

CHAPTER 3

THEORY AND METHODS OF VOCATIONAL EDUCATION

THEORETICAL-METHODOLOGICAL AND PSYCHOLOGICAL- PEDAGOGICAL ASPECTS OF PHYSICAL EDUCATION OF DIFFERENT GROUPS OF THE POPULATION

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Abstract. *The proposed academic paper examines the characteristic theoretical-methodological and psychological-pedagogical aspects of physical education, namely, the basic concepts, training models, the specifics of the practical implementation of physical education of various groups of the population in today's conditions. The purpose of the academic paper is to analyze the theoretical and methodological and psychological and pedagogical aspects of physical education of different groups in a modern educational environment. The content of the concepts "physical education" has been investigated by methods of comparative analysis and synthesis; the specifics of physical education of different groups of the population in the conditions of modern educational environment have been characterized; the method of classification of physical education's methods for different groups of the population has been applied. In order to optimize the existing approaches to physical education of different groups of the population, the process of forming a healthy nation by introducing a social way of life should be considered as the priority task of the state.*

Keywords: *educational environment, physical education, interactive educational process, healthy nation.*

JEL Classification: I24, I29

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Introduction. Currently, the priority objective of the state is the process of forming a healthy nation by introducing a social way of life. Physical education is the driving force of this process, providing the society and the state with affordable living standards, which, as a consequence, shape the level and quality of life of the population. The implementation of this process in the society involves the use of various means, and, in particular, the capabilities of the human factor, namely: population structure, demographic indicators, health status. Ensuring a dignified life for all members of the society is a common problem. It is covered in research in various areas, and, in particular, in the study of physical culture, sports and health tourism, which are structural and functional components of the national security system [2]. In general, it should be noted that health in the global sense is the key to the progressive development of civilization as a whole.

Literature Review. Physical education is the main driving force of mental and personal development. Leading investigations in the field of developmental learning and education were conducted by I.H. Pestalozzi, A. Distervergh, K.D. Ushinsky, LM Tolstoy, P.F. Lesgaft and others. The works of L.S. Vyhotsky are distinguished by, innovative technologies. In investigations, the author has substantiated the idea of advanced learning, which precedes the natural biological development and focuses on the formation of the personality of students and their cognitive abilities. The ideas of L.S. Vyhotsky were followed by L.V. Zankov, D.B. Elkonin, V.V. Davydov and others, who substantiated the idea of the developing influence of the active way of learning. The essence of the internal personality changes that occur under the influence of this method lies in “appropriation”, the acquisition of a historically justified experience of cognition and activity, which directly affects the development of cognitive abilities and personal qualities. The leading idea of new pedagogical thinking, the essence of which lies in revising the system of values and priorities in education, is the idea of development. This means creating the necessary conditions for personal development, development and self-development of the education system, turning the latter into an effective factor in the society [6].

In particular, V.H. Shilko’s investigations reveal the issues of modernization of the existing system of physical education through the introduction of personality-oriented innovative technologies. The practical basis of this concept was the development by the author of a three-component model for conducting a training session, which includes as follows: sports and specific technologies of educational and training programs in the main sports of students (rhythmic gymnastics, basketball, volleyball, bodybuilding, chess, swimming); general technologies, which are based on the use of elements of training programs in athletics; health technologies aimed at eliminating common diseases in the students’ environment. The practical implementation of this model should be introduced taking into account the existing physical culture and sports needs of different social-age groups, health status, level of general and special physical fitness, gender, motivational sphere, as well as psycho-emotional features. The result of the proposed system of personality-oriented education will be a new level of mastery of physical culture, change the attitude of man to himself, to other people, to the world, increase responsibility for his actions and their consequences.

Domestic and foreign scientists considering the need for significant restructuring of the physical education system of youth based on the principles of humanistic pedagogy and psychology, note that the process of humanization is a natural trend and an objective need in order to develop the level of physical education. This is due primarily to the general process of democratization of the society and the internal development of the physical education system, its transition from extensive to intensive development, qualitatively new principles of personality formation. In this regard, it is necessary to introduce physical education among different groups of the population as an urgent problem nowadays.

Aims. The purpose of the academic paper is to analyze the theoretical and methodological and psychological and pedagogical aspects of physical education of different groups in a modern educational environment.

Methods. The content of the concepts “physical education” has been investigated by methods of comparative analysis and synthesis; the specifics of physical education of different groups of the population in the conditions of modern educational environment have been characterized; the method of classification of physical education’s methods for different groups of the population has been applied.

Results of the Research. The generally accepted goal of physical education among different groups of the population is the education of the individual through culture, by mastering the value potential of physical culture. In this regard, physical education, from the point of view of philosophy, should be considered as a holistic approach to the essence of man, as a unique combination of ideological, intellectual and motor components, as well as the society and human awareness of the cultural value of physical culture and sports in general [3]. The application of this approach involves the identification of initiative, solving problems of active learning, creative thinking and the appropriate level of intellectual abilities in the organization of one’s own physical activity. This approach is based on the need for continuous physical education of young people. Its essence lies in teaching a young person to purposefully take care of their health, using modern methods of self-education, self-improvement and self-training throughout life, as well as awareness of the priority of the emotional aspect of physical activity, fun and personal success [9]. In order to improve the organization of physical education it is necessary to take into account individual psychological and morphofunctional features of a person, the conformity of the content of physical activity to the rhythms of human development with age, as well as to provide freedom of choice of intensity and forms of health promotion. The decision of the tasks set before physical education, should be carried out through introduction of interest in employment by a certain kind of physical culture. Physical education has a beneficial effect only when on the part of the subject there is creative activity, which is characterized by an increased interest of young people in physical activities. That is why one of the fundamental points in the organization of physical education should be determining the motive, the need for a certain type of physical activity, as well as the development of motivation, given the dynamism and flexibility of this process.

In particular, in the works of V.A. Romanovich, the following principles of the introduction of the personality-oriented content of physical activity have been identified, namely: the organization of training activities; free choice of physical culture and sports activities; optimality and adequacy of training loads to individual morphofunctional and psychological features; formation of educational and training groups taking into account personal features of physical fitness, motives and interests; integrity and integrative content of physical education; diagnostics of the educational process and its correction based on the results of the monitoring; continuity of independent and regulated forms of employment; optimal volume and intensity of motor activity as the main criterion for the effectiveness of physical

education; abandonment of the regulatory approach; the situation of success as a stimulus for the formation of motives for cognitive-motor activity [9].

Similar ideas can be observed in the scientific works of I.V. Manzhelei, where physical education is proposed to be carried out as physical education using elements of self-education. The substantiation of the approach proposed by the author is based on the separation of four pedagogical models of physical education, namely: personality-oriented, health-adaptive, sports-recreational and social-oriented [7]. It should be noted the importance of forming the motives of the student as a subject of activity. Acting as the most important motivating force of educational activity, motives have a dynamic character and change depending on the social attitudes of the individual, the conditions of their formation and development in the process of communication. During the specially organized training, a great role is given to the explanation not only of the actions to be performed, but also their significance for the whole process of learning the material, and, physical education, in particular. This encourages them to solve problems on their own, as well as to use past learning experience in solving them. In a number of studies, the leading role is played by the content component of the physical education program, in which the dominant importance is given to the process of motivation. Thus, A.V. Ostrovsky [5] and R.V. Strelnikov [7] propose to form the content of physical education taking into account the interests of students, offering them to participate directly in the independent choice of the content of alternative classes. A new interpretation of the individual approach to the educational process is considered. Its essence lies in the fact that it is proposed to focus not on generalized age characteristics in the education system, but, having studied each student, to provide individual physical education, taking into account his explicit and hidden potential capabilities that need to be developed. In the process of communication, the teacher helps students know themselves by teaching introspection, self-esteem, comparing their achievements in different periods of time, mobilize their strength in order to overcome difficulties, experience the joy of success, feel the atmosphere of romance from learning new things. A special role is played by the evaluation of activities not by quantitative assessment, but by qualitative one, which is reflected in the characteristics of students. Elements of this technology are widely used in the sphere of physical culture and sports. Teachers and coaches often seek to develop the ability to purposefully compose sets of exercises for morning exercise, sets of exercises for the development of certain qualities, for independent warm-up, micro parts of lessons or training sessions, creating a situation of independent decision-making on tactics and other sports. In the works of foreign authors, one can notice an increase in the humanistic direction in the organization of physical education of students. In programs for physical education for educational institutions of different levels, an increasing place is occupied by components aimed at the formation of physical culture of the individual, the development of motivation for physical activity and sports. Herewith, the choice often falls on non-traditional organizational forms of physical education, which replace the traditional regular form of organization of classes [4]. Sportization is one of the promising directions for the implementation of a personality-oriented approach in education. V.K. Balsevich

proposed this term in order to denote the innovative direction of physical education, characterized by in-depth study of the sport chosen by students. The scholar understood sportization as the use of elements of advanced technologies, verified in the practice of sports training of elite athletes and the Olympic reserve, in the system of physical education in educational institutions of various types and in the exercise of physical activity in family, collective and other mass forms of exercise [2]. Along with this, N.I. Ponomarev emphasizes that under the conditions of the traditional practice of physical education among some students, there is a predominantly declarative, contemplative attitude towards sports, when interest in it occupies a high place in the structure of interests, but it is practically not implemented. This is explained by the author's insufficient development of the problem of educating the need for practical sports among young people [9]. According to the viewpoints of domestic authors, such as: V.K. Balsevich, L.I. Lubysheva, A.V. Lotonenko and co-authors, M.V. Igosheva, V.I. Stoliarova, S.Yu. Barynova, K.B. Tumarov and others, there is a scientifically based need for integration of systems of physical education and sports. Integration is based on the use of physical education tools and methods of sports training.

The use of sports-oriented technologies in physical education provides a high level of quality of physical education, which is manifested in the advancement of the level of physical fitness, a serious improvement in health and psychological resilience to stressful situations. A motor-oriented approach to the organization of physical education is close to it, taking into account the individual preferences of students for one or another type of motor actions (V.A. Klimenko, N.I. Palagina, E.V. Starkova, etc.) [5]. Sports-oriented physical education has become quite widespread in the domestic practice of school physical education. Based on the analysis and generalization of the works of leading scientists and practitioners dealing with the solution of issues of physical education of schoolchildren, the theoretical and methodological foundations of the content and process of sports-oriented physical education have been developed [6]. One of the ways to implement humanitarian education, which preaches the priority of universal moral and spiritual values, is the use of the ideas of Olympism. V.S. Rodichenko includes the formation of knowledge about the history of the Olympic movement in the program of Olympic education of youth, as well as the need for sports, the values of Olympism through the active participation of children and youth in traditional and non-traditional models of physical culture and sports. V.Yu. Schneider, M.V. Bazylevych, I.V. Orlan, T.S. Ihnatenko, M.V. Igosheva, A.V. Kozlov, S.V. Radaieva pay special attention to the inclusion of competitive activities of students in the content of sports-oriented programs of physical education. Modeling of competitive conditions involves the use of competitive training tasks in order to identify winners and losers. Competitions, in which each student can participate, regardless of the level of his sports training, are held both in class and out of class, including on weekends. Intra-university sports competitions under simplified rules include credit competitions within study groups, study students' flows on the course, and competitions between faculty courses, between faculties with the right to choose the form of participation in these

competitions, namely: participant, team captain, coach, judge. The final competitions are held at the end of each semester in the form of a tournament in compliance with all the attributes and etiquette of official competitions. In order to measure and assess the quality of learning material, it is proposed to take into account as follows: knowledge of the theoretical section of the program; regular attendance; participation in competitions and sports events; physical, sports and technical readiness; the ability to independently compose a complex of special warm-up, conduct a special warm-up in a group, compose a complex for the development of physical quality, draw up a synopsis for teaching a technical element and conduct it in a group, carry out refereeing of competitions on the chosen sport. It is proposed to use workbooks for self-monitoring of sports activities, as well as individual information cards of students, special attendance books. Their content includes the results of self-assessment of functional status, development of physical qualities and sports and technical fitness, indicators of a student's participation in various physical culture and sports activities [9]. Improving teaching methods involves the widespread use of collective forms of educational work in combination with group and individual forms, the use of elements of problem-based learning, the use of methods and techniques that stimulate students' creative search for answers to unclear questions; identification and development of individual abilities, application of audio-video means, technical means of training. Activation and intensification of students' activities is facilitated by the technology of problem-based learning. It is aimed at finding ways to solve educational problems by applying non-standard methods.

Non-standard is such a way for students to obtain new knowledge, necessary for solutions to the educational task, as their independent search, selection, systematization, justification of their choice. Students' search for additional or new information requires overcoming both subjective and objective (external) contradictions, for instance: between existing knowledge and newly acquired knowledge that has revealed a lack of existing knowledge; lack of sufficient knowledge in order to justify the chosen method of solving a practical problem; between a large amount of factual material and the lack of a reliable method of its analysis, etc.

In particular, in the dissertation investigation of I.V. Batishcheva, based on the materials of physical culture, attention is focused on conceptual approaches to innovative activities, within the framework of which problem-based learning and research work of students is considered [1]. Contradictions arising due to inconsistencies between theoretical and practical information are called problematic situations. If the problem of resolving a problematic situation is raised, it will become a problematic task. Ways to find the answer to the problem are developed; the results of search activities make it possible to make decisions. Another direction of improving the process of physical education in universities attracts the attention of many specialists, namely: the search for new approaches, principles, methods and methodological techniques for organizing the educational process.

Thus, the technology of problem-based learning includes the following sequential actions, namely: creation (emergence) of a problem situation, formulation

of a problem task, definition of a solution search model, decision-making, implementation of appropriate actions, analysis of achieved results. Participation in new actions of students promotes activation and intensification of their educational activity.

Conclusions. Thus, currently, there are numerous theoretical and methodological and psychological and pedagogical approaches to the organization of physical education of different groups. They differ in the direction of the process and include as follows: developmental, personality-oriented, sports, motivational, health and other components. Despite the huge achievement in the consideration of existing approaches to physical education, there is a continuous search for new technologies of training, education and development of various groups of the population by innovative means of physical culture and sports.

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