

МІНІСТЕРСТВО ОСВІТИ І НАУКИ
УМАНСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ
ІМЕНІ ПАВЛА ТИЧИНИ
ФАКУЛЬТЕТ ФІЗИЧНОГО ВИХОВАННЯ
ШКОЛА "ДРОР"
АКАДЕМІЯ ФІЗИЧНОГО ВИХОВАННЯ ТА СПОРТУ
МІЖНАРОДНА ШКОЛА ДЮССЕЛЬДОРФА
КРИС - МОЛОДІЖНІ ТАБОРИ, ТАБОРИ ДЛЯ ДІТЕЙ,
ЗЕЛЕНІ ШКОЛИ
ПРЯШІВСЬКИЙ УНІВЕРСИТЕТ
МОЛДОВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

МАТЕРІАЛИ
ІІІ МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ
ІНТЕРНЕТ-КОНФЕРЕНЦІЇ
**«Фізична культура дітей,
підлітків, молоді та дорослого
населення в сучасному світі»**

20 травня 2022 року

м. Умань



МІНІСТЕРСТВО ОСВІТИ І НАУКИ
УМАНСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ
ІМЕНІ ПАВЛА ТИЧИНИ
ФАКУЛЬТЕТ ФІЗИЧНОГО ВИХОВАННЯ
ШКОЛА "ДРОР"
АКАДЕМІЯ ФІЗИЧНОГО ВИХОВАННЯ ТА СПОРТУ
МІЖНАРОДНА ШКОЛА ДЮССЕЛЬДОРФА
КРИС - МОЛОДІЖНІ ТАБОРИ, ТАБОРИ ДЛЯ ДІТЕЙ,
ЗЕЛЕНІ ШКОЛИ
ПРЯШІВСЬКИЙ УНІВЕРСИТЕТ
МОЛДОВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

МАТЕРІАЛИ
ІІІ МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ
ІНТЕРНЕТ-КОНФЕРЕНЦІЇ
**«Фізична культура дітей, підлітків,
молоді та дорослого населення в сучасному
світі»**

20 травня 2022 року

м. Умань

УДК 796 (063)

Ф 50

Головний редактор:

Ящук С. М. – доктор педагогічних наук, доцент, декан факультету фізичного виховання

Редакційна колегія:

Осадченко Т. М. – кандидат педагогічних наук, доцент, доцент кафедри теорії і методики фізичного виховання

Семенов А. А. – кандидат педагогічних наук, доцент, доцент кафедри теорії і методики фізичного виховання

Рекомендовано до друку
Вченою радою факультету фізичного виховання
(протокол № 9 від 26 травня 2022 р.)

Ф 50 Фізична культура дітей, підлітків, молоді та дорослого населення в сучасному світі : матеріали III Міжнародної науково-практичної Інтернет-конференції, (20 травня 2022 р.) : збірник наукових праць. – Умань : ВПЦ «Візаві», 2022. – 394 с.

До збірника увійшли матеріали III Міжнародної науково-практичної Інтернет-конференції «Фізична культура дітей, підлітків, молоді та дорослого населення в сучасному світі», яка відбулася з ініціативи кафедри теорії і методики фізичного виховання Уманського державного педагогічного університету імені Павла Тичини.

Відповідальність за грамотність, автентичність цитат, достовірність фактів і посилань несуть автори публікацій.

©Уманський державний педагогічний
університет імені Павла Тичини, 2022

©Автори статей

Корінчак Л.М., Нечипоренко М.М. ФІЗИЧНЕ ВИХОВАННЯ ТА ЙОГО ВПЛИВ НА ЗАГАЛЬНУ ФІЗИЧНУ ПІДГОТОВКУ УЧНІВ	154
Коробань М.О. ПРОФЕСІЙНО-ПРИКЛАДНА ФІЗИЧНА ПІДГОТОВКА МАЙБУТНІХ ВЧИТЕЛІВ-ПРИДМЕТНИКІВ	156
Костенко М.О. ПСИХОЛОГО-ПЕДАГОГІЧНА ХАРАКТЕРИСТИКА МОТИВАЦІЇ НАВЧАЛЬНО-ВИХОВНОЇ ДІЯЛЬНОСТІ ШКОЛЯРІВ	159
Лабунський С.С. РОЗВИТОК ФІЗИЧНИХ ЗДІБНОСТЕЙ У ШКОЛЯРІВ	161
Магдич О.В. ПЕДАГОГІЧНІ, ПСИХОЛОГІЧНІ ТА МЕДИКО-БІОЛОГІЧНІ АСПЕКТИ ФІЗИЧНОГО ВИХОВАННЯ ТА СПОРТУ	163
Маслюк Р.В. ДИДАКТИЧНІ ПРИНЦИПИ ТА ЇХ ВИКОРИСТАННЯ У СИСТЕМІ ПІДГОТОВКИ СПОРТСМЕНІВ	166
Мельник Н. І. ПЕДАГОГІЧНЕ ПРОГНОЗУВАННЯ У ФІЗИЧНІЙ КУЛЬТУРІ	171
Мурга О.С. ФОРМУВАННЯ ОСОБИСТІСНО-ЕМОЦІЙНОЇ СКЛАДОВОЇ У ПІДЛІТКІВ ЯК ВАЖЛИВИЙ ЧИННИК ЇХ ФІЗИЧНОГО РОЗВИТКУ	175
Огнистий А.В., Огніста К. М., Ладика П. І. ОЗДОРОВЧА ФІЗИЧНА КУЛЬТУРА ТА ОСОБЛИВОСТІ ЇЇ ВИКОРИСТАННЯ В ОСВІТНЬОМУ ПРОЦЕСІ	179
Осадченко Т.М. РЕАЛІЗАЦІЯ СПОРТИВНИХ СЕКЦІЙ У ЗАКЛАДАХ ОСВІТИ	185
Пензай С.А., Андрієвський Д. ВПРОВАДЖЕННЯ ФІТНЕС-ТЕХНОЛОГІЙ У СИСТЕМУ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ	191
Семенов А.А. КАТЕГОРІАЛЬНО-ПОНЯТІЙНИЙ АПАРАТ ПРОБЛЕМИ ВИХОВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ МОЛОДШИХ ШКОЛЯРІВ ЗАСОБАМИ РУХЛИВИХ ІГОР	194
Сніжко Р.Ю. КОМП'ЮТЕРИЗАЦІЯ НАВЧАЛЬНОГО ПРОЦЕСУ МАЙБУТНІХ ФАХІВЦІВ З ФІЗИЧНОГО ВИХОВАННЯ	204
Соколенко Л.С. ПРОФЕСІЙНЕ САМОВИЗНАЧЕННЯ СТУДЕНТІВ В СФЕРІ ФІЗИЧНОГО ВИХОВАННЯ І СПОРТУ: ФАКТОРИ ТА СТРУКТУРНІ КОМПОНЕНТИ	206
Соколенко Л.С., Соколенко М.О., Соколенко А.А. ПЕДАГОГІЧНА ТЕХНОЛОГІЯ ПРОФЕСІЙНО-ОСОБИСТІСНОГО РОЗВИТКУ В ПЕДАГОГІЧНІЙ ДІЯЛЬНОСТІ ВЧИТЕЛЯ ФІЗИЧНОЇ КУЛЬТУРИ	214

Ohnystyi Andrii Volodymyrovych

*Ph.D in Physical Education and Sports, Associate Professor, Head of the
Department of Physical Education*

Ohnysta Kateryna Mykolayivna

*Ph.D in Physical Education and Sports, Associate Professor, Head of the
Department of Physical Education*

Ladyka Petro Ihorovych

*Ph.D in Physical Education and Sports, Associate Professor, Head of the
Department of Physical Education*

*Ternopil' national pedagogical university named after Volodymyr Gnatyuk
Ternopil, Ukraine*

HEALTH PHYSICAL CULTURE AND FEATURES OF ITS USE IN THE EDUCATIONAL PROCESS

Relevance of research. Issues of physical education of young people, of course, are relevant. After all, the future of society as a whole depends on how strong, healthy, strong and prosperous the younger generation will be, ie the "labor reserve" of the country. Unfortunately, today the real practice shows a decrease in the health of young people, the deterioration of their physical condition, which leads, inter alia, to a lack of physical activity [1, 3, 6, 14]. Despite the fact that the lesson "Physical Culture" is mandatory for students of general secondary education, educational and professional programs, which provide training, does not meet modern requirements [7, 12, 13, 18]. The purpose of physical education of students is the education of harmoniously physically developed personality. However, today there is a reluctance of most students to do gymnastics, athletics and skiing, sports games. Many researchers have successfully tried to increase interest in classes with the help of popular means of physical activity [4, 7, 9, 10]. One of the most affordable and popular among these tools are health-improving types of physical culture. These include aerobics and its varieties, callanetics, yoga, stretching, Pilates exercises and many others. There are a number of works in the available literature, which proves the positive impact of health-improving physical culture on the level of physical development of students [2, 5, 8, 11]. A wide range of means of health-improving physical culture and the continuous emergence of new forms lead to the search for new ways to solve health problems. One of the most affordable and popular among these tools are health-improving types of physical culture. These include aerobics and its varieties, callanetics, yoga, stretching, Pilates exercises and many others. There are a number of works in the available literature, which proves the positive impact of

health-improving physical culture on the level of physical development of students [2, 5, 8, 11]. A wide range of means of health-improving physical culture and the continuous emergence of new forms lead to the search for new ways to solve health problems. One of the most affordable and popular among these tools are health-improving types of physical culture. These include aerobics and its varieties, callanetics, yoga, stretching, Pilates exercises and many others. There are a number of works in the available literature, which proves the positive impact of health-improving physical culture on the level of physical development of students [2, 5, 8, 11]. A wide range of means of health-improving physical culture and the continuous emergence of new forms lead to the search for new ways to solve health problems. 11]. A wide range of means of health-improving physical culture and the continuous emergence of new forms lead to the search for new ways to solve health problems. 11]. A wide range of means of health-improving physical culture and the continuous emergence of new forms lead to the search for new ways to solve health problems.

All the above indicates the presence of a problematic situation, which is manifested in the lack of scientifically sound approaches to training future professionals for the integrated use of the most effective health-improving types of physical culture in physical education of students. The existence of a problematic situation emphasizes the relevance of our research area.

Object of study- The process of training specialists in the field of knowledge 01 Education / Pedagogy 014.011 "Physical Culture", 017 "Physical Culture and Sports".

Subject - methods of integrated use of the most effective types of health physical culture in physical education of students of secondary schools.

The purpose The research is to improve the training of specialists through the inclusion in educational and professional programs of educational components of knowledge formation in health physical culture.

The provisions and requirements of the curriculum in physical education provide a variable component that should take into account the individuality of each student, his motives, interests, needs, conditions and traditions. To date, the most common method of conducting lessons with limited standards (walking, its varieties, running, special running exercises, general developmental exercises, 40-50% of the basic time of the lesson) [6].

At the same time, there is a sharp increase in various forms of health-improving activities of physical culture, the purpose of which is to strengthen the health of young people: stretching, Pilates, fitness choreography, fitness yoga and others. [15, 16, 17].

The study of the experience of designing the most popular among young people health technologies based on the means and methods of physical culture, showed that general approaches to building such technologies are often based on personal experience of teachers and often do not have any scientific substantiation.

Currently, in the practice of physical education of schoolchildren, the most popular form of health classes are methods that came from the West - aerobics, fitness, callanetics and others [4, 5, 9, 10].

According to Tappe K, Tarves E, Oltarzewski J, Frum D. [14] the main purpose of these techniques is mainly to lift mood and form a beautiful external body shape through the harmonious formation of certain muscle groups in combination with proper nutrition. Health problems in such classes are solved indirectly, mainly by reducing body weight and loading the cardiovascular and respiratory systems.

Zenko Z, Ekkekakis P., Zhdanova O., Chekhovska L., Shevtsiv U., Chekhovska M. [18, 19] considers elements of aerobics, athletic exercises, stretching in combination with breathing exercises to be available means of health culture in the system of physical education of students. This combination stimulates the development of basic motor skills, level of physical fitness, level of physical development of the student.

Currently, a number of researchers agree that the most popular and effective means of physical education are aerobics and its varieties [5, 9, 10, 16, 17, 18, 19].

Nowadays, "aerobics" is mostly understood as a synthesis of general gymnastic and dance exercises performed to rhythmic music by the streaming method [4]. The inclusion of aerobics in the planned physical education classes of schoolchildren has long been very common and enjoys great support among students, especially girls. Such classes are good for their emotionality (due to musical accompaniment and specific teacher's commentary) and high motor density (due to the streaming method). They contribute to the integrated development of all physical qualities, increase physical fitness and functional fitness, which leads to overall health. One of the key features of aerobics is the ability to accurately dose the intensity of the load throughout the session (due to a pulse regime).

The selection of aerobics as a basic means of health physical culture is justified [1, 9] by a number of criteria (energy, emotional saturation, polystructural, etc.), its species have become especially important to achieve a cumulative effect in the health of various populations.

Pilates largely avoids high impact, high power output, and heavy muscular and skeletal loading. Analysis of the results of a laboratory experiment conducted by Tappe K, Tarves E, Oltarzewski J, Frum D., Werner W.K. Hoeger Sharon A. [14, 15], which studied the effectiveness of technology based on Pilates gymnastics

among young people, shows the absence of any significant changes in performance. Although this system itself has had a positive effect on creating a high positive background for those involved. According to some sources, the Pilates system begins to give tangible results only after long-term training (at least three months) with a frequency of at least four times a week. Therefore, the feasibility of using this system in the educational process of physical education of students is unlikely to be justified.

It is known that the main purpose of callanetics exercises is to affect the muscles of the pelvis, abdomen and back. The use of these exercises in the final part of the lesson solves two tasks: 1) explanation of the physiological effects of exercises on the body, 2) the importance of their use at the end of the lesson, but also in everyday life.

Stretching- a system of well-known flexibility exercises performed in pairs or groups, but mostly static or static-dynamic, designed to increase joint mobility [5].

M.V. Dutchak [2, 3] notes that the elements of callanetics, rhythmic gymnastics, stretching are tools that have a positive effect on young people's interest in physical education.

According to L.Ya. Chekhov [10], the specifics of exercises and starting positions allow to include fitball aerobics in the category of rehabilitation. Performing fitness fitball-aerobics is characterized by the following indicators of the functioning of the cardiovascular system, which allows us to recommend this program for those who are engaged in a low level of training:

Methods of gymnastics with the use of non-traditional means of physical therapy (fit ball) allows a differentiated approach to the selection of physical exercises in contrast to traditional. The use of such a technique reduces the risk of progression of spinal deformities in those who exercise, strengthens the muscles of the back and abdomen, and restores normal mobility of the spine.

Another great area of fitness is yoga, which is gaining popularity around the world. Publications and research in recent years show that the practice of physical education of students is gradually introducing exercises from oriental health systems (Japanese and Chinese gymnastics, Indian hatha yoga), which, as noted by the authors of these works, expand the opportunities of those involved in achieving health effect [1, 4, 9, 10].

A large amount of literature from different types, schools, areas of health allows a person to choose and use any of the available tools. Traditional oriental types of health (yoga, qigong), which were banned in the 60's, are now available to anyone in our country. A study of the literature on yoga suggests that much of this ancient philosophical teaching has not been studied and is still unclear. The fact that the teachings of yoga have survived in its original form, gives reason to talk about its

rationality and expediency for modern society. Yoga has thousands of years of empirical experience, a kind of physiological rationale, its traditions and methodological principles that deserve careful treatment [1, 4, 9, 10].

Hatha yoga with different age groups helps to strengthen muscles, naturally stretch the spine, and develop flexibility and other physical qualities. The positive side of hatha yoga is the individualization of exercises for everyone who practices.

Hatha yoga exercises help to improve the functions of the muscles of the upper back and form a stereotype of rational posture. These techniques are an effective way to correct the correct position of the spine, characterized by reducing the deviation of the spine from the vertical axis in the anterior plane. Along with this, the flexibility of the spine, the strength of the muscles of the back and abdomen increase [4, 5].

Some personal experience of teaching yoga suggests that serious study, understanding of asanas requires a responsible approach, especially those who practice, so in the final part of the lesson, these exercises can and should be used, but in very limited quantities. The use of yoga is not always possible for several reasons. The main thing is certain changes in consciousness, ideas about the world around us, about one's own actions and thoughts. Only information about the spiritual principles of yoga takes a lot of time, which, as we know, does not exist. Another reason is the large number of static poses, which are not very convenient to master in the classroom, because the most important requirement is not met: to create an inner mood. In the end, another very important component of yoga is lost - pranayama, without which all asanas are just an empty form. You can master this system of breathing exercises if you have unlimited time and great desire of students. However, this ancient form of exercise can find its place in the lesson of physical culture.

Yoga classes are also of great educational importance, as they require observance of moral precepts, ethics, and discipline.

Summarizing the above, we can draw the following conclusions.

In the available literature, there is a huge contradiction of data on the use in human life of Eastern health systems - yoga, Chinese gymnastics, wushu, yin-shin and others. Some authors speak of their unconditional benefit and others are sharply criticized.

The emergence of new non-traditional types of physical activity and health systems is a completely natural process that requires further progress in the field of physical culture. However, it is important to adapt these health products to the national mentality and the domestic system of physical education.

The popularity of many Eastern and Western forms of healing is currently determined by several factors.

First, exoticism and antiquity (eastern systems).

Second, accessibility, dynamism and attractiveness (Western systems).

References

1. Булатова М. М., Усачев К. А. Физкультурно-оздоровительные технологии в физическом воспитании. В: Круцевич Т. Ю., редактор. Теория и методика физического воспитания: учебник. Киев: Олимпийская література; 2003. Том 2, с. 342–71.
2. Дутчак М, Баженов Є. Теоретичний аналіз дефініції «оздоровчо-рекреаційна рухова активність». Спортивна наука України [Інтернет]. 2015 [цитовано 2022 Травень 9]; 5: 56–63. Доступно: http://nbuv.gov.ua/UJRN/SNU_2015_5_11
3. Дутчак М. Парадигма оздоровчої рухової активності: теоретичне обґрунтування і практичне застосування. Теорія і методика фізичного виховання і спорту, 2015; 2: 44–52.
4. Огнистий А.В. Сучасні фізкультурно-оздоровчі системи (короткий довідник). – Тернопіль: СМТ «ТАЙП», 2009. 87 с.
5. Оздоровча фізична культура з основами-професійно-прикладної фізичної підготовки: навч. посібн. / [А. В.Огнистий, К. М.Огниста, Е. І.Маляр, Н. С.Маляр, М. В.Божик] : за заг. ред. А. В.Огнистого. – Тернопіль: СМТ «ТАЙП», 2015. – 230 с.
6. Рекомендації щодо оздоровчої рухової активності для всіх вікових категорій населення: наказ Міністерства Молоді та спорту [Інтернет]. 2018 [цитовано 2022 Травень 9]. Доступно: <http://noc.rv.ua/wp-content/uploads/2018/10/Наказ-4351.pdf>
7. Твеліна А. О. Програмно-методичне забезпечення формування професійних умінь і навичок у студентів – майбутніх учителів фізичної культури з використанням фітнес-технологій. Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві, 2011; 4 (16): 14–17
8. Третьякова Н. В., Андрюхина Т. В., Кетриш Е. В. Теория и методика оздоровительной физической культуры: учеб. пособие. Москва: Спорт; 2016. 280 с.
9. Чеховська Л. Я., Жданова О. М., Грибовська І. Б., Данилевич М. В., Шевців У. С. Оздоровчо-рекреаційні технології: навч. посібник. Львів: ЛДУФК імені Івана Боберського, 2019. 240 с.
10. Чеховська Л. Я. Оздоровчий фітнес у сучасному суспільстві: монографія. Львів: ЛДУФК імені Івана Боберського; 2019. 293 с.
11. Cooper KH. Aerobics. New York: Simon Schuster; 1968. 265 p.
12. Fielder Lee E. Examining and describing professional development and continuing education in the personal training and fitness industry :sites and issues of

disconnect. St. Master of Arts in Applied Health Sciences (Health and Physical Education) Catharines : Brock University, 2010. 271p.

13. Soltyk O, Pavlyuk Y, Vynogradskyi B, Pavlyuk O, Chopyk T, Antoniuk O. Improvement of professional competence of future specialists in physical education and sports during the process of vocational training. JPES. 2017; 17(3): 964–969. doi:10.7752/jpes.2017.s3148

14. Tappe K, Tarves E, Oltarzewski J, Frum D. Habit formation among regular exercisers at fitness centers: An exploratory study. Journal of Physical Activity and Health. 2013; 10(4): 607-613.

15. Werner WK. Hoeger Sharon A. Principles and Labs for Physical Fitness. Wadsworth Cengage Learning: Brooks Cole; 2013. 512 p.

16. What is fitness? [Internet]. 2015 [cited 2022 May 9]. Available: <http://web.outsidemag.com/magazine/0297/9702fe-fit.html>

17. Working in Fitness: An analysis of the Fitness Industry in the UK [Internet]. 2016 [cited 2022 May 9]. Available: http://www.agcas.org.uk/agcas_resources/789-Working-in-Fitness-An-analysis-of-the-fitness-industry-in-the-UK-

18. Zenko Z, Ekkekakis P. Knowledge of exercise prescription guidelines among certified exercise professionals/ Journal of Strength and Conditioning Research, 2015. – 29 (5) / 1422–1432

19. Zhdanova O, Chekhovska L, Shevtsiv U, Chekhovska M. Expediency of health fitness and shaping programs implementation on physical education classes for girls' high school age. Journal of Physical Education and Sport. 2015; 51; 15; 2: 338–46.

Осадченко Т.М.

кандидат педагогічних наук,

доцент кафедри теорії і методики фізичного виховання

Уманський державний педагогічний університет імені Павла Тичини

м. Умань, Україна

РЕАЛІЗАЦІЯ СПОРТИВНИХ СЕКЦІЙ У ЗАКЛАДАХ ОСВІТИ

Успішність будь-якої професійної діяльності пов'язана з розвитком тих чи інших рухових здібностей. Відомо, що найбільш ефективним для розвитку рухового потенціалу та зміцнення здоров'я учнівської молоді є застосування у процесі фізичного виховання засобів спортивного тренування[4].