

Aspects of Organization of Physical Education Classes in Modern Higher Education in Ukraine

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ABSTRACT

This article presents the results of a study of the analysis of theoretical and methodological aspects of the organization of physical education classes for students of higher educational institutions of Ukraine of III - IV levels of accreditation. The following methods were used to process the collected information: theoretical analysis and generalization - used to study the state of the problem under study; substantiation of the relevance of the issues studied; discussion of empirical data; pedagogical observation - to clarify the content and methods of conducting classes on physical education, as well as determining the activity and interest of students in the classroom; pedagogical testing was used to determine the state of physical fitness; biomedical methods - to determine the level of physical development and physical performance; methods of mathematical statistics used to interpret the results. According to the study, the following results were established: forms of training and education record a variety of modifications of the internal structures of classes, a certain relationship between content and form; conservative forms of organization of classes, especially those that are mandatory, impede the educational and educational nature of these classes, which do not meet new requirements, new external factors; the introduction of aerobic classes will positively affect the quality of the educational and educational process.

Keywords: aerobic classes, organization of classes, physical qualities, physical fitness, modern higher education.

INTRODUCTION

One of the most important tasks of physical education during the period of higher education is to strengthen the health of students, as well as to continue the process of forming their need for physical education. Young people entering higher education are influenced by unusual social factors related to the need to creatively absorb a large amount of information due to the need to develop certain professional skills and abilities, as well as unusual living conditions of student life. Feelings of discomfort occur primarily in junior students. This phenomenon can be conditionally called "youth maladaptation to study in higher education" and it is associated with the following reasons: differences in methods and organization of education in higher education, which differ from school and require a significant increase in independence in the assimilation of educational material; lack of well-established personal relations, ie group contact, which is typical for a

new team at the stage of formation; the destruction of the old life stereotype that has developed over the years of schooling, and the formation of a new; with new worries when entering high school, related to living in a dormitory, separation from parents, namely, self-care, self-management of the budget, planning and organization of their educational and free time, etc.

To overcome such discomfort, a young person is required to expend significant physical and mental effort. In order to compensate for the costs of these forces, physical education classes are called, which should be part of the preparation of students for future professional activities.

The need to strengthen the health of student youth is indicated by the fact that graduates of secondary schools are not physically and functionally prepared to meet the standards of higher education curricula in physical education. There is also a tendency for young people's

health to deteriorate during higher education. It was found that 37% of students have abnormalities in health, more than 20% are under dispensary supervision, the number of special medical groups is constantly growing from 5,36% in the first year to 14,46% in the fourth [5, 7, 8].

These facts show that higher education institutions irrationally use all the possibilities of physical education in solving problems of preparing students for work, needs further improvement of methods and organization of classes, the need to develop and scientifically substantiate new ways to improve the quality of physical education.

A weak link in the learning process in higher education is the software and methodological support for teaching physical education. Existing physical education programs do not address the problem of improving students' physical health or improving their overall performance. This violates the basic principle of functioning of the system of physical education in higher education - the principle of health orientation. According to many scholars, the deterioration of students' health is due to physical education classes only in the first two courses instead of five, the overall reduction of the physical education load. The data of research conducted by researchers show that during 28 weeks of classes on the "Basic Curriculum for Higher Educational Institutions of Ukraine in Physical Education" (2000) there were no probable changes in physical performance, aerobic and anaerobic-lactate productivity, as well as quality parameters of motor activities [23].

Thus, the educational process of physical education should be aimed at improving health, increasing the level of physical performance, eliminating functional disorders of the body. The main tasks of the credit-module system of physical education are strengthening the cardiovascular, respiratory and metabolic systems of students with disabilities. The solution of these problems is possible when performing muscular activity of aerobic orientation. K. Cooper scientifically substantiated the possibility of physical activity, in particular aerobic orientation, to strengthen and increase the level of physical fitness. Muscle activity, which increases the activity of the cardiovascular system, is the basis of an exercise program. These types of muscular activity are aimed at improving the efficiency of

the cardiovascular, respiratory and metabolic systems of the body. Walking, cycling, swimming, aerobic dancing - activities aimed at increasing endurance. Sports such as tennis and badminton also help to increase aerobic capacity. That is why it is recommended to include them in the curriculum [15].

Object of Research: Physical education of students of higher education institutions of Ukraine III - IV levels of accreditation.

The Aim of the Study: Investigate the theoretical and methodological aspects of the organization of the process of physical education in higher education.

Research Methods: Theoretical analysis and generalization were used to study the state of the researched problem, substantiate the relevance of the studied issues, discuss empirical data; pedagogical observation - to clarify the content and methods of conducting physical education classes, as well as to determine the activity and interest of students in the classroom; pedagogical testing was used to determine the state of physical fitness; medical and biological methods - to determine the level of physical development and physical performance; methods of mathematical statistics are used to interpret the results.

The Practical Significance of the Results: In the physical education of students should distinguish the following main areas: general training, sports, hygiene, health, recreation, and medical [9].

The general preparatory direction provides comprehensive physical training of students and physical training that meets the level of requirements of the state program of physical education.

The sports direction provides specialized systematic classes in one of the sports.

The hygienic direction involves the use of forms of physical education to restore efficiency and improve health (morning hygienic gymnastics, hardening, rational training and rest, nutrition in accordance with the requirements of hygiene, health walks) and more.

Health and recreation area involves the use of forms of physical education for recreation and protection of cultural leisure on weekends and holidays to promote health (hiking, excursions, and moving games).

The treatment direction provides restoration of health as a whole or individual reduced or lost due to diseases, injuries of body functions.

In the modern system of physical education of students in Ukraine, there are efforts of different authors (V. Arefiev, G. Arzyutov, M. Zubaliy, B. Vedmedenko, S. Kanishevsky, R. Raevsky, L. Sushchenko, S. Sychev, etc.). To find new content and forms of physical education that would meet the modern requirements and needs of student youth.

Analysis of the practical experience of educational work on physical education in different universities shows the contradictions between content and form in the educational process, when the educational content of classes displaces the educational content, when program tasks of an educational nature are not implemented in everyday practice, when departments of physical education take into account the interests of the unit and do not take into account the interests and attitudes of students to the existing forms and content of physical education. As a rule, the declared purpose of the educational process is realized formally. Motivation is not taken into account in the educational process and the needs of a certain category of students are not met, which leads to the accumulation of hidden social contradictions. Currently, there are gradual trends in the transition from the compulsory form of organization of physical education classes to the organization of classes taking into account the interests of students, which requires the introduction of new content and new forms of organization of educational process.

Theoretical studies show that the form of physical education, which corresponds to the content, accelerates its development, and vice versa, when the form does not correspond to the updated content, it inhibits further development, content and form [6].

Modern philosophy has the following definitions: form - an established pattern of something; content - a set of elements and processes that form a particular object or phenomenon [26].

It is known that content and form do not exist in isolation. The form must always correspond to a certain content. Form is introduced into the content from the outside, and is a product of self-development, its certain aspect. At the same time, the form is not passive in terms of content. It actively influences the content, the form

resists its continuous changes, at the same time embodying these changes. A significant change in form causes a change in content. Content and form perform an important methodological function in cognition, in the transformation of reality.

The relationship of content and form is a typical case of the relationship of dialectical opposites, which are characterized by both the unity of content and form, and the presence of contradictions between them. Overcoming the contradictions between content and form is an important component of dialectical theory of development. In pedagogy, the form of education is considered as an educational process carried out by group and individual forms of education. The form of organization of training in pedagogy is considered as an external manifestation of the coordinated activity of the teacher and students, which is carried out in a certain order and mode. Forms of organization of education are classified according to various criteria: the number of students; at the place of study; by study time; for didactic purposes; by duration of study - a classic lesson (45 minutes), "pairs", paired classes (80 minutes), classes "without" calls.

The form of education is an external manifestation of the process of education. Forms of education are classified according to various criteria:

- Individual forms of education are conducted with individuals;
- Small group forms of education are carried out with microgroups (3-7 people);
- Group forms of education are conducted with 20-30 people. The group form of organization of education was called the collective form of education.

M. Zubaliy claims that "physical education is an integral part of the system of general education; specially organized process aimed at strengthening the health and hardening of the human body, the harmonious development of its functions and physical capabilities, the formation of important motor abilities, skills and abilities", physical education is carried out in conjunction with mental, moral, aesthetic and labor education and training [13].

Because of state standards of professional education of higher education independently, taking into account the content of the basic curriculum in physical education, local

conditions and interests of students, determine the forms of physical education.

Physical education of students in the mode of educational work of higher school is carried out in the following forms:

- classes provided for in the curriculum and schedule of higher education. There are theoretical and practical classes. Theoretical - lectures, methodical workshops, consultations, interviews. Practical - workshops, consultations, credit competitions, control tests, competitions in physical training and the chosen sport;
- optional classes, are a continuation and an additional element to training sessions. Elective classes improve the physical training of students in the scope of the requirements of the program norms, deepen professional physical training, expand knowledge of the theory and methods of physical education, prepares students for public sports and professional activities.

Physical education of students outside the classroom (outside of compulsory classes) is through the following forms: physical exercises of the school day (morning gymnastics, introductory gymnastics, sports breaks, additional classes). Exercise breaks are held after the first 4 classroom or practical classes. Their duration is 8-10 minutes. Additional classes (individual or group) are conducted by the teacher with students with a low level of physical fitness, before passing the tests and preparation for the level that meets the requirements of the curriculum in physical education:

- organized classes of students in extracurricular time in sports sections are held under the guidance of a teacher of physical education and sports;
- independent classes of students in physical exercises in free time: but in the conditions of full voluntariness and initiative (at will) or according to the task set by the teacher (homework);
- mass physical culture and sports events held on weekends during the school year and during holidays.

These include hiking, sports holidays, health days, sports games, competitions between high school faculties.

Forms of physical education used outside the school: sports camps; sports clubs; classes at the

place of residence, etc. Experience shows that the implementation of these forms is impossible without the appropriate regulatory framework, institutions for training instructors, programs for educational work.

Analysis of the experience of organizing educational work in universities confirms that various new sports are an organic component of physical education; this requires new developments, taking into account various aspects of personality culture. As an example:

- education of mental culture, the development of creativity can be developed in classes on chess and chess composition, checkers and checkers composition, etc.;
- education of aesthetic culture, development of musical and rhythmic abilities - this is acrobatic rock and roll, gymnastics, rhythmic gymnastics, sports dances, sports aerobics, fitness, dance aerobics, hip-hop, modern dance, street dance, city jam, aqua fitness, etc;
- education of ecological culture - fishing, sports orientation, all kinds of tourism (water, mountain, on horses, on bicycles, on skis, on foot, etc.), mountaineering, climbing, underwater sports, equestrian sports, competitions with application of technical means of movement. on the water, etc;
- education of creativity, labor education - model aircraft, car model, ship model, radio sports, etc.

Thus, the new content of education provides an opportunity to involve in educational work new theoretical topics on the education of personal culture in the process of physical education. The new content of education can change the internal structure of physical education classes. All of the above sports belong to aerobic exercise, which confirms the urgency of the study conducted in 2014 - 2020.

Analysis of the experience of organizing educational work on physical education in various higher education institutions shows a tendency of gradual transition from "compulsory" classes to classes in the interests of students, to the introduction of new content and new forms of educational process with f. in. This transition is in line with the democratic principles of university life. Changing the content and forms of the educational process is not possible without changing the pedagogical

consciousness of the subject of management [18].

Practical classes are the basis of physical education in high school. For most students, classes are the main and often the only form of physical education. And the professional activity of a physical education teacher is the last opportunity to influence physical development, low level of physical fitness and motor-coordination qualities of students within the state education system [16].

According to R. Sirenko, the main types of physical education classes in higher education are lectures; laboratory, practical, seminar, individual lessons; consultations. Other types of classes are determined in the manner prescribed by the Department of Physical Education of Higher Education.

According to the “Basic Program of Physical Education in Higher Education”, traditional and non-traditional means and methods of physical education and physical improvement are used [20].

The selection of tools and methods is at the discretion of taking into account the physical and sports interests and individual characteristics of students, their level of health, physical education, physical fitness, availability of conditions for classes, environmental well-being.

According to V. Shcherbyna, physical education in higher educational institutions is carried out in the following forms: lectures on the theory of physical education; compulsory educational and practical classes, provided in the amount of 4 hours per week; classes in sports sections, clubs, groups in extracurricular activities; independent classes of students in physical culture and sports; mass physical culture and health and sports activities in extracurricular activities. The main forms of classes are lesson forms.

Analyzing the situation of physical education, modern scientists express the opinion about the need to change the forms and methods of work in higher education. Researchers suggest supplementing the standard forms of teaching with non-traditional methods in order to improve the physical and mental health of student youth [25]. It should be noted that most heads of domestic universities prefer optional rather than compulsory physical education classes [19].

In the modern system of higher education, in the field of physical education of students, formal technologies are introduced, which orient the departments of physical education to a formalized management system, where students are assigned the role of passive participants. S. Kanishevsky and others. note: In the current system of physical education of students use three levels of organization of classes of different degrees of regulation:

- academic (compulsory classes in the network of the educational institution);
- optional (amateur classes in sections, clubs of interest);
- independent (individual and group classes of sports or physical culture and fitness), sports and games classes of a free nature;
- competitive forms of organization of classes;
- hiking; “Small” forms of employment, etc.) [14].

At present, practical physical education, classes (compulsory) are reduced to a minimum in the first two years of study. Beginning in the third year, these classes are usually optional. Numerous publications of scientists show that with such an organization of physical education one should hope not even for development, but for the preservation of the existing level of physical condition and health of students. This situation encourages the search for alternative methods to improve the physical and mental condition of students.

In connection with the above, it is of interest to the attitude of physical education professionals to compulsory and optional physical education classes in universities of Ukraine. According to A. Domashenko’s research, the majority of surveyed teachers (79, 81%) are convinced that compulsory education is an effective form of physical education. One third of teachers (32, 69%) consider it appropriate to introduce mixed forms of physical education.

Surveys of teachers and other professionals show: 57,69% of respondents predict that in the next 10-15 years will be dominated by mandatory forms of physical education; 38,46% believe that mixed forms of employment will also be considered effective in the coming years; 17,31% of experts were in favor of the introduction of independent classes; 12,50% prefer optional classes. In the distant future, according to 45, 19% of expert teachers, the

most effective form of physical education will be compulsory classes. Among the respondents, 21,15% assign an important role to independent study, 9,62% - optional, 40,38% - mixed form. Analyzing the manifestation of current students' interest in various forms of physical education, 52,88% of specialists note an increase in students' interest in compulsory, 43,27% - in optional, 29,81% - in independent classes.

A. Domashenko's research shows that the majority of junior students (52,09%) prefer the obligatory form of physical education, and the majority of senior students (65,38%) - independent study.

Junior (1-2) year students expressed their attitude to various forms of physical education classes as follows: 52,09% were in favor of compulsory classes; for optional – 32,21%; for independent – 28,82%. The survey of 3-4 year students gave the following results: 54,93% of students were in favor of optional classes; 45,07% - for independent; 24,34% - for compulsory physical education classes. Of the fifth-year students, 65,38% said that independent classes were the most suitable for them, 26,92% said that they preferred optional classes, and only 16,67% were in favor of compulsory physical education classes [11].

G. Matukova's research revealed that 78% of the surveyed students consider physical education classes outside of classroom time to be optional and not to form the physical culture of future specialists. Studies of readiness for independent classes of students of different years of study have shown that they consider themselves not fully prepared for such classes 74% of first-year students, 68% - second-year students, 65% - third-year students. Thus, over the years, the number of students ready for independent study has increased from 26 to 35% [17].

V. Hrynko's research showed that 23,4% (29,9% of boys and 16,9% of girls) consider themselves physically active and are engaged in sports sections, and those who are engaged only in classes within the curriculum 37,7% (35,0% youth and 40,4% girls) [1, 3, 10].

The above results show that students are aware of the benefits of a healthy lifestyle, but for various reasons, do not comply with these requirements.

In the laboratory of physical development of the Institute of Educational Problems of Ukraine, a study of the attitude of students to various forms

of physical education who study in basic (compulsory classes) and in sports (by interests) educational departments, showed that interest in compulsory classes in basic study groups found by 64% of students, and in sports groups - 100% of students. Thus, in sports groups the interest in physical education is 36% higher than in the main groups. This can be explained by the fact that in sports groups students study in accordance with their own sports interests.

In sports groups, 92% of students believe that they acquire useful skills and abilities during classes, and in the main groups, only 54% of students hold this opinion. In sports groups where sports are played according to interests, 96% of respondents admitted that they acquired new theoretical knowledge during annual classes. In general physical training groups, where students have no sports interests, only 31% of students admitted that they acquired new knowledge during classes.

DISCUSSION (DISCUSSION OF RESULTS)

Such a large difference in the results of the study of acquired knowledge, acquired skills and abilities indicates that students who study for sports interests in sports groups are more motivated to acquire knowledge, acquire skills and abilities, as well as to their own physical improvement. Over time, when students with a low level of physical culture acquire relevant knowledge, acquire organizational skills and abilities, the attitude to physical improvement in them changes to positive.

S. Savchuk's research shows that a satisfactory level of physical fitness in 77-79%, unsatisfactory - in 9, 9-14, 8%, good - in 6, 2-12, 7% of students [22]. According to V. Hrynko's research, their own level of physical fitness is estimated as high at 13,1% (18,2% of boys and 7,9% of girls), average – 77,5% (66,2% of young people and 88,8% of girls) and low – 9,5% (15,6% of young people and 3,3% of girls). But satisfied with their own level of physical fitness – 40,7% (53,2% of youth and 28,1% of girls), dissatisfied – 59,4% (46,8% of youth and 71,9% of girls) [2, 4, 10]. O. Sychov's research showed that the level of formation of the need for physical improvement in first-year students was as follows: high – 18,7%; average – 24,1%; low – 57,3% [24].

The program of physical education in higher educational institutions of Ukraine provides for the distribution of students by sex, health status, physical development, physical and sports

fitness, as well as three educational departments: basic, special and sports.

The practice of physical education shows that only in the sports department do students study by interests. In a special department, students study on the advice of doctors. Students of the main department have insufficient motivation for physical culture. Students who have a positive motivation for personal physical culture attend optional physical education classes.

As the effectiveness of student's rehabilitation during high school schedules is insufficient, most researchers suggest improving the physical condition of student youth by attending sports sections in higher education.

Thus, the problem of improving the physical fitness of students cannot be solved only through the use of traditional means of physical education, as evidenced by the works of A. Krivenko, D. Bondarev, A. Drachuk, P. Gunko. To improve the physical condition of students in the practice of physical education teaching aids.

According to A. Kryvenko, it is established that physical exercises, which simulate different levels of load, have different effects on the indicators of physical health and physical fitness of students. Students who performed exercises that simulated the conditions of hypergravity load, ie used weight belts, had an overall increase (in terms of physical health and fitness) of 65,6%. Classes in athletic gymnastics (supergravity conditions) gave an overall increase of 56,3%, and swimming classes (hypogravity conditions) – 44,9%. Female students who exercised under normal conditions had an overall increase of 30,5%.

Many authors, including S. Savchuk, L. Dovzhenko, I. Saluk, who focus on physical education classes, taking into account the level of physical health, fitness, physical performance, cover studies of the study of physical health of students.

I. Chaban in his research recommends a rational amount and intensity of loads when using exercise equipment from the standpoint of biomechanical justification of the structure of exercises and taking into account their physiological impact on individual muscle groups and the functional state of students.

The relationship between mental and physical performance of students with the amount of motor activity and physical fitness is presented in the works of O. Kuznetsova: for general

endurance allocate 50-60% of all time, for strength and endurance - 15-20%, for speed and speed endurance - up to 10%, for flexibility - 5-10%, for dexterity 10-15% of the total training time.

The issue of increasing motivation to engage in physical culture and sports in student youth is covered in the works of E. Zakharina, S. Bubka. E. Zakharina [13] determined the attitude of students to different forms and types of physical education classes. The results of the research indicate that only 30,67% of students attend sports sections and physical culture and health classes, and the other 69,33% have never been involved in physical culture and health groups, although they wanted to attend them. The most popular among students were health gymnastics classes (52,33%), water classes (34%), game sports (22,33%), non-traditional physical exercises (21,33%), etc. The majority of student youth (64,67%) prefer group forms, to a lesser extent - individual (24,33%) and independent forms of classes (11%). The main reasons that motivate you to study are knowledge about the benefits of exercise (34%), TV shows (26,33%), advice from friends (13%). According to the results of V. Hrynko's questionnaire, the importance of physical qualities, students ranked them in the following order: endurance – 41,8% (36,4% youth and 47,7% girls), strength – 14,9% (26% of young people and 3,8% of girls), agility – 13,7% (10,4% of young people and 16% of girls), flexibility – 12,2% (5,2% of young people and 19,1% girls) and speed 7,6% (11,7% girls and 3,4% girls). And their own level of physical fitness was assessed as follows: strength – 22,3% (31,2% of boys and 13,5% of girls), speed – 16,1% (22,1% of boys and 10,1% of girls), flexibility – 15,3% (10,4% youth and 20,2% girls), agility – 14,9% (14,2% youth and 15,7% girls) and endurance - 11, 9% (10,4% youth and 13,5% girls). As a result of the survey it was also revealed which sports students prefer: table tennis – 18,15%; volleyball – 13,5%; football – 12,8%; aerobics – 11,55%; martial arts -10,05%; swimming – 8,2%; basketball – 6,55%; athletic gymnastics – 5,55%; athletics – 5,2%; badminton -3,05%; health gymnastics – 3,45%; handball – 1,95% [2, 4].

When programming individual forms of physical culture and health classes, it should be taken into account that such types of physical activity as aerobics, shaping, Pilates, etc. are especially popular among female students [24]. The main purpose of such classes is to acquire

good body shape, as well as mastering the basics of coordination of movements, development of physical qualities, the formation of vital and professional skills.

CONCLUSION

1. Forms of education and upbringing record the variety of modifications of the internal structures of classes, a certain relationship between content and form. 2. Conservative forms of organization of classes, especially those that are compulsory, inhibit the educational content of those classes that do not meet new needs, new external factors. 3. Introduction of aerobic classes - will have a positive effect on the quality of the educational process.

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Citation: Grinko V, Kudelko V. "Aspects of Organization of Physical Education Classes in Modern Higher Education in Ukraine", *Journal of Sports and Games*, 2(2), 2020, pp 5-13.

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