

ARRANGEMENT OF STUDENTS' PHYSICAL TRAINING DURING THEIR OUT-OF-CLASS ACTIVITIES

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In the recent years, scientists accentuate their attention at cultural functions of education in general, and, in particular, at educational and pedagogical process in regular schools. Scientific ideas underlining that the final result of education is the high level of personal culture; where a modernized education should foster active creators of a general society culture, are becoming more vital. It is stated that the XXI century school in Ukraine should create favorable conditions for every child to master the basic elements of culture.

Modern science attributes the following types of culture itself to the basic elements of a personal culture: legal, economic, political, ecological, artistic and aesthetic, physical, domestic, etc. [1; 5]. Therefore, physical culture is an integral component of a general personal culture. It is natural that “the Concept of National Education” considers student’s physical personal culture (integrated with other types) as one of the constituents of the general goal of national education [4]. Strengthening of cultural tendencies in education process requires respective scientific and pedagogical arguments regarding a series of problems in physical training sphere, including education of students’ physical training as their personal qualities, as well as an integrated cultural phenomenon.

State approach to the problems of physical training, physical culture and sport is reflected in the Law of Ukraine “On Physical Culture and Sport”, “State National Program “Education” (Ukraine of the XXI Century)”, “Concept of Physical Education in the Educational System of Ukraine”, “Target Complex Program “Physical Education is Health of the Nation”. In the context of raising students’ physical culture, the main concept of the aforementioned documents is that the physical education of children and youth is considered as an important component of humanitarian education and of a comprehensive development of a young generation.

Many authors study the problematic issues of students’ physical culture and education in their works. In particular, they analyze organizational and methodical

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basis of physical and sport activities with students, pedagogical conditions for improvement of the regular schools students' physical culture and education, student's personal development in line with both physical and aesthetic education (L. Hurman, O. Leonov, T. Palagniuk, T. Roters, et al.); cultivating of students' healthy lifestyle, preventing from bad habits by means of physical training (O. Dubogai, S. Zakopailo, V. Kuzmenko, et al.). The authors also study issues of formation of students' positive attitude towards physical exercises and sport, needs of the children with impaired health for physical perfection, conscious discipline by means of physical and recreative activities (O. Zvaryshchuk, V. Lesyk, A. Svatiev, et al.).

The analysis of modern scientific and pedagogical sources, as well as of practice of physical education in regular schools provides with the grounds to confirm that the student's physical culture as an integrated and complex phenomenon and as the student's personal quality has been studied not enough. Underestimation or narrowed understanding of the cultural vector of physical education has a negative impact on management functions, technology of physical education, engaging subjects of school activity into the physical training process, and its efficiency.

To substantiate the specific features of raising of students' physical culture during their out-of-class activities.

A series of following factors influence the process of raising of students' physical culture as the component of their general cultural development: economic, personnel, pedagogical (methodical, managerial), scientific, etc. One of the factor is the pedagogical validity of the concept of "student's physical culture" as an integrated phenomenon (not only as separate acts). We believe the last is substantial since:

a) without revealing the said concept, out-of-class practical activities of a series of subjects that focus at raising students' physical culture (who are not experts) does not contain enough scientific and pedagogical benchmarks. In addition, these subjects (teachers, class teachers, tutors of school clubs and societies) are not motivated to participate in the process of students' physical education;

b) physical culture as a general culture phenomenon even nowadays is often underestimated; sometimes the scope of its cultural impact grows more narrow.

We believe that "a student's physical culture is an ensemble of integrated physical and mental qualities that characterize age-related and individual level of his/her progress in physical efficiency, physical evolution, and physical education. It is also an integral part of a personal general culture and overall harmonic development".

The concept of "a student's physical culture" as a complex and integrated phenomenon leaves its imprint on the technology of its education in regular schools. Level of students' physical culture is deliberately raised via special organized form of learning and out-of-class activities [2, p. 55].

Out-of-class activities give broad opportunities for raising students' physical culture, but only if they are organized on scientific grounds and under favorable conditions for its creative realization. Out-of-class activities provide for students' diversified knowledge about physical culture and sport, broader circle of information sources, students' enriched information awareness on physical training and sport. Moreover, it gives a platform to satisfy individual requirements, and children needs,

to strengthen their motor activity, physical qualities and capabilities. Students start forming their convictions, value benchmarks regarding their own health and its enforcement via physical culture and sport means, healthy way of life, interesting leisure, where physical, recreative and sport activities take a special place. Students form a habit to regularly take part in mass and group forms of physical education.

This age occupies a specific place in a student's development, and psychological and pedagogical literature comprehensively explores the said issue [2; 4; 5]. The main point is that this age is the age of transition from the childhood to grown-ups, when students form personal value benchmarks, make a choice of life samples, use norms and requirements governing in an adult world (positive or negative). From the one hand, this age provides for favorable opportunities to form a student's personality, to perform his/her socialization (assimilation of social positive experience and society norms). From the other hand, this age is a complex controversial period of the student's personal formation, when his/her self-assertion may acquire negative asocial forms and manifestations of consciousness and behavior, due to influence of different factors (lack of experience, negative environment, instability, non-adequate methods and lack of appropriate educational conditions, etc.) Therefore, it is important that a teenager during the period of an active formation of his/her convictions, judgements, knowledge, and attitude towards surrounding world be engaged in positively forming types of activities. It is also important that his/her interests be adequate and in line with a social positive scope of values, as well as certain life samples and positive examples, etc. contribute to forming the said values. Physical culture and sport as a cultural phenomenon, in this context provide for substantial educational opportunities that the school should activate.

Out-of-class activities offer a broad platform for using different forms and means of influence on students' consciousness, feelings and will during the process of physical education, with the aim to deliberately use them for raising a level of physical culture [1, p. 4].

The school administration ensures the overall management of the process of physical culture education, informs the school staff about the state laws, decrees, and decisions of a regional level, that concern physical education issues. It also ensures establishment of a required educational and material basis for sport and physical training classes, provides with assistance in holding out-of-class activities to different subjects of educational and pedagogical process, motivate students to do sports and physical exercises via means of rewarding, coordinates the activities of different physical culture subjects, etc. [5, p. 26].

The teacher of physical training as a high profile professional forms a basis of physical culture by means of all form of educational and out-of-class activities. He/She also informs the student on the modes to master required knowledge, skills and capabilities; methodology of physical abilities improvement in order to strengthen health, ensuring a healthy lifestyle, and active employment. Together with the headmaster (or his/her deputies), the teacher makes working plans on physical education at school; ensures holding of physical training classes; directly administers

in terms of organization and methodology out-of-class activities with the focus at physical and recreative, as well as sport and mass events; ensures school teams participation in city or region competitions, assists other teachers, class teachers, leading and other students.

School medical officers (a doctor, a nurse) directly examine students' health conditions, hold necessary preventive and wellness activities, promote health maintaining and strengthening among students, consult students, teachers, parents, etc. [2, p. 54].

School psychologist, social teacher, holds different events targeted at exploring the level of students' education and politeness, develop required working materials to diagnose the following: level of interest, understanding of the concept of "a healthy lifestyle", attitude towards smoking, taking drugs, leisure planning, etc.

Class teacher has a broad scope of functions in terms of raising students' physical culture; he/she is one of the main subjects to raise it during out-of-class activities [3, p. 30].

The activity of all the subjects of raising students' physical culture should be formed as a common activity. It should be governed by the common goal with every subject to realize his/her functions in order to reach this goal. School administration, teachers, and students should interact in common coordination.

Conclusions. 1. Raising students' physical culture should be based upon modern scientific and pedagogical ground that reflect new (democratic, national, cultural) tendencies in the sphere of education, integration of pedagogical knowledge in pedagogy, psychology, culture, theory and methodology of physical training, necessity in cultural approach in physical education.

2. Learning principles, developed by didactics, should also be used during raising the physical culture level. It is connected with the fact that student's physical culture in its content, has the following components: knowledge, consciousness, etc. Specific scientific and methodological principles are employed as well; they concern the process of educating students to make physical exercises, motor movements etc.

3. Regular school has a wide variety of opportunities for raising students' physical culture during out-of-class activities that become practicable if it is organized on scientific grounds and under required conditions. Every subject of a pedagogical activity should be definitely engaged into the said process, not only the teacher of physical training.

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