

ФІЗИЧНЕ ВИХОВАННЯ РІЗНИХ ГРУП НАСЕЛЕННЯ

TECHNOLOGICAL PRINCIPLES OF FORMATION OF MOTOR COMPETENCE IN THE PHYSICAL EDUCATION OF STUDENTS WITH CHRONIC HEALTH CONDITIONS

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Abstract

The study objective is to determine the technological basis for the formation of motor competence of students with chronic health conditions in the process of physical education in universities.

Materials and methods. To solve the research tasks used the methods of theoretical analysis, systematization, comparison of different views on the problem under investigation, generalization of data of scientific-methodical and special literature, general-scientific methods of theoretical level: analogy, analysis, synthesis, abstraction, induction.

Results. It has been established that the quality of motor competence of students with chronic diseases is the result of an integrated organization of the educational process of physical education. It is established that information, motivational, active and reflexive competences are allocated in the structure of motor competence. As a methodological basis for the development of educational technology for the formation of motor competence of students with chronic diseases in the process of physical education during university study, the proposed technological basis of this process. They include: concretization of the ultimate goal, definition of strategic tasks, organization of actions, which involves determining the content of the pedagogical process of formation of motor competence and control and analysis of the results of this process. It is determined that the development of motor competence of students with chronic diseases in the course of physical education should result in the acquisition of a wide range of theoretical knowledge, practical skills and self-realization in the field of physical culture, aimed at improving their health and maintaining a high level of psychophysical status.

Conclusions. Formation of motor competence as a key condition for activating the qualitative psychophysical training of the future specialist involves the development and practical implementation of pedagogical technology – a well-defined algorithm of actions to ensure the effectiveness of this process.

Key words: student, chronic diseases, physical education, motor competence, formation, technology.

Introduction

Problem statement. The problem of preserving the health of student youth occupies a decisive place in the system of social values and priorities of modern society (Koryagin, Blavt, & Tsiiovkh, 2018). Nowadays, the health of students is a subject of close attention, because of the effect of various factors there is a permanent increase in the number of students with chronic health conditions (Volkova, Evseev, & Polovnikov, 2013; Nosko, & Adyrkhaev, 2014). Thus,

today there are many questions related to finding effective approaches in physical education of students with health disorders aimed at changing this situation. Ensuring the solution of this important social problem is possible by achieving the strategic goal of physical education – the formation of motor competence as a systemic and integrative component of the individual, an integral part of the general culture of the future specialist (Grigoriev, & Ponomarev, 2011; Oliyarnik, Gavrilenko, Guley, & Stetsyak, 2017).

The main task of physical education of the modern higher education school is to maximize the potential of each student's motor, to prepare him for self-improve-

ment, self-determination and self-realization. Physical education is focused on fulfilling the social order of society for the training of able-bodied healthy professionals (Ivashchenko, 2016; Zavidovskaya, 2003). It is believed that one of the determinants of health is the level of motor competence in students (Nosko, Kryvenko, & Manievych, 2001). As a defining function of the discipline "Physical Education" in universities, the formation of motor competence, ensures the preservation and enhancement of health of students (Stroot, 2014; Hrypach, Korol, Pavlos, & Osinchuk, 2017).

Considering the need to strengthen the psychophysical state and eliminate the existing deviations in the health status of students with chronic health conditions, ensuring the proper level of motor competence of students with chronic health conditions, as a modern and productive guide in their physical education, is very important.

Analysis of recent research and publications. Questions of motor competence are constantly in the field of interests of researchers (Grigoriev, & Ponomarev, 2011; Oliyarnik, Gavrilenko, Guley, & Stetsyak, 2017; Hrypach, Korol, Pavlos, & Osinchuk, 2017). Around this problem there are scientific disputes, as a result of which different views are born and methodological and methodological positions are formed (Ayers, 2004; Mukhametzyanov, 2011; Schmidt, & Wrisberg, 2008). However, the analytical review of scientific papers indicates that there is rather limited consideration in the existing studies of the development of motor competence in students with disabilities.

In general, the scientific work reflects the scientific and theoretical aspects of the identified issue regarding students who do not have health problems. At the same time, scientists emphasize that student with chronic health conditions do not have sufficient experience of physical activity and are not sufficiently oriented towards health support by means of physical education (Iedynak, Galamandjuk, Ivashchenko, Stasjuk, Guska, Prozar, Mazur, & Sliusarchuk, 2017; Koryagin, & Blavt, 2017; Overton, Wrench, & Garrett, 2016). According to experts (Vlasova, Sungatullin, & Zakirova, 2015; Grigoriev, & Ponomarev, 2011; Koryagin, & Blavt, 2016), in the process of physical education of students with chronic health conditions in the state of health there is no proper place for practically oriented orientation of the formation of motor competence, which provides health support.

In spite of a rather thorough elaboration of motor competence issues, the scientific work did not reveal any works in which the issues of its formation are considered by the students with chronic health conditions. There are practically no studies on the pedagogical aspects of the technology of formation of motor competence of students with chronic health conditions in the process of physical education of universities. In gen-

eral, existing studies are discrete and distinct in this category of students (Koryagin, & Blavt, 2016; Nosko, & Adyrkhaev, 2014).

Therefore, the analysis of scientific and methodological sources did not reveal any special works that would systematically and comprehensively cover the investigated issues. The contradictions between the necessity of developing technologies of formation of motor competence of students with chronic health conditions and the lack of theoretical knowledge for their design and implementation are revealed. At the same time, ensuring the effectiveness of physical education requires a clear understanding of the general laws of technology of this process (Anikieiev, 2015; Shyrobov, Malinina, Malinin, 2012; Sukhova, 2009).

Purpose of the research is to determine the technological basis for the formation of motor competence of students with chronic health conditions in the process of physical education in universities.

Materials and methods

To solve the research tasks used the methods of theoretical analysis, systematization, comparison of different views on the problem under investigation, generalization of data of scientific-methodical and special literature, general-scientific methods of theoretical level: analogy, analysis, synthesis, abstraction, induction.

This research is theoretical qualitative research. The type of this research is descriptive modeling research.

Results

Systematization of the opinions of scientists (Grigoriev, & Ponomarev, 2011; Nosko, Kryvenko, & Manievych, 2001; Hrypach, Korol, Pavlos, & Osinchuk, 2017) revealed that the definition of "motor competence" is considered as an integrated concept of a set of theoretical knowledge, skills, values, orientation, the correct realization of individual motor needs through various forms and means of physical culture, which promotes physical training and health promotion. According to a number of scientists (Koryagin, & Blavt, 2016; Vlasova, Sungatullin, & Zakirova, 2015), the main feature of motor competence as a pedagogical phenomenon is that they are not abstract motive operations (although, of course, it is based on the latter), but specific skills and skills needed to provide high level of psychophysical status of students with chronic health conditions. The following components are distinguished in the structure of motor competence of students with chronic health conditions:

- information competencies that require the student to have the necessary amount of knowledge about his health and physical culture, ways to strengthen his health by means of sanitation and hygiene, physical education, etc.;

- motivational competences that involve the formation of personally-meaningful and socially-significant interests and motives of students, understanding of the importance of physical culture for improving health and maintaining a high level of their psychophysical state;

- active competencies, which presuppose the formation of health and physical culture skills of the individual, designing their way of life in order to achieve physical perfection;

- reflexive competences, which provide students with their own experience of physical and fitness activities (Volkova, Evseev, & Polovnikov, 2013; Grigoriev, & Ponomarev, 2011; Kakhnovich, Izvekov, & Izvekov, 2017).

Principles of health orientation of physical education of students with chronic health conditions, as a rule, are specified in physical and recreational technologies (Schmidt, & Wrisberg, 2008). Their implementation in the educational process is of paramount importance. Therefore, a significant factor in improving the efficiency of physical education to improve the psychophysical status of students with chronic health conditions is the full use of its content-methodological and technological potential. According to scientists (Grigoriev, & Ponomarev, 2011; Kurz, 2008), the efficiency of formation of motor competence is ensured by the competent construction of technological foundations of this process.

The recognition of technological principles as an important factor in the educational process requires clarification of their essence and features, taking into account the specificity of work with students with chronic health conditions. The essence of technological principles, as a means of increasing the efficiency of the process of formation of motor competence of students with chronic health conditions, is largely due to the development of modern pedagogical technologies. They are specified from the standpoint of theoretical and methodological bases of competence formation and peculiarity of physical education of students with chronic health conditions. The synthesis of these components ensures the creation of social and pedagogical conditions for the formation of motor competence.

It is believed that the technological framework must satisfy two conditions. First, have a degree of complexity that can be broken down into relatively separate parts. Secondly, there should be tools that would thus systematize the actions of the subject (student) in order to achieve maximum effect with minimum effort (Volkova, Evseev, & Polovnikov, 2013).

Synthesis of interpretations of the essence of technological principles, it is determined that they are presented as a system set and the order of functioning of all personal, tools and methodical means used to achieve the goals of physical education. Therefore, technologi-

cal support implies that the process of physical education in universities should guarantee the formation of motor competence of students with chronic health conditions at a proper level.

Technological principles are the basis for building a model of educational process of physical education in an educational institution, its content, forms and means of formation of motor competence, which are reflected in pedagogical technologies (Stroot, 2014). The latter may also cover specialized technologies used in other fields of science and practice. In particular, new information technologies, educational, valeological, etc.

Taking into account the above and on the basis of elaboration of scientific work on the topic proposed (Grigoriev, & Ponomarev, 2011; Koryahin, Blavt, & Tsiovk, 2018; Mukhametzyanov, 2011), technological principles of formation of motor competence of students with chronic health conditions in the process of physical education in higher education institutions provide:

I. Specification of the ultimate goal, which is the formation of an appropriate level of motor competence of students with chronic health conditions, which provides students with the acquisition of theoretical skills and practical skills of a healthy lifestyle as a key component of motor competence.

II. Defining strategic objectives:

- mastering students' knowledge of scientific and biological and practical basics of physical culture and healthy lifestyle;

- formation of motivational-value attitude to health, to the possibility of deprivation of the existing deviations in his condition, setting for maintaining a healthy lifestyle, raising the need for physical improvement and systematic exercise;

- formation of students' orientations about the possibility of improving their health by means of physical education and forming in them the readiness to perform corrective actions;

- mastering practical skills that ensure the improvement of the health status of students with chronic health conditions and maintain a high level of their psychophysical status;

- development of practical skills from the basics of self-control methodology, assessment of the level of parameters of physical state and physical fitness and the state of one's health, and providing feedback in the process of formation of motor competence.

III. Organization of the action, which involves determining the content of the pedagogical process of formation of motor competence of students with chronic health conditions in the process of physical education in universities.

Despite the large number of modern variant programs of physical education of students with chronic health conditions, the success of becoming a motor

competency of students with chronic health conditions is determined by the appropriate selection of tools, methods, forms and conditions aimed at enhancing their health. In this sense, we particularly emphasize the need for targeted nosological correction in their choice. It is necessary to organize the process of formation of motor competence of students with chronic health conditions, which will help to improve the state of health and increase the level of physical fitness, taking into account the disease profile.

One of the important structural elements of the technology of the development of motor competence is the form of organization of physical and health activities of students with chronic health conditions. All possible forms (academic and non-academic) should contribute to the consolidation of acquired skills, the activation of physiological processes in the body damaged by the disease) under the influence of increased motor activity. Integrated use of all forms of physical education involves a wide range of methods and techniques, the implementation of which ensures the development of motor competence of students.

Under certain conditions, the following should be ensured: motor activity software based on the gender and individual characteristics of the students, taking into account the deviations in their state of health, which lead the students to the freedom to choose individual educational paths in their own physical activity. The formation of motor competence of students with chronic health conditions will be successful if they carry out this process on the basis of a procedural model of joint activity of the teacher and the student, which will be aimed at maintaining his health. In such a process, the student acts as an object and subject of upbringing, which includes the mechanisms of his/her self-awareness, self-analysis, self-esteem, student's self-development as a subject of educational activity.

IV. Outcome control and analysis is a system of measures to ensure that planned physical education indicators are validated to evaluate the means and methods used and to clarify the effectiveness of physical education, and make appropriate adjustments to this process. The analysis of the results creates an idea of their compliance with the planned results (Koryahin, Blavt, & Tsiiovkh, 2018). The latter creates the grounds for making the necessary corrective decisions. The objective basis for planning the physical education training process of students with chronic health conditions is the information obtained from the control. The optimality of scientific approaches and organizational and methodological conditions for controlling students with health disabilities ensure its effectiveness in the physical education of students with chronic health conditions.

Despite the indisputable importance of this aspect, the methodological provisions related to the features of the control of students with chronic health conditions

have not been developed yet. It is believed that this is due to the complexity of pedagogical work with students with disabilities. The latter is related to the focus on the average student, which does not bring tangible results in the formation of sustainable interests in maintaining health and maintaining a healthy lifestyle.

In general, the results of the study do not represent a comprehensive study of all aspects of the issue under consideration. They only supplement and specify knowledge in the field of theoretical and methodological basis of the process of formation of motor competence of students with chronic health conditions in their physical education.

Discussion

We fully support the scientific approaches of specialists engaged in finding ways to optimize physical education results of students with chronic health conditions while studying at university (Ivashchenko, 2016; Zavidovskaya, 2003; Nikiforova, Fedorova, & Froltsova, 2015; Sukhova, 2009)

Formation of motor competence in students is an active pedagogical process, where technology, as a certain algorithm of action, of realization of this process is essential. (Volkova, Evseev, & Polovnikov, 2013; Kurz, 2008). The data obtained in the study show that the efficiency of the process of formation of motor competence is ensured by the competent construction of technological foundations of this process.

The study presents a new solution to the applied scientific problem of the formation of motor competence in SMG students in the process of physical education at the university. We have tried to address a number of issues that will inevitably arise in this process. Our research complements the scientific data on the importance of qualitative formation of students' motor competence as a correlator of the result of their physical education. (Grigoriev, & Ponomarev, 2011; Koryagin, & Blavt, 2016; Oliyarnik, Gavrilenko, Guley, & Stetsyak, 2017).

The above data complement the results of the study of the peculiarities of technological foundations of building a model of the educational process of physical education of students, its content, forms and means of formation of motor competence. (Vlasova, Sungatullin, & Zakirova, 2015; Kakhnovich, Izvekov, & Izvekov, 2017; Mukhametzyanov, 2011).

Conclusions

The pedagogical process of formation of the motor competence of students with chronic health conditions in the process of physical education in universities is aimed at the formation and development of theoretical knowledge, practical skills, self-realization in the field of physical culture to improve their health and maintain a high level of psychophysical status.

Integration of research of industry experts, allows to state that the formation of motor competence as a key condition for the activation of physical and educational training of the future specialist involves the development and practical implementation of pedagogical technology, as a well-defined algorithm of actions for the realization of goals. The determined technological principles provide opportunities for conceptual design and implementation of the process of realization of pedagogical technologies of formation of motor competence of students with chronic health conditions in the process of physical education in the university due to: clear definition of the purpose; choosing the most rational ways of translating a scientific idea into a concrete practical result; identifying and creating a set of conditions to maximize the practical implementation of technology; continuous control and management at all stages of technology implementation. The latter should be developed based on these positions through the formation of various skills and abilities of students with chronic health conditions, abilities to apply this knowledge in the process of specially organized physical education classes and independent physical-fitness activity.

Conflict of interest

The authors state no conflict of interest.

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ТЕХНОЛОГІЧНІ ЗАСАДИ ФОРМУВАННЯ РУХОВОЇ КОМПЕТЕНТНОСТІ У СТУДЕНТІВ З ХРОНІЧНИМИ ЗАХВОРЮВАННЯМИ У ПРОЦЕСІ ФІЗИЧНОГО ВИХОВАННЯ

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Реферат. Стаття: 6 с., 30 джерел.

Мета дослідження – визначення технологічних засад формування рухової компетентності у студентів із хронічними захворюваннями в процесі фізичного виховання закладів вищої освіти.

Матеріали та методи. Для вирішення завдань дослідження використано методи теоретичного аналізу, систематизації, порівняння різних поглядів на досліджувану проблему, узагальнення даних науково-методичної та спеціальної літератури та загальнонаукові методи теоретичного рівня: аналогія, аналіз, синтез, абстракції, індукції.

Результати. З'ясовано, що якість рухової компетентності студентів із хронічними захворюваннями є результатом інтегрованої організації навчально-виховного процесу фізичного виховання. Установлено, що у структурі рухової компетентності виділяють інформаційні, мотиваційні, діяльні та рефлексивні компетенції. В якості методичної основи розвитку навчальної технології формування рухової компетентності студентів із хронічними захворюваннями у процесі фізичного виховання під час навчання в університеті запро-

поновані технологічні основи цього процесу. Вони передбачають: конкретизацію кінцевої мети, визначення стратегічних завдань, організацію дій, що полягають у визначенні змісту педагогічного процесу формування рухової компетентності та контроль й аналіз результатів цього процесу. Визначено, що результатом формування рухової компетентності студентів із хронічними захворюваннями у ході фізичного виховання має стати набуття широкого спектру теоретичних знань, практичних умінь та самореалізація в сфері фізичної культури, синтез котрих скерований на покращання стану здоров'я й підтримку на високому рівні психофізичного стану.

Висновки. Формування рухової компетентності як чільної умови активізації якісної психофізичної підготовки майбутнього спеціаліста передбачає розробку й практичну реалізацію педагогічної технології – чітко визначеного алгоритму дій задля забезпечення ефективності цього процесу.

Ключові слова: студент, хронічні захворювання, фізичне виховання, рухова компетентність, формування, технологія.

ТЕХНОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ДВИГАТЕЛЬНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ С ХРОНИЧЕСКИМИ ЗАБОЛЕВАНИЯМИ В ПРОЦЕССЕ ФИЗИЧЕСКОГО ВОСПИТАНИЯ

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Цель исследования – определение технологических основ формирования двигательной компетентности у студентов с хроническими заболеваниями в процессе физического воспитания высших учебных заведений.

Материалы и методы. Для решения задач исследования использованы методы теоретического анализа, систематизации, сравнения различных взглядов на исследуемую проблему, обобщение данных научно-методической и специальной литературы и общенаучные методы теоретического уровня: аналогии, анализа, синтеза, абстракции, индукции.

Результаты. Установлено, что качество двигательной компетентности студентов с хроническими заболеваниями является результатом интегрированной организации учебно-воспитательного процесса физического воспитания. В структуре двигательной компетентности выделены информационные, мотивационные, деятельные и рефлексивные компетенции. В качестве методической основы технологии формирования двигательной компетентности студентов с хроническими заболеваниями в процессе физического воспитания во время учебы в университете предложены технологические основы этого процесса. Они пре-

дусматривают: конкретизацию конечной цели, определение стратегических задач, организацию действий, предусматривающие определение содержания педагогического процесса формирования двигательной компетентности, контроль и анализ результатов этого процесса. Определено, что результатом формирования двигательной компетентности студентов с хроническими заболеваниями в ходе физического воспитания должно стать получение широкого спектра теоретических знаний, практических умений и самореализация в сфере физической культуры, направленные на улучшение здоровья и поддержания на высоком уровне психофизического состояния.

Выводы. Формирование двигательной компетентности как главного условия активизации качественной психофизической подготовки будущего специалиста предусматривает разработку и практическую реализацию педагогической технологии – четко определенного алгоритма действий для обеспечения эффективности реализации целей этого процесса.

Ключевые слова: студент, хронические заболевания, физическое воспитание, двигательная компетентность, формирование, технология.

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