UDC 378.14 DOI: 10.53068/25792997-2024.1.11-144

THEORETICAL COMPETENCIES OF STUDENTS OF A PHYSICAL CULTURE AND SPORT UNIVERSITY: WAYS OF FORMATION AND KAHOOT CONTROL

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Keywords: physical culture and sport university, theoretical competencies, contemporary forms of lectures, audio lectures, Kahoot control.

Research relevance: The socio-economic transformations taking place in our society call for the realization of deep reforms in many spheres of public life, including reforms in higher education. In the context of the Bologna process, the creation of a pan-European educational space, cooperation and integration of various educational systems, exchange of teaching experience and control of the level of preparedness of students goes on.

In the educational process of many universities, a number of problems have emerged connected with the use of active methods and forms of teaching in the educational process. This may be related to the modernization and improvement of the teaching process. Modern forms of lectures may be included in this process.

In this aspect, studies examining the opportunities of new ways of organizing the educational process aimed at the active assimilation of required knowledge by students, as well as the use of advanced information and communication technologies contributing to the objective and theoretical competence control, are of scientific and applied importance.

The educational and scientific literature on this issue describes various ways of organizing modern lectures [5,9,10]. The results of the introduction of video lectures in the educational process of one of the state universities of Russia are presented[1]. However, the studied works do not describe the features of their organization and implementation in the training of specialists of various profiles, or the methodology of their use when passing various disciplines in bachelor's, master's and postgraduate studies. The problem of using audio lectures in higher education institutions, in particular among students of a physical culture and sport university, as well as knowledge control and monitoring systems based on the use of modern information technologies, remains poorly studied.

Research aim: The purpose of the research is to study the features of the methodology of performing "lectures with pre-planned mistakes" and Kahoot control of

theoretical competencies of students of a physical culture and sport university.

Research methods and organization: The methods of study and analysis of scientific and methodological literature, an experiment, and a survey were used to carry out this research.

Research result analysis: Currently, in the educational process of most foreign universities, a significant amount of time is devoted to independent studies, the volume of which is more than 3 times greater than the classroom forms of organizing the edc:ational process [5]. It should be admitted that along with the positive side, this approach is not devoid of a number of negative points. In particular, a reduction in the number of lectures may adversely affect such important functions as motivational, organizational, orientation, and methodological. At the same time, the didactic value of lectures as a form of transmitting a large amount of information, processed in accordance with the characteristics of the classroom, is lost. Due to the small volume of lectures, the emotional component of the educational process diminishes, which can adversely affect both the degree of students' cognitive interest to the subject under study and the educational learning vector.

The introduction of advanced forms of lectures into higher education can help the education of highly qualified students: problem-based, binary, discussions, lectures with pre-planned mistakes, press conferences, etc. [9,10], which contribute to a more effective formation of theoretical competencies of a future specialist.

In a physical culture and sport university, during their studies, many students continue daily multiple training sessions as part of the national team of the institute, club or national team of the country, often participate in competitions and training camps. This has a negative impact on the attendance of academic classes, the schedule for completing educational material, and as a result on the academic performance of students.

In addition to using modern forms of lectures, audio lectures can play a crucial role in the development of theoretical competencies among student-athletes, in strengthening and expanding theoretical knowledge. Modern smartphones with their great technical capabilities can become an effective tool in mastering the knowledge that was not learnt by students due to omission of lectures. In this regard, it is reasonable to have a fund of audio lectures at the university, which will include key topics in all academic subjects. The ways to use them are diverse: direct listening from the university library fund, listening using a smartphone in your free time from training. And answers to questions that will arise from student-athletes while listening to audio lectures can be given in the process of additional direct audio and video communication with the lecturer of a specific academic discipline.

As an experiment, along with presentations and the text of Word format lectures, 14 audio lectures on key topics of two disciplines, "General Pedagogy" and "Pedagogy of Sports", were posted on the Classroom learning platform. A survey on the feasibility and necessity of their use, carried out in 2022-2023 among students of the 2nd and 3rd courses within the framework of the above-mentioned disciplines in ASIPCS showed that the vast majority of the students - more than 90% welcomed the use of aidolections in the academic process, and some have already started using them while passing that very academic discipline. The students noted the convenience of their use, the short duration of the audio lecture, which allows listening not to the entire volume of the lecture, but only to its main content. It should be noted that the duration of each audio lecture was about 8-10 minutes. The lengthy lectures were divided into separate parts, and recorded in the audio lecture format, each with the same duration.

It should be admitted that the use of audio lectures in the educational process must necessarily be supplemented by modern forms of classroom lectures, interactive at their core, for example, "a lecture with pre-planned mistakes" [4,8].

It is known that this form of lectures carries out several functions. On one hand, it promotes the cognitive activity of students; on the other hand, it performs a monitoring and controlling function, revealing the level of assimilation of knowledge on the discipline, the level of formation of skills and abilities, the level of development of intellectual abilities. As a continuation of the monitoring-control function, its corrective value should be noted. This allows the lecturer to identify shortcomings in the delivered material, makes it possible to make the necessary corrections to the content of the lecture.

A certain number of mistakes of a meaningful, methodical character should be made in such a lecture in advance. During the lesson, mistakes are deliberately hidden so that they cannot be detected easily, and it is also recommended to present a list of errors only at the end of the lecture [5]. Preparation for such an activity requires a high level of proficiency in the delivered material and lecturing skills.

The task of the students is to find and put down the mistakes they have noticed during the lecture and present them to the lecturer at the end of the lesson. Analysis of the mistakes usually takes 10-15 minutes [2,7]. Unfortunately, experts do not indicate the organizational and methodological recommendations that should be adhered to in the process of using this form of lectures.

The practice of lecturing "with pre-planned mistakes" in the bachelor's educational process at ASIPCS when taking academic disciplines "General Pedagogy" and "Pedagogy of Sports" allowed us to highlight some key points of its application.

In particular, the expediency of making only 4-5 planned mistakes during one lesson was revealed. Even this number allows you to maintain the level of attention and analytical activity of listeners at the proper level. In comparison with the approach recommended in the books, when it is proposed to analyze mistakes at the end of the lesson, their discussion in the detection process allows students to analyze educational material throughout the lecture, constantly maintaining cognitive and analytical activity, and listening to the lecture much more attentively.

It is also reasonable to warn students about the use of this form of lectures at the beginning of the lesson and, as a "warm-up", initially suggest obvious, simple mistakes, thus activating their attention, intensively involving them in the learning process.

Another important point in carrying out this type of lectures is related to the frequency of their conduct during the semester. It is clear that frequent conduct of such lectures is impractical for several reasons. First, their repeated and consistent use in the academic half of the year can lead to a decrease in students' interest in this form of mastering the educational material and the audience is not always ready to listen to such a lecture actively.

One of the key problems of modern higher education is the issue of student motivation. In the era of information technology, the traditional format of carrying out training sessions is often boring, uninteresting and, as a result, ineffective. Modern students are not content with classical approaches both to conducting lessons and to the form of control and strengthening of knowledge.

Taking into account the fact that today there is a problem with the motivation of students every lecturer strives to ensure that students learn well and with great interest actively acquiring knowledge.

One of the major issues in the process of forming theoretical competencies is the objective control of knowledge assimilation level in a convenient and attractive form, which will undoubtedly have a positive effect on increasing students' interest, motivating them to participate in the monitoring and strengthening of their own knowledge.

Nowadays, the educational process cannot be imagined without the use of modern innovative technologies. Information and communication technologies make it possible to increase the motivation and effectiveness of learning, the intellectual level of students, diversify the forms of interpersonal communication of participants in the educational process, improve the methods of performing lessons, contribute to the operational and objective control of knowledge, thus opening up new opportunities in teaching.

Information and communication technologies include a variety of methods, as well as software and hardware tools for

working with data. These include electronic textbooks and manuals, electronic encyclopedias and reference books, game platforms and programs, and a wide range of educational web resources.

In this regard, the education system, including higher education, must adapt to modern requirements, must form and develop new and, in particular, game-based learning technologies and knowledge and skill control and monitoring. Their active use in the learning process is due to the rapid development of communication technologies [13]. Gamification of the educational process is a concept of introducing gaming technologies into the learning and monitoring processes. [3,12] The use of game elements in the educational process positively distinguishes gamification from other teaching methods, increasing the efficiency of learning, developing practical competencies, as well as maintaining a high level of student involvement and participation. Through this method, the following important task is also solved: to make the learning process easier, to relieve the tension that may arise when using traditional forms of learning and monitor students' knowledge.

Recent studies have shown a direct relationship between playing and increasing student motivation [18]. On one hand, gamification in education motivates and involves students in the learning process, on the other hand, it contributes to their personal development and even helps to reveal abilities in earlier unknown fields [19].The results of some studies carried out among schoolchildren have revealed lots of favorable results in the gamification of the educational process. In particular, we can note an improvement in attendance, there were fewer pupils to be late for the classes, the downloading of educational material increased, the dynamics of grades in the classroom improved and the final grades increased (61% for gamification, against 53% for the traditional approach) [14].

Canvas, Slando, Quiz, Mentimeter, Kahoot and others can be mentioned as special digital means of mobile learning and gamification. Kahoot, as one of the most common educational and monitoring gaming platforms, makes it easy to make, publish and play educational games, quizzes, take various interactive tests and surveys to test knowledge, making the learning process exciting and dynamic. As for 2019, Kahoot is spread in more than 200 countries around the world, and it is used by more than 2.5 billion people daily [11]. Today, the user is offered two versions of the platform: free (basic) and paid with the opportunity to pay monthly ($12) or annual premium version. The paid version offers wider opportunities for the user, in particular, of the 4 proposed answers, two correct ones can already be noted (only one being in the basic version), about 100 students can participate in the testing. The paid version allows you to involve a larger number of groups of students, allows

you to connect to ready-made educational content, integrate with PowerPoint, use hint questions in the form of a cloud of words, etc.

According to books, the testing of the education gamification, which was carried out within the framework of the disciplines "Computer Science" and "Information Technology" with students of the 1st and 2nd courses, showed a positive effect of using this resource. The survey results reveal that 82% of students reacted positively to the use of this platform, 88% of respondents were fascinated. Only 8% of students reacted negatively to the use of Kahoot in the educational process [12].

'Kahoot is great for both intermediate knowledge testing and consolidating material, as well as for getting to get acquainted with a new topic and initiating discussions [15]. It is a tool for collective distance learning and control, therefore, in order to use it more effectively, it is recommended to use a team approach [6]. Kahoot allows you to store the generated material off your computer or smartphone, copy and edit tests, use them for a long time, create a collection of tests for different study groups and courses, which allows the teacher to save a lot of time.

This service can be used at different stages of the lesson: updating knowledge, stating a problem, initial consolidation, independent work with self-assessment, repetition. Using it can be a good way to get feedback from students quickly [16].

Here are other significant positive aspects of using this service: students can use any device with Internet access smartphones, tablets, and laptops. All students participate in knowledge control simultaneously, they can play both individually and within teams; the pace of the task is regulated by the lecturer; there are elements of the game and competition; immediate test result, simple registration, interface and tests in native language; extensive features of the free version of the service [13]. At the same time, it is possible to use the platform independently and individually, which allows the student to start checking knowledge on each topic any time convenient. In addition, direct feedback enhances the involvement of students in the process of self-examination, self-assessment and enhancing knowledge.

The use of Kahoot also helps to form cognitive, communicative, personal and regulatory skills expand the information environment for educational activities [6]. At the same time, this platform makes it possible to create online tests and surveys, which can be shown by a projector on a large screen or an interactive whiteboard.

Some possible difficulties should also be noted when using Kahoot, such as Internet problem that can exclude a student from the monitoring process, the slow pace of thinking of some students may not allow them to have enough time to answer the questions [17].

As it can be seen from the abovementioned, there are many more advantages than disadvantages in using Kahoot, besides, the competitive aspect makes this process much more interesting and motivating.

The experience of using the Kahoot platform in ASIPCS from "General Pedagogy" and "Pedagogy of Sports" disciplines showed that, being familiarized with the platform and having tested this service, students no longer want to return to the classic form of seminars, where only one student was involved in the survey process, while others remained in the role of listeners. A survey (oral and using a Google form) carried out in the 2022-2023 academic year among 85 2nd and 3rd year students showed that the vast majority of them (more than 92%) highly appreciate the use of this method of knowledge monitoring and testing in the educational process. They actively and cheerfully participate in the knowledge testing process, want to re-use this service during the lesson to consolidate and to test their knowledge once again. The latter is an important aspect of using Kahoot, since, not only does it allow to control the level of knowledge acquisition, but also to identify incorrect or inaccurate knowledge, improve it, and develop the necessary theoretical competencies. One of the positive aspects of using this platform is the opportunity to show the teacher and the students the correct and incorrect answers of each of them after completing the test, revealing the answers of the whole group on each question. Through Kahoot, you can get a detailed report of students' work after completing a certain task. This gives the teacher certain opportunities to identify the difficulties that students face when passing a certain theme, and work on these themes more thoroughly.

Conclusion: The introduction of a modern form of lectures, «lectures with preplanned mistakes", into the educational process of ASIPCS students allowed us to identify that during one lecture session only 3-4 planned errors are enough to make it possible to solve all the challenges facing this form of lectures. The use of audio lectures on “General Pedagogy" and "Pedagogy of Sports" in the educational process of ASIPCS showed that students reacted positively to this innovation and expressed their opinion on the expediency and use. Gamification in the process of monitoring and checking students' knowledge through the Kahoot platform has shown its advantages over the traditional form of holding seminars. The vast majority of 2nd and 3rd year students highly appreciate the use of this information and communication technology in the educational process. This platform allows you to solve not only the tasks of monitoring, controlling, mastering and consolidating new theoretical knowledge, but also provides an opportunity to develop skills of collective thinking and collective decision-making.

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ՖԻԶԿՈՒԼՏՈՒՐԱՅԻՆ - ՄԱՐԶԱԿԱՆ ԲՈՒՀԻ ՈՒՍԱՆՈՂՆԵՐԻ ՏԵՍԱԿԱՆ ԿՈՄՊԵՏԵՆՑԻԱՆԵՐ. ՁԵՎԱՎՈՐՄԱՆ ՈՒՂԻՆԵՐԸ ԵՎ *KAHOOT* ՀՍԿՈՂՈՒԹՅՈՒՆԸ

Ա. Ա. Չաւրինյան
Հայաստանի ֆիզիկական կուլտուրայի և սպորտի պետական ինստիտուտ, Հայաստան, Երևան

ԱՄՓՈՓԱԳԻՐ

Առանցքային բառեր: Ֆիզկուլտուրային-սպորտային բուհ, տեսական կոմպետենցիաներ, դասախոսության ժամանակակից ձևեր, *Kahoot* հսկողություն:

Հետազոտության արդիականություն: Հայրենական տարբեր բուհերում առկա են բազմաթիվ հիմնախնդիրներ, որոնք կապված են դասավանդման գործընթացի կատարելագործման և արդիականացման, ինչպես նաև ուսուցման ակտիվ ձևերի և միջոցների օգտագործման անհրաժեշտության հետ: Այս տեսանկյունից գիտակիրառական նշանակություն են ներկայացնում այն հետազոտությունները, որոնք ուղղված են ուսումնական գործընթացի կազմակերպման նոր ձևերի հնարավորությունների ուսումնասիրմանը, գիտելիքների ձևավորման և հսկման ընթացքում արդի

տեղեկատվական-հաղորդակցական տեխնոլոգիաների օգտագործման նպատակահարմարությանը:

Հետազոտության նպատակը: Ուսումնասիրել «վաղօրոք պլանավորված սխալներով դասախոսության» անցկացման մեթոդիկան ֆիզկուլտուրային-սպորտային բուհում և ուսանողների տեսական կոմպետենցիաների *Kahoot* հսկումը:

Հետազոտության մեթոդները և կազմակերպումը: Հետազոտությունում կիրառվել են գիտամեթոդական գրականության ուսումնասիրման և վերլուծության, գիտափորձի, հարցման մեթոդները:

Հետազոտության արդյունքների վերլուծություն: ՀՖԿՍՊԻ-ի «Ընդհանուր մանկավարժություն» և «Սպորտի մանկավարժություն» առարկաների շրջանակում առանցքային թեմաներով 2022-2023 թթ. օգտագործվել են «վաղօրոք սխալներով պլանավորված դասախոսություններ» և աուդիոդասախոսությունները: 2-րդ և 3-րդ կուրսի ուսանողների մեծամասնությունը նշեցին դրանց կիրառման նպատակահարմարությունը և անհրաժեշտությունը: *Kahoot* հարթակի փորձարկումը նույն դասաընթացների ընթացքում ցույց տվեց, որ ուսանողները մեծ ոգևորությամբ ընդունեցին հսկման նոր ձևը և արդեն չէին ցանկանում վերադառնալ սեմինար պարապունքների կազմակերպման դասական եղանակին: Նրանց 92%-ից ավելին նշեցին գիտելիքների ստուգման հարցում դրա օգտագործման նպատակահարմարությունը և հաճույքով ու ակտիվորեն ներգրավվում էին այդ գործընթացում:

Համառոտ եզրակացություն: ՀՖԿՍՊԻ-ի բակալավրիատի ուսումնական գործընթացում «վաղօրոք սխալներով պլանավորված դասախոսությունների» ներդրումը թույլ տվեց հստակեցնել կիրառման մեթոդական առանձնահատկությունները: «Ընդհանուր մանկավարժություն» և «Սպորտի մանկավարժություն» դասընթացներում աուդիոդասախոսությունների օգտագործումը բացահայտեց ուսանողների դրական վերաբերմունքը գիտելիքների փոխանցման նման եղանակի նկատմամբ: *Kahoot* հարթակի միջոցով գիտելիքների հսկման խաղայնացման մոտեցման կիրառումը թույլ տվեց պարզել, որ ուսանողների մեծ մասը բարձր են գնահատում ուսումնական գործընթացում այդ տեղեկատվահաղորդակցական տեխնոլոգիայի կիրառումը:

ТЕОРЕТИЧЕСКИЕ КОМПЕТЕНЦИИ СТУДЕНТОВ ФИЗКУЛЬТУРНО-СПОРТИВНОГО ВУЗА: ПУТИ ФОРМИРОВАНИЯ И *KAHOOT* КОНТРОЛЬ

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АННОТАЦИЯ

Ключевые слова: физкультурно-спортивный вуз, теоретические компетенции, современные формы лекций, Kahoot контроль.

Актуальность исследования. В образовательном процессе многих отечественных вузов имеется ряд проблем, связанных с модернизацией и совершенствованием процесса преподавания, использованием в учебном процессе активных методов и форм обучения.

В этом аспекте научно-прикладную значимость представляют исследования, направленные на изучение возможностей современных форм организации учебного процесса, целесообразность использования современных информационно-коммуникационных технологий в формировании и контроле знаний.

Цель исследования: изучить особенности методики проведения «лекций с заранее запланированными ошибками» и Kahoot контроля теоретических компетенций студентов физкультурно-спортивного вуза.

Методы и организация исследования. В исследовании использованы методы изучения и анализа научно-методической литературы, педагогический эксперимент, опрос.

Анализ результатов исследования. В формировании теоретических компетенций у студентов-спортсменов, при прохождении 2022-2023 гг. в ГИФКСА предметов «Общая педагогика» и «Педагогика спорта», кроме апробации «лекций с заранее запланированными ошибками», по ключевым темам были использованы аудиолекции. Подавляющее большинство студентов 2-го и 3-го курсов отметили целесообразность и необходимость их использования в учебном процессе. Апробация платформы Kahoot при прохождении тех же предметов показал, что студенты приветствовали данный подход и уже не хотели возвращаться к классической форме организации семинарских занятий. Более 92% из них отметили целесообразность ее использования в процессе контроля знаний, активно и с удовольствием включаются в данный способ проверки и оценки знаний.

Краткие выводы. Внедрение в учебный процесс студентов бакалавриата ГИФКСА «лекции с заранее запланированными ошибками» позволило установить методические особенности их чтения. Применение в учебном процессе аудиолекций по основным темам предметов «Общая педагогика» и «Педагогика спорта» выявило положительное отношение студентов к данному способу передачи знаний. Игрофикации в процессе контроля знаний посредством платформы *Kahoot* показало, что подавляющее большинство студентов высоко оценивают использование в учебном процессе этой информационно-коммуникационной технологии.

Տեղեկություններ հեղինակի մասին

Աշոտ Աղվանի Չատինյան՝ մ.գ.դ., Սպորտի մանկավարժության և հոգեբանության ամբիոնի պրոֆեսոր, Հայաստանի ֆիզիկական կուլտուրայի և սպորտի պետական ինստիտուտ, Երևան, Հայաստան, E.mail: ashot.chatinyan@ sportedu.am, ORCID: 0000-0002-5711-5584

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Հոդվածն ընդունվել է 22.02.2024–ին:
Ուղարկվել է գրախոսման՝ 26.02.2024–ին:
Գրախոս՝ մ.գ.դ., պրոֆեսոր Տ. Պլաչինդա