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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И НЕЙРОСЕТИ КАК НОВЫЙ ЭТАП В ФОРМИРОВАНИИ ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ В ПОДГОТОВКЕ СПЕЦИАЛИСТОВ ПО ФИЗИЧЕСКОЙ КУЛЬТУРЕ И СПОРТУ

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Аннотация. Целью исследования является анализ возможностей и перспектив использования искусственного интеллекта (ИИ) и нейросетей в физкультурном образовании. В статье рассматривается влияние ИИ и нейронных сетей на формирование цифровой образовательной среды в подготовке специалистов по физической культуре и спорту. Методы исследования включают анализ научно-методической литературы и ретроспективный анализ цифровой трансформации физкультурного образования. Результаты исследования показывают, что ИИ способствует созданию современной цифровой образовательной среды на основе интеграции традиционных методов обучения с возможностями ИИ и нейросетей, подготовке и использованию в учебном процессе современных дидактических материалов. Выводы подчеркивают как возможности, так и потенциальные трудности внедрения ИИ в физкультурное образование.

Ключевые слова: искусственный интеллект, нейронные сети, цифровая образовательная среда, физическая культура, спорт, образовательные технологии, подготовка.

ARTIFICIAL INTELLIGENCE AND NEURAL NETWORKS AS A NEW STAGE IN THE FORMATION OF A DIGITAL EDUCATIONAL ENVIRONMENT IN THE TRAINING OF SPECIALISTS IN PHYSICAL EDUCATION AND SPORTS

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Abstract. The aim of the study is to analyze the possibilities and prospects of using artificial intelligence (AI) and neural networks in physical education. The article examines the influence of AI and neural networks on the formation of a digital educational environment in the training of specialists in physical education and sports. The research methods include the analysis of scientific and methodological literature and a retrospective analysis of the digital transformation of physical education. The results of the study show

that AI contributes to the creation of a modern digital educational environment based on the integration of traditional teaching methods with the capabilities of AI and neural networks, the preparation and use of modern didactic materials in the educational process. The findings highlight both the possibilities and potential difficulties of introducing AI into physical education.

Keywords: artificial intelligence, neural networks, digital educational environment, physical education, sports, educational technologies, training.

Введение. На рубеже XXI века общество вступило в новую эру развития, характеризующуюся глубокими трансформациями во всех сферах жизни. Этот этап, получивший название «Четвертая промышленная революция», или «Индустрия 4.0», отличается повсеместным внедрением цифровых технологий, без развития и внедрения которых сегодня невозможно конкурировать ни отдельным специалистам, ни отдельным странам в так называемых условиях VUCA-мира, характерных своей нестабильностью и неопределенностью. Особое значение в этом плане приобретает 2022 год, считающийся прорывным в развитии Искусственного интеллекта (ИИ) и нейронных сетей, позволивший произвести своеобразный скачок к массовому использованию больших языковых моделей (LLM), систем машинного обучения. ИИ по сути изменяет весь спектр деятельности человека, его технологии и инструменты проникают во все сферы и образование, включая и образование в области физической культуры и спорта. Технологии ИИ и нейросети сегодня приобретают особую актуальность в подготовке специалистов по физической культуре и спорту, так как открывают принципиально новые возможности. Раскрытию этих возможностей и проблем, связанных с формированием цифровой образовательной среды в подготовке специалистов по физической культуре и спорту, посвящена статья.

Методы исследования. Исследование основано на анализе научно-методической литературы, включая и опыт научной школы автора по формированию цифровой образовательной среды в системе подготовки специалистов по физической культуре и спорту.

Результаты исследования и их анализ. Прежде всего, необходимо уточнить понятие, что же такое «Цифровая образовательная среда». К этому понятию обращались многие исследователи. Здесь же мы будем придерживаться определения, представленного в толковом словаре понятийного аппарата по информатизации образования [1, с. 48], суть которого заключается в следующем: «совокупность научно-методических и организационно-технологических условий, обеспечивающих информационное взаимодействие между субъектами образовательного процесса и интерактивным информационным ресурсом, на основе реализации возможностей информационных и коммуникационных технологий (как аналоговой, так и цифровой формы реализации)». Что же касается системы подготовки специалистов по физической культуре и спорту в условиях цифровой трансформации физкультурного образования, этот вопрос достаточно подробно рассматривался в некоторых работах [2, 3, 4]. По мнению авторов,

цифровая трансформация образования, в целом, и физкультурного образования, в частности, в определенной степени зависит от уровня развития информационных технологий, а на этом этапе от развития ИИ и нейросетей. Как известно традиционные методы подготовки специалистов в области физической культуры и спорта, несмотря на свою эффективность, не всегда успевают за быстро меняющимися требованиями современного спорта и физкультурного образования. Внедрение ИИ и нейросетей позволяет существенно расширить возможности образовательного процесса и вывести его на качественно новый уровень. В подготовке специалистов по физической культуре и спорту важны как теоретические аспекты (анатомия, физиология, теория тренировочного процесса), так и практические навыки (техническая, тактическая, методическая, физическая подготовка, управление тренировочным процессом). Технологии ИИ способны объединить эти направления, создавая интегрированную образовательную среду. Искусственный интеллект, как часть цифровой среды, позволяет: создавать персонализированные планы обучения на основе анализа данных о знаниях и навыках студентов; прогнозировать успехи и выявлять возможные пробелы в знаниях; автоматизировать рутинные процессы, такие как проверка заданий и тестов. Нейронные сети, будучи важным компонентом искусственного интеллекта, обладают способностью к самообучению и анализу больших объемов данных. Это делает их незаменимыми в образовательной среде. Применение нейросетей в подготовке специалистов по физической культуре и спорту может включать: анализ техники выполнения упражнений; анализ видеозаписи тренировок студентов, выявляя ошибки в технике и предлагая пути их исправления; моделирование, прогнозирование спортивных результатов, планирование тренировочного процесса с учетом биометрических и других показателей спортсменов; создание виртуальных тренеров, которые могут моделировать тренировочный процесс, адаптируясь под уровень подготовки и прогресс обучающегося.

Одним из главных преимуществ ИИ в образовательной среде является персонализация обучения. В контексте физической культуры и спорта это выражается в: индивидуальных тренировочных программах на основе данных о физическом состоянии студента (снятых с помощью носимых устройств и датчиков) ИИ может формировать рекомендации по тренировкам; адаптивных образовательных курсах (онлайн-платформы с использованием ИИ подстраиваются под уровень подготовки студента, предоставляя учебные материалы, соответствующие его текущим знаниям); мониторинге здоровья (технологии ИИ позволяют отслеживать параметры здоровья студентов, такие как частота сердечных сокращений, уровень стресса и восстановление после нагрузок. Это помогает минимизировать риски травм и перегрузок).

Важным моментом в формировании цифровой образовательной среды в условиях использования ИИ и нейросетей является возможность создания и использования в учебном процессе современных цифровых образовательных ресурсов, дидактических материалов

нового поколения и интеграция традиционных методов обучения (проблемное обучение, метод проектов, игровой и др.) с возможностями ИИ и нейросетей. Так, например, сегодня с помощью различных нейросетей можно готовить образовательные сайты, презентации, подготовить аудио материалы для проведения занятий, всевозможных спортивных мероприятий, создавать учебные видео, графические материалы, учебные тексты и тесты, осуществлять геймификацию образования. Здесь следует отметить, что для решения этой задачи преподавателю необходим не один, а целый спектр нейросетей, позволяющих подготовить цифровые образовательные ресурсы. Но в то же время следует сказать о том, что ИИ и нейросети очень быстро развиваются и совершенствуются, и некоторые нейросети сегодня способны интегрировать в себе возможности создавать как текстовые материалы, так и графический, и видео (здесь не будем приводить конкретные нейросети, их достаточно много, появляются все новые и новые нейросети для решения самых различных профессиональных задач). Несмотря на достаточно большие возможности ИИ и нейросетей в формировании цифровой образовательной среды следует также обратить внимание на появившиеся проблемы их внедрения, которые связаны с этическими, юридическими и техническими вопросами.

Выводы. Внедрение технологий ИИ и нейросетей в подготовку специалистов по физической культуре и спорту представляет собой закономерный этап развития образовательной системы. Несмотря на существующие вызовы, потенциальные преимущества значительно превосходят возможные трудности. Успешная интеграция этих технологий позволит существенно повысить качество подготовки специалистов и вывести спортивное образование на новый уровень. Важно отметить, что внедрение ИИ и нейросетей не заменяет традиционные методы обучения, а дополняет их, создавая новые возможности для более эффективной подготовки специалистов. Ключом к успеху является грамотное сочетание инновационных технологий с проверенными педагогическими методиками и индивидуальным подходом к каждому обучающемуся.

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