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DIGITAL TECHNOLOGIES IN PHYSICAL EDUCATION

2. Introduction

New information technologies are an integral part of our everyday lives and determine the lives of our students with increasing speed. They occupy a large part of

their reality of life and are reflected in their thoughts in many ways. For this reason, education and training in the monitoring and promotion of children should be taken up in this modernised reality [1]. The school must ensure that our children can find their way around this world and follow developments for a lifetime [2]. According to Dober, when trying to link the subject of movement and sport with the use of "new media", this does not always find harmony in people's thoughts. Sport is not the first priority when you think about the use of new media in the classroom. On the contrary, it is the new media that are often blamed for the poverty of children and adolescents in their movement, and of course diverse body and movement experiences should be the focus of physical education. On the other hand, the use of media in physical education has always played an important role in visualizing movement sequences, forms of organisation or playing tactics and in enabling students to practice independently [3]. Although Dober argues that the use of new media is enriching for physical education, a considerable number of problems in research exist. An important one is the lack of research, which is illustrated by a small number of empirical studies on this subject. Empirical findings, as well as relevant literature on the subject, are only available to a limited extent and show little potential for use for "new media" in physical education. When considering curricula and educational standards for the subject of "sport", it is striking that little attention is paid to the use of the media. Equally inadequate is the equipment at the sports facilities, which are not intended for appropriate media use. The implementation strategies have so far lacked measures at a personal, didactic and material level [4].

3. New media - Digital Technologies

The term "new media" is far from new, because already at the beginning of the 20th century the term emerged and defined the radio, television and was later used as an umbrella term for all electronic, digital and interactive media. According to Ratzke [5], "new media" are all procedures and means which are novel with the help of new or renewed technologies, i.e. in this form of previously unused forms of information collection and processing, information storage, information transmission and retrieval. This, in turn, means that whenever we talk about digital media, it is also "new media". Thienes, Fischer and Bredel [6] also believe that "new media" are linked to the use of digital technology, which means that information can be stored and processed and that it can be worked online (Internet) or offline. Finally, it can be argued that with the term "new media" all new information and communication technologies and related new transmission, recording and distribution technologies are now designated [7]. From this it can be inferred that "new media" can also be understood as new teaching aids.

4. Digital technologies in physical education

On the one hand, the question arises as to why the use of new media in physical education has been delayed for so long and, on the other hand, what significance do multimedia information and communication technologies have in physical education [8]. Schulz-Zander speaks here of a fundamental improvement in teaching. The introduction of the new media is essentially aimed at fundamentally improving the quality of teaching and school and developing a new learning culture

[9]. In recent years, we have seen an increasingly frequent confrontation with new media in the gym. Many projects work with different accesses were successfully edited and presented. Video- and computer-aided analysis was very often the means of choice here [8]. In the field of physical education, Danisch & Friedrich [11] recognize the use of "new media" as an obvious advantage. They argue that "new media" can play an important role in learning sport-specific movements and forms of action. However, the use of these must also create a "new" didactic area, which should expand the potential of physical education. Rudloff [12] showed how new technologies can be used in the didactic scenario of the Inverted Classroom Model in physical education at the university. According to Dober and Opitz [10], the use of "new media" in physical education has a motivating effect. It is therefore important that didactic concepts are designed for teaching in order to be able to effectively implement the use of "new media". This is particularly important in physical education, as learning platforms cannot be easily used. Didactic scenarios, in which "new media" can be integrated with the help of learning platforms, were shown in the area of physical education for the teaching of "motor basics", "athletics" and "gymnastics", among others [12]; [13]. "New media" can be particularly well integrated in the department of sport when it comes to the students' own body perception. Not only in the new learning process, but also in the improvement of the movement quality, one's own (body) perception plays a major role [8]. With the filming of movement sequences and the subsequent analysis, it is possible that the learners get to know their movement sequences better during a gymnastics exercise. Another very extensive field in the field of the use of "new media" in physical education results when the tablet or smartphone is used in conjunction with the multitude of apps available for this purpose. The fields of application and functionalities of the offered apps, which can not only be used in the subject physical education, range from video feedback and analysis scenarios (Coach's Eye; Video Delay), Coaching Tools (CoachNote), Practice Collections (Group Games App; TGfU App), Knowledge Distribution (Sports Rules; iMuscle) to apps for motion-intensive classroom activities in school (Class Break App) [4].

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ВИКОРИСТАННЯ МЕТОДІВ ЕЙДЕТИКИ ПРИ ВИВЧЕННІ ХУДОЖНІХ ТВОРІВ

*Поганої пам'яті взагалі не існує –буває лише
невміння користуватися її можливостями.*

Є.В. Антошук

Сьогодні вже неможливо навчати дітей традиційно. Потреби сучасного життя, нормативні документи, вимагають розвивати творчі здібності кожного учня. Тому основним завданням сучасної освіти є формування гармонійно розвинутої особистості.

Процес навчання та виховання учнів має опиратись на співпрацю обох півкуль головного мозку дитини. Учні запам'ятовують краще тоді, коли створюються образи і викликається певна емоція до інформації, тобто надається можливість працювати правій півкулі (образності, емоційності) [4, с.33].

Ейдетицизм являє собою специфічний вид пам'яті, заснований на зорових образах та враженнях. Ейдетичний образ є суб'єктивним, яскравим, візуальним. Тому методики ейдетики ще називають живою пам'яттю. Тренування та покращення пам'яті є ведучою метою розвитку ейдетичних здібностей. Важко уявити успішну людину без добре розвинутої образної пам'яті [1, с.8].