

¹Chizhik V.V., <https://orcid.org/0000-0002-7825-4954>

¹Gurkovsky O.M.

¹Dovgal V.I.

²Kovalchuk V. Ya.

PROFILE OF DIFFERENTIATION OF PHYSICAL EDUCATION

¹Kremenets Regional Humanitarian and Pedagogical Academy
named after Taras Shevchenko

²Lutsk national technical university

Анотація. Програми з фізичного виховання в загальноосвітніх навчальних закладах зорієнтовані на середньостатистичного учня і не враховують особливостей розвитку різних контингентів школярів. Диференційований підхід у фізичному вихованні має вирішувати питання підвищення мотивації, інтересу до занять фізичною культурою, враховуючи при цьому, що учні розрізняються за віком і статтю, соціальним положенням, і психічними особливостями, руховими здібностями, функціональним і фізичним станом організму, рівнем адаптації до фізичних навантажень. Диференціація фізичного виховання покликана вирішити завдання формування особистості, здатної до самореалізації, професійного зростання та мобільності в умовах сучасного суспільства.

Ключові слова: Диференційований підхід, фізичне виховання, мотивація, профільна диференціація.

Abstract. Physical education programs in general educational institutions are oriented towards the average student and do not take into account the peculiarities of the development of different contingents of schoolchildren. A differentiated approach in physical education should solve the issue of increasing motivation, interest in physical education, taking into account that students differ in age and gender, social status, and mental characteristics, motor abilities, functional and physical state of the body, level of adaptation to physical exertion. Differentiation of physical education is designed to solve the task of forming a personality capable of self-realization, professional growth and mobility in the conditions of modern society.

Keywords: Differentiated approach, physical education, motivation, profile differentiation

Relevance of the research topic (statement of the problem). Physical education programs in general educational institutions are oriented towards the average student and do not

take into account the peculiarities of the development of different contingents of schoolchildren. A differentiated approach in physical education should solve the issue of increasing motivation, interest in physical education, taking into account that students differ in age and gender, social status, and mental characteristics, motor abilities, functional and physical state of the body, level of adaptation to physical exertion. It should also be borne in mind that urbanization, climate-geographical, socio-economic and ecological living conditions affect a person's adaptation to the environment, his health and physical condition, which requires the theory of physical education to develop adequate differentiated methods of conducting classes, aimed at stimulating vitality and increasing adaptation reserves. Taking into account all these differences in the process of physical education requires the use of a differentiated approach based on a wide range of factors and criteria.

This determines the importance of optimizing the physical condition of schoolchildren at different stages of their development and under the influence of various external factors through profile and level differentiation of physical education.

The use of a differentiated approach makes it possible to increase the effectiveness of the process of physical education in the younger grades of the school [2, 5].

When implementing a differentiated approach, different methods of dividing students are used: morphological, psychological or physiological. The development of differentiated lesson programming based on it has important theoretical and practical significance in modern conditions [1]. According to [3, 4], the individual norm of motor activity should be based on expediency and benefits for health, therefore, it is necessary to focus on indicators characterizing physical children's health. It is important not only to know how much you need to move and do locomotion during a day or week, but also for what purpose, what level of physical condition you need to achieve.

Research results. Urbanization, climate-geographical, socio-economic and ecological living conditions affect the adaptation of a person to the environment, his health and physical condition, which requires the theory of physical education to develop adequate differentiated methods of conducting classes aimed at stimulating vitality and increasing reserves adaptation Taking into account all these differences in the process of physical education requires the use of a differentiated approach based on a wide range of factors and criteria. A differentiated approach in physical education should solve the issue of increasing motivation, interest in physical education, taking into account that students differ in age and

gender, social status, and mental characteristics, motor abilities, functional and physical state of the body, level of adaptation to physical exertion.

This determines the importance of optimizing the physical condition of schoolchildren at different stages of their development and under the influence of various external factors through profile and level differentiation of physical education.

Differentiation is understood as a method of organizing the educational process, which is characterized by taking into account the typological characteristics of students and grouping them into homogeneous groups (dynamic or stable), in which the elements of the didactic system differ - the purpose, content, tasks, methods, forms, evaluation criteria, results.

In education, differentiation is generally divided into internal (level) and external (profile). There are also general factors of differentiation: environmental, social, individual.

External, (profile) differentiation is the differentiation of education, which involves giving students the opportunity to get an education in different directions, according to different curricula and programs. External differentiation means such an organization of the educational process, in which to take into account the individual characteristics of students, they are combined into special differentiated educational groups. External differentiation is divided into elective or flexible (for example, optional classes) and selective.

The criteria for selective profile differentiation can be: educational specialization (for example: law lyceum, military lyceum, gymnasiums, rehabilitation centers, special schools, etc.); environmental impacts (for example: areas with a high level of chemical and radioactive pollution); urbanization (rural-urban schoolchildren); climate-geographic features (for example, the northern arid zone, mountains - plains, etc.), sports specialization (for example, sports schools, sports classes, classes with an in-depth study of physical education, sections), gender. Internal (level) differentiation is organized according to the following categories: psychological - pedagogical (for example, interests, motivation, intelligence, etc.), social (for example, social status, living conditions, financial capabilities, etc.), medical and biological (for example, biological age, physical condition, individually - somatic features of the body, state of health).

The content of profile differentiation consists in creating, on the basis of certain characteristics (interests, inclinations, achieved results), relatively stable groups in which the content of education and requirements for students differ. According to such differentiation, the educational process has a specific focus on the

field of stable interests, inclinations and abilities with the aim of their maximum development.

External (profile) differentiation, in turn, is divided according to the conditions of choice into elective (flexible) and selective (barrier). Forms of elective differentiation include electives with a random choice of subjects based on an invariant core, selective classes include specialized classes, classes with an in-depth study of a specific subject.

Conclusions. The differentiation of physical education of students is designed to solve the task of forming a personality capable of self-realization, professional growth and mobility in the conditions of modern society.

List of references.

1. Ареф'єв В. Г. Сучасні аспекти диференційованого програмування розвивально-оздоровчих занять з фізичної культури учнів загальноосвітньої школи. Науковий часопис НПУ імені М. П. Драгоманова. 2014. Вип. 9. С. 12–16.

2. Бондарчук Н. Застосування критерію рівня фізичного стану при реалізації диференційованого підходу у процесі фізичного виховання молодших школярів / Наталія Бондарчук, Віктор Чернов // Спортивний вісник Придніпров'я: науково-спортивний журнал. - 2015. - № 2 - С. 21-26.

3. Круцевич Т. Ю., Воробйов М. І., Безверхня Г. В Контроль у фізичному вихованні дітей, підлітків і молоді. Київ : Олімпійська література, 2011. - 224 с.

4. Сітовський А. М. Чижик В. В. Планування диференційованої фізичної підготовки підлітків з урахуванням темпів їх біологічного дозрівання. Молодіжний науковий вісник. Серія : фізичне виховання і спорт. 2008. № 10. С. 18–23.

5. Чижик В. В., Чайковський Д. Й. Річна динаміка рухової підготовленості школярів 3-їх класів з різними темпами біологічного дозрівання. X Міжнародні Новорічні біологічні читання / під. ред. С. В. Гетманцева. Миколаїв: МНУ імені В.О. Сухомлинського, 2010. Вип. 10, №4(1). С. 122–126.