessons are developed as interactive trainings and sports reloads, turning the perspective of working with sports-gifted youth of the republic to the development of abilities and the formation of competencies aimed not only at achieving high sports results, but also monitoring the health status of young athletes [Davletova N.Kh. 2019].

4 MENTIMETER application features

Mentimeter is an easy-to-use software for creating interactive presentations (<https://www.mentimeter.com/app>). The program offers the most general recommendations for visualizing feedback. At the beginning of classes, to get acquainted with the position of the participants, it is convenient and methodically competent to use polls with ranking answers according to the degree of importance; true or false statements; and open answers.

When working with sports-gifted children, the issues of expectation from trainings, as well as the problems of doping in sports, the Fair play principles, the ratio of industriousness and sports talent, are important.

Visualization of feedback with open answers contributes to highlighting the most widespread opinion for a better acquaintance with the level of preparedness of participants for perceiving the stated topic and for correcting the methodology of the lesson subject to the characteristics of the students. It should be noted that when choosing a survey form with open answer options, the answers written by the participants and displayed on

the screen are impossible to predict. In a teenage audience, with a certain mood and composition of participants, a completely unexpected result may appear on the screen, up to profanity. There is a certain limitation in the possibility of using a form that can only be applied to an experienced facilitator with predictable participants.

At the end of the lesson, teachers can repeat the specified forms of feedback and not only clarify the mood of the audience, the degree of assimilation of educational material, a change in attitude to issues of moral standards, but also evaluate the dynamics, since all the information displayed on the screen is presented in percent.

At the end of the lesson of any form, especially game, competition or debate, it is convenient to summarize by voting for the proposed point of view, up to assessing the activities of the teacher himself. This kind of reflection objectively evaluates all participants in the educational process: both students - to identify the level of competencies, and the trainer (teacher, tutor, mentor) - to evaluate the effectiveness of his work.

Visualization of answers in real time creates a general emotional coloring of the atmosphere of the lesson when all the opinions of the participants are considered, which is extremely important in adolescence.

5 DEBATES opportunities

For "Is Sports about Winning" and "Messi or Ronaldo?" trainings the "Debate" technique is used. Debate is an intellectual game, a structured form of discussion, that follows clear, predetermined rules. The essence of the game is that the two teams put forward their mutually exclusive arguments about the proposed thesis in order to convince those present in their innocence. It is advisable to put the total duration of the discussion at 45 minutes, otherwise the participants get tired and the sharpness of the game is lost.

As the organizer of the discussion, the teacher should stimulate the productivity of ideas through questions, change the course of the discussion, directing it to a predetermined goal, for example, in "Is Sports about Winning" is the formation of true sports values. One of the most important tasks of a teacher is to create and maintain a high level of friendliness and sincerity.

At the beginning of the lesson, the host proposes a topic for debate: "Is Sports about Winning?" and according to a presentation prepared in advance in PowerPoint, the host announces the problem without expressing his personal attitude

to it. Further, a video with problem situations (cutting from films about sports) can be shown. Mentimeter creates a word cloud from open answers. With a minimum of comments from the host and his alleged indifference, it becomes clear that the problem is very acute. Next, each participant chooses a role for himself and the debate itself begins. The debate ends with a vote. If the voting ends so that it becomes clear - the participants are for fair sports, the presenter can only thank the participants for their sincerity, sincerity in the conduct of the dispute, and, most important, for their life position in adopting true sports values.

It is much more difficult if it turns out that the audience will vote for the victory at any cost. For such a case, the host should have a prepared speech. In any case, it is necessary to thank the participants of the training for sincerity in the dispute and express hope that someday everyone will realize the importance of the principles of Fair play.

If necessary, you can once again watch the video and see the dynamics of the audience's opinion in the Mentimeter program.

"Messi or Ronaldo?" can be conducted similarly, focusing on the fact that throughout the existence of mankind it is always interesting to predict the success of an athlete, namely the contribution of talent or hard work. It should be noted that Messi and Ronaldo are always opposed to each other by sports journalists as bright representatives of two different poles: talent and hard work. You can end the lesson with examples of amazing sports results, identifying the factors that determine the success of athletes.

6 Methodological techniques of the Critical Thinking Development Technology

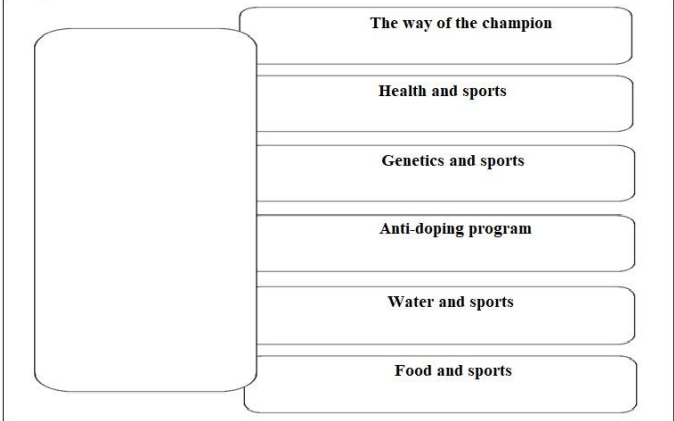
With the introduction of FSES, it is believed that the development of critical thinking is an integral part of updating the modern teaching methodology. The ability of a person to adequately assess the surrounding reality requires the development of critical thinking.

For the formation of critical thinking in classes, students need to develop a "habit" of evaluating the final results, i.e., to carry out a kind of reflection. Each lesson of "The Champion's Way" ends with the "POPS formula" technique.

Let us consider the construction of an interactive lesson with specific examples. Table 1 shows the techniques for the development of critical thinking, the most popular in the organization of interactive classes [Shamsuvaleeva, 2018, Iakovenko, 2019, Kamahina, 2017, Multnix, 2010].

Table 1: Examples of techniques for the various stages of interactive classes

Technique	Description
"Call" Stage	
"Correct-incorrect statements" Table	The authoritative opinion "Water in the life of an athlete". At the beginning of the lesson, you need to determine the position "true or false", and at the end of the lesson – make corrections. Evaluate from the position: correct or incorrect? 1. It is important for Athletes to observe a drinking regime. 2. Per day, you must drink 2.5 liters of water. 3. Drink only when you feel thirsty. 4. Bottled water is tap water. 5. Plastic bottles can be reused.
Game «Do you believe?»	The authoritative opinion "anti-Doping program". Students must explain their response. Do you believe that... 1. Successful athletes use doping? 2. Do Sponsors not Fund sports with doping scandals? 3. If an athlete is ill, can they use any medication for treatment? 4. Is there a list of medications banned for athletes around the world? 5. Can I win a competition without doping?

«Bloom's Chamomile»	<p>The diagram includes several types of questions:</p> <ol style="list-style-type: none"> 1. Simple questions to identify the facts: "what time of day is better to train?". 2. Clarifying questions: "Are you sure your heart rate is an indicator of fitness?". 3. Unifying questions: "What is your opinion based on?". 4. Creative questions: "What would change...?". 5. Questions: "How is one event related to another?". 6. Practical issues: "How can these skills be useful in your sports life?".
Stage «Understanding»	
«Fishbone»	<p>Problem: the main chemicals of sports activity. Upper ribs: protein, carbohydrates, water, calcium. Lower edges: value. The tail: the withdrawal.</p>
Strategy «Article»	<p>The strategy option is "Laboratory". Stage I - evaluate the measurement of functional capabilities of the body. Stage II - compare your indicators with the data of team members or with tabular data, paste the prepared drawings, diagrams, and diagrams on the sheet. Stage III - present the work.</p>
PEEC- formula (Position-Explanation-Example-Consequence)	<p>PEEC- formula can be the basis for solving any difficult question throughout the class, as well as PEEC- formula can end any class: a seminar, training, training, sports debate or competition.</p>
Stage «Reflection»	
Cinquain	<p>A specific non-rhymed poem can be used to summarize and summarize the main thoughts. The most acceptable form of cinquain we see the following: 1st line – 1 noun (name of the poem, subject); 2nd line – 2 adjectives; 3rd line – 3 verbs; 4th line – a four-word phrase; 5th line – 1 noun (possible synonym of the first line).</p>
Venn diagram	<p>This is a graphical way to identify commonalities in the areas being compared, highlight differences, and summarize knowledge about the chosen topic.</p> 

7 KAHOOT Game Learning Platform for Evaluation Activities

Kahoot is an easy-to-use platform for creating games (<https://kahoot.com/>), which turns an activity into live interactive communication, as the program considers answers of each participant, which after each question itself shows the correct answer and shows the number of points scored by teams or players, and at the end of the game it identifies the winning team or the winning player.

During the final event of the "Sport must go on!" educational program a Kahoot-based intellectual team game is used to check the theoretical knowledge gained, create a functional portrait of a participant in "The Champion's Way" educational course, to control the level of formation of the necessary competencies, to take stock of the development of the entire course. During the final event, the facilitator must invite the participants to enter the site, enter the name of the game in the search bar - "Sport must go on!" or follow the link. Students enter the Game PIN code

from their smartphone, which is automatically generated and changes each time they "start the game". Then the participants enter their name, and when all the participants or all the teams are ready, the host starts the game by pressing "Start".

"Sport must go on!" includes 25 questions. Maximum 90 seconds are given for thinking and introducing an answer.

8 Summary

The main criteria for the selection of interactive technologies for organizing work with gifted children were the ability to enhance the cognitive and emotional interest of students, as well as the ease of their development and use by the teacher.

MENTIMETER is appropriate for reflection on issues of expectation from trainings and determining the immediate mood of the audience, the Debate technology – for educational work, Kahoot – for summing up the results of mastering the entire course.

Features of the Critical Thinking Development Technology suggest its widespread use, including in various combinations with the above-mentioned interactive technologies.

9 Conclusions

Interactive technologies make classes a more exciting and interesting process and, as a result, contribute to a better formation of the necessary competencies; however, any tool used in the educational process is only one of the equal components of the didactic system along with its other links: goals, content, forms, methods, activities of the teacher and the activities of the student.

The use of interactive technologies in the lesson is not a guarantee of the success of this lesson, since the mere fact of their use does not solve all the didactic problems of the lesson [Iakovenko, 2019].

In this study, recommendations for using the capabilities of the most popular interactive technologies in working with sports-gifted children are aimed primarily at trainers and sports psychologists who, when designing interactive classes with pupils, solve both the issues of revealing potential opportunities of the pupil in sports and also questions of formation personality of the young athlete. Therefore, the use of MENTIMETER and KAHOOT, the DEBATE technology, methodological techniques of the Critical Thinking Development Technology, on the one hand, simplifies the teacher's work in preparing for and creatively designing classes, and on the other hand, has great importance for the development of analytical thinking as one of the sides of the intellect of athletes, in particular, game thinking. Working with young team sports athletes, such activities contribute to the development of socialization skills.

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